

Curriculum Committee Luncheon
AGENDA
Friday, August 12, 2022
Noon

I. Call to Order

II. New Business

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

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)

Dr. Efosa Idemudia (BE)

Dr. Debra Murphy (EH)

Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)

Dr. Matt Brown (BE)

Dr. Tennille Lasker-Scott (EH)

Dr. Tsunemi Yamashita (ST)

Dr. Lei Zhang (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sherry Tinerella, Library (ex officio) VACANT

SGA members (ex officio)

VACANT SGA members (ex officio)

B. Curricular Items

1. Curricular items requiring ADHE approval will appear on the August 23rd CC agenda/September 13th Faculty Senate. A summary of the proposals along with the proposals are posted on the Curriculum web page at <https://www.atu.edu/standingcommittees/curriculum.php>

Proposal presented from the following departments:

- a. College of Arts and Humanities – Department of Communications and Media Studies and Department of English and World Languages
 - b. College of Business and Economic Development – School of Business
 - c. College of Education and Health – Department of Emergency Management, Professional Studies, and Student Affairs Administration
2. Curricular items requiring Teacher Education Committee approval will appear on the October 25th CC agenda.
- a. Proposals requiring Teacher Education Committee approval presented by the College of STEM – Department of Mathematics and Statistics/Department of Engineering and Computer Sciences
3. All other proposals should make the September 27th CC agenda.
- a. Proposal presented by the College of STEM – Department of Physical & Earth Sciences
 - b. Proposal presented by the College of Arts and Humanities – Department of History and Political Science
4. ADHE Timeline for Approval of New Programs and LON Letters of Notification
5. Assessment
- d. START with assessment outcome when contemplating curriculum change
 - e. HLC review required for curriculum change with 25% or more substantive change
6. Curriculum Forms
- C. Fall meetings will be held at 3 p.m. on the following dates:
- Tuesday, August 23, 2022
Tuesday, September 27, 2022
Tuesday, October 25, 2022
Tuesday, November 22, 2022
TBA December, 2022

Discuss meeting format (face-to-face, WebEx, both face-to-face and WebEx)

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Monday, August 12, 2021, at noon in the West Dining Room. The following are members of the committee:

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)

Dr. Efosa Idemudia (BE)

Dr. Debra Murphy (EH)

Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)

Dr. Matt Brown (BE)

Dr. Tennille Lasker-Scott (EH)

Dr. Tsunemi Yamashita (ST)

Dr. Lei Zhang (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sheryle Tinerella, Library (ex officio)

VACANT SGA members (ex officio)

VACANT SGA members (ex officio)

All committee members were present except Dr. Lasker-Scott and Dr. Zhang. Dr. Julie Furst-Bowe, vice president for academic affairs, Dr. Jeanine Myers, associate vice president for academic affairs, and Dr. Jackie Bowman, past chair, were present as guests. Ms. Brandi Tripp from the Registrar's Office was present to assist with technology.

After the membership was introduced, Dr. Davis called the meeting to order and asked for volunteers or nominations for the chair elect and secretary positions. Dr. Tarver volunteered to serve as secretary. Motion by Dr. Murphy, seconded by Dr. Stobaugh, to nominate Dr. Tarver, as secretary. Ms. Weaver asked if Dr. Brown would consider serving as chair elect. After discussion of responsibilities, Dr. Tarver made a motion, seconded by Dr. Murphy, to nominate Dr. Brown as chair elect. By acclamation, Dr. Brown and Dr. Tarver were approved as chair elect and secretary, respectively.

OLD BUSINESS: No old business. Minutes approved by email vote after last meeting.

NEW BUSINESS:

CURRICULAR ITEMS

No curricular items were presented.

CURRICULUM PROCESS TIMELINE

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

Ms. Weaver indicated a summary of the proposals along with the proposals are posted on the Curriculum web page at <https://www.atu.edu/standingcommittees/curriculum.php>

ASSESSMENT

Dr. Austin explained the departments should start the curriculum change process with reviewing assessment outcomes. This information should be included in the curriculum proposal as rationale for the change requested. Any new program proposals should come to Dr. Austin to enter into the HLC Review System to determine if substantive change paper is needed. Dr. Austin also explained that HLC considers a substantive change to have occurred when the curriculum has changed by 25% or more during the period between HLC reviews. Individual course changes, as well as program changes are cumulative. Dr. Austin is logging changes between major HLC reviews (4-6 years). Programs that reach 25% changes in that period may need to file substantive change paper work with HLC.

CURRICULUM FORMS

Ms. Weaver indicated that we will need to use the current curriculum forms located on the Curriculum web page until curriculum management software could be purchased and implemented. Ms. Weaver indicated CourseLeaf Curriculum Management Software and Catalog appears to be the best product for consideration. In addition, she indicated the University of Arkansas System will use CourseLeaf to manage the common course numbering process.

MEETING SCHEDULE AND MEETING FORMAT

Motion by Dr. Murphy, seconded by Dr. Idemudia, to hold fall meetings via WebEx at 3 p.m. for the following dates. Motion approved.

Tuesday, August 23, 2022

Tuesday, September 27, 2022

Tuesday, October 25, 2022

Tuesday, November 22, 2022

TBA December, 2022

ADJOURNMENT

Motion by Dr. Stobaugh, seconded by Dr. Idemudia, for adjournment. Motion approved. Adjourned at 12:59 p.m.

Curriculum Committee Luncheon
AGENDA
Tuesday, August 23, 2022
3 p.m. WebEx Meeting

I. Call to Order

II. New Business

A. Approval of Minutes

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)

Dr. Efosa Idemudia (BE)

Dr. Debra Murphy (EH)

Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)

Dr. Matt Brown (BE)

Dr. Tennille Lasker-Scott (EH)

Dr. Tsunemi Yamashita (ST)

Dr. Lei Zhang (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sherry Tinerella, Library (ex officio) VACANT

SGA members (ex officio)

VACANT SGA members (ex officio)

B. Curricular Items

1. College of Arts and Humanities – Department of Communications and Media Studies

a. Add the following courses to the course descriptions:

COMM/JOUR 1023: Exploration of Media and Communication,

COMM 3513: Media Criticism,

COMM 4823: Communications Capstone,
JOUR 2253: Basic Video Production,
JOUR 2263: Media and Society, and
JOUR 4823: Journalism Capstone;

- b. Modify the Curriculum in Communication Speech Option, as follows:
 - (1) Change the title to Communication;
 - (2) Delete the following:
COMM Elective 6 hours, and
COMM 4003: Human Communication Theory; and
 - (3) Add the following:
COMM/JOUR 1023: Exploration of Media and Communications,
COMM 3513: Media Criticism, and
COMM 4823: Communication Capstone;
 - c. Modify the Curriculum in Communication Theatre and Film Production Option, as follows:
 - (1) Delete TH Elective 6 hours, and
 - (2) Add the following courses:
COMM/JOUR 1023: Exploration of Media and Communications, and
COMM 4823: Communication Capstone;
 - d. Modify the Curriculum in Journalism Broadcast, Print, and Public Relations Options, as follows:
 - (1) Delete the following:
JOUR 4883: Mass Communication Theory,
JOUR Elective 6 hours, and
Foreign Language requirement 6 hours;
 - (2) Add the following:
JOUR/COMM 1023: Exploration of Media and Communications,
JOUR/ART 1163: Basic Digital Photography,
JOUR 2263: Media and Society,
JOUR 4043: Journalism Ethics, and
JOUR 4823: Journalism Capstone; and
 - (3) Update footnotes as outlined in the proposal;
 - e. Delete the Broadcast, Print, and Public Relations Options in the Curriculum in Journalism;
 - f. Add the Certificate of Proficiency in Broadcast Journalism;
 - g. Add the Certificate of Proficiency in Print Journalism;
 - h. Add the Certificate of Proficiency in Public Relations Journalism; and
 - i. Add the Bachelor of Arts in Social Media Influencing;
2. College of Arts and Humanities – Department of English and World Languages
- a. Add IPBL 1999: Introduction to Diversity Studies, to the course descriptions; and
 - b. Add the Certificate of Proficiency in Diversity Studies.

3. College of Business and Economic Development – Department of Agriculture and Tourism
 - a. Add the Certificate of Proficiency in Casino and Gaming Industry; and
 - b. Add the Technical Certificate in Casino and Gaming Industry.

4. College of Business and Economic Development – School of Business
 - a. Add the Advanced Certificate in Data Analytics;
 - b. Add the Advanced Certificate in Entrepreneurship;
 - c. Add the Certificate of Proficiency in Business Administration;
 - d. Add the Certificate of Proficiency in Microsoft Applications;
 - e. Modify the Curriculum in Advanced Certificate in Human Resources, as follows:
 - (1) Replace Footnote 1 with the following:
 - (2) Required Human Resources Core (12 hours):
 - MGMT 3023: Principles of Human Resource Management,
 - MGMT 3323: Employment Law,
 - MGMT 4093: Organizational Behavior, and
 - MGMT 4323: Compensation and Benefits; and
 - (3) Approved Human Resources Electives (9 hours):
 - MGMT 3123: Business Ethics,
 - MGMT 4033: Internship I in Management,
 - MGMT 4213: Strategy and Leadership,
 - MGMT 4223: Leadership: Ideas and Images in Art, Film, History, and Literature,
 - and
 - PSY 3093: Organizational Psychology; and
 - (4) Modify the program description as outlined in the proposal; and
 - f. Modify the Curriculum in Health Information Management, as follows:
 - (1) Allow COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking;
 - (2) Allow PSY 2053: Statistics for the Behavioral Sciences, or SOC 2053: Statistics for the Behavioral; Sciences, or STAT 2163: Introduction to Statistical Methods;
 - (3) Move AHS 1023: Basic Pharmacology with an Overview of Microbiology, FROM: Freshman Fall, TO: Sophomore Fall or Spring; and
 - (4) Move AHS 2013: Medical Terminology, FROM Sophomore Fall or Spring, TO: Freshman Fall.

5. College of Education and Health – Department of Emergency Management, Professional Studies, and Student Affairs Administration
 - a. Add BAS 4373: Leading Agile Projects, to the course descriptions;
 - b. Modify the Curriculum in Applied Science, as follows:
 - (1) Delete the following:
 - BAS 4653: Production Scheduling,

- BAS 4751: Career Planning and Personal Development, and
2 hours of Elective; and
- (2) Add the following:
BAS 4373: Leading Agile Projects, and
OL 4963: Organizational Leadership Capstone;
- c. Modify the Curriculum in Organizational Leadership Agriculture Business, Child Development, Criminal Justice, Emergency Management, Inter-College Program, and Public Relations, as follows:
- (1) Delete OL 3013: Foundations of Organizational Leadership;
- (2) Add LEAD 1003: Introduction to Leadership; and
- (3) Change OL 4043: Ethical Leadership, TO: LEAD 2003: Ethics in Leadership, or OL 4043: Ethical Leadership;
- d. Change the name of the Curriculum in Organizational Leadership Industrial/Organizational Psychology Concentration, TO: Organizational Leadership Psychology Concentration; and modify the curriculum, as follows:
- (1) Delete the following:
OL 3013: Foundations of Organizational Leadership,
PSY 3063: Developmental Psychology: Childhood,
PSY 3163: Developmental Psychology: Adulthood, and
PSY 4043: Social Psychology;
- (2) Add the following:
LEAD 1003: Introduction to Leadership,
PSY 3813: Lifespan Development,
Approved PSY/SOC 3000-4000 level Elective 3 hours, and
Approved PSY 3000-4000 level Elective 3 hours; and
- (3) Change OL 4043: Ethical Leadership, TO: LEAD 2003: Ethics in Leadership, or OL 4043: Ethical Leadership; and
- e. Add the Organizational Leadership Military Leadership Concentration.

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

Tuesday, September 27, 2022

Tuesday, October 25, 2022

Tuesday, November 22, 2022

TBA December, 2022

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Monday, August 23, 2022, at 3 p.m. via WebEx. The following are members of the committee:

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)

Dr. Efosa Idemudia (BE)

Dr. Debra Murphy (EH)

Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)

Dr. Matt Brown (BE)

Dr. Tennille Lasker-Scott (EH)

Dr. Tsunemi Yamashita (ST)

Dr. Lei Zhang (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sherry Tinerella, Library (ex officio) VACANT

SGA members (ex officio)

VACANT SGA members (ex officio)

All committee members were present. Dr. Jeff Cass, Dr. David Eshleman, Ms. Tracy Cole, Dr. Susan West, Dr. Linda Bean, Dr. Sandy Smith, Dr. Jeff Aulgur, and Dr. Jennifer Enderlin were present as guests. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office was present to assist with technology.

Motion by Dr. Idemudia, seconded by Dr. Stobaugh, to approve the minutes from August 12, 2022 meeting and correct the error in the August 23, 2022 agenda. The agenda should read Approval of Minutes not Election of the positions: Chair Elect and Secretary (to review minutes for accuracy). Motion approved.

OLD BUSINESS: No old business.

NEW BUSINESS: CURRICULAR ITEMS

1. College of Arts and Humanities – Department of Communications and Media Studies

Motion by Dr. Idemudia, seconded by Dr. Murphy, to open discussion of proposals from College of Arts and Humanities – Department of Communications and Media Studies.

Motion by Dr. Tarver, seconded by Dr. Idemudia, to approve proposals a-i. Motion approved.

- a. Add the following courses to the course descriptions:
COMM/JOUR 1023: Exploration of Media and Communication,
COMM 3513: Media Criticism,
COMM 4823: Communications Capstone,
JOUR 2253: Basic Video Production,
JOUR 2263: Media and Society, and
JOUR 4823: Journalism Capstone;
- b. Modify the Curriculum in Communication Speech Option, as follows:
 - (1) Change the title to Communication;
 - (2) Delete the following:
COMM Elective 6 hours, and
COMM 4003: Human Communication Theory; and
 - (3) Add the following:
COMM/JOUR 1023: Exploration of Media and Communications,
COMM 3513: Media Criticism, and
COMM 4823: Communication Capstone;
- c. Modify the Curriculum in Communication Theatre and Film Production Option, as follows:
 - (1) Delete TH Elective 6 hours, and
 - (2) Add the following courses:
COMM/JOUR 1023: Exploration of Media and Communications, and
COMM 4823: Communication Capstone;
- d. Modify the Curriculum in Journalism Broadcast, Print, and Public Relations Options, as follows:
 - (1) Delete the following:
JOUR 4883: Mass Communication Theory,
JOUR Elective 6 hours, and
Foreign Language requirement 6 hours;
 - (2) Add the following:
JOUR/COMM 1023: Exploration of Media and Communications,
JOUR/ART 1163: Basic Digital Photography,
JOUR 2263: Media and Society,
JOUR 4043: Journalism Ethics, and
JOUR 4823: Journalism Capstone; and
 - (3) Update footnotes as outlined in the proposal;

- e. Delete the Broadcast, Print, and Public Relations Options in the Curriculum in Journalism;
 - f. Add the Certificate of Proficiency in Broadcast Journalism;
 - g. Add the Certificate of Proficiency in Print Journalism;
 - h. Add the Certificate of Proficiency in Public Relations Journalism; and
 - i. Add the Bachelor of Arts in Social Media Influencing.
2. College of Arts and Humanities – Department of English and World Languages

Motion by Dr. Stobaugh, seconded by Dr. Murphy, to open discussion of proposals from College of Arts and Humanities – Department of English and World Languages. Motion by Dr. Tarver, seconded by Dr. Stobaugh, to approve proposals a-b with amendment to proposal a. Correct course number for IPBL 1999 to IPBL 1993. Motion approved.

- a. Add IPBL 1999: Introduction to Diversity Studies, to the course descriptions; and
- b. Add the Certificate of Proficiency in Diversity Studies.

3. College of Business and Economic Development – Department of Agriculture and Tourism

Motion by Dr. Stobaugh, seconded by Dr. Tarver, to open discussion of proposals from College of Business and Economic Development – Department of Agriculture and Tourism. Motion by Dr. Idemudia, seconded by Dr. Murphy, to approve proposals a-b with amendment to proposal a. Add the course number 2033 to BLAW Legal Environment of Business and correct course number for POLS 4993: Sports and Politics, to HIST 2153: Introduction to Arkansas History. Motion approved.

- a. Add the Certificate of Proficiency in Casino and Gaming Industry; and
- b. Add the Technical Certificate in Casino and Gaming Industry.

4. College of Business and Economic Development – School of Business

Motion by Dr. Idemudia, seconded by Dr. Stobaugh, to open discussion of proposals from College of Business and Economic Development – School of Business. Motion by Dr. Idemudia, seconded by Dr. Tarver, to approve proposals a-f with amendment to proposal a-d. Update the VPAA contact information. Motion approved.

- a. Add the Advanced Certificate in Data Analytics;
- b. Add the Advanced Certificate in Entrepreneurship;
- c. Add the Certificate of Proficiency in Business Administration;
- d. Add the Certificate of Proficiency in Microsoft Applications;
- e. Modify the Curriculum in Advanced Certificate in Human Resources, as follows:
 - (1) Replace Footnote 1 with the following:
 - (2) Required Human Resources Core (12 hours):

- MGMT 3023: Principles of Human Resource Management,
 - MGMT 3323: Employment Law,
 - MGMT 4093: Organizational Behavior, and
 - MGMT 4323: Compensation and Benefits; and
 - (3) Approved Human Resources Electives (9 hours):
 - MGMT 3123: Business Ethics,
 - MGMT 4033: Internship I in Management,
 - MGMT 4213: Strategy and Leadership,
 - MGMT 4223: Leadership: Ideas and Images in Art, Film, History, and Literature, and
 - PSY 3093: Organizational Psychology; and
 - (4) Modify the program description as outlined in the proposal; and
 - f. Modify the Curriculum in Health Information Management, as follows:
 - (1) Allow COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking;
 - (2) Allow PSY 2053: Statistics for the Behavioral Sciences, or SOC 2053: Statistics for the Behavioral; Sciences, or STAT 2163: Introduction to Statistical Methods;
 - (3) Move AHS 1023: Basic Pharmacology with an Overview of Microbiology, FROM: Freshman Fall, TO: Sophomore Fall or Spring; and
 - (4) Move AHS 2013: Medical Terminology, FROM Sophomore Fall or Spring, TO: Freshman Fall.
- 5. College of Education and Health – Department of Emergency Management, Professional Studies, and Student Affairs Administration

Motion by Dr. Stobaugh, seconded by Dr. Idemudia, to open discussion of proposals from College of Education and Health – Department of Emergency Management, Professional Studies, and Student Affairs Administration. Motion by Dr. Tarver, seconded by Dr. Stobaugh, to approve proposals a-e. Motion approved.

- a. Add BAS 4373: Leading Agile Projects, to the course descriptions;
- b. Modify the Curriculum in Applied Science, as follows:
 - (1) Delete the following:
 - BAS 4653: Production Scheduling,
 - BAS 4751: Career Planning and Personal Development, and
 - 2 hours of Elective; and
 - (2) Add the following:
 - BAS 4373: Leading Agile Projects, and
 - OL 4963: Organizational Leadership Capstone;
- c. Modify the Curriculum in Organizational Leadership Agriculture Business, Child Development, Criminal Justice, Emergency Management, Inter-College Program, and Public Relations, as follows:
 - (1) Delete OL 3013: Foundations of Organizational Leadership;
 - (2) Add LEAD 1003: Introduction to Leadership; and

- (3) Change OL 4043: Ethical Leadership, TO: LEAD 2003: Ethics in Leadership, or OL 4043: Ethical Leadership;
- d. Change the name of the Curriculum in Organizational Leadership Industrial/Organizational Psychology Concentration, TO: Organizational Leadership Psychology Concentration; and modify the curriculum, as follows:
 - (1) Delete the following:
 - OL 3013: Foundations of Organizational Leadership,
 - PSY 3063: Developmental Psychology: Childhood,
 - PSY 3163: Developmental Psychology: Adulthood, and
 - PSY 4043: Social Psychology;
 - (2) Add the following:
 - LEAD 1003: Introduction to Leadership,
 - PSY 3813: Lifespan Development,
 - Approved PSY/SOC 3000-4000 level Elective 3 hours, and
 - Approved PSY 3000-4000 level Elective 3 hours; and
 - (3) Change OL 4043: Ethical Leadership, TO: LEAD 2003: Ethics in Leadership, or OL 4043: Ethical Leadership; and
- e. Add the Organizational Leadership Military Leadership Concentration.

ANNOUNCEMENTS:

Tuesday, October 25, 2022

Tuesday, November 22, 2022

TBA December, 2022

ADJOURNMENT:

Motion by Dr. Tarver, seconded by Dr. Murphy, for adjournment. Motion approved. Adjourned at 4:12 p.m.

Curriculum Committee Luncheon
AGENDA
Tuesday, September 27, 2022
3 p.m. WebEx Meeting

I. Call to Order

II. New Business

A. Approval of Minutes

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)
Dr. Efosa Idemudia (BE)
Dr. Debra Murphy (EH)
Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)
Dr. Matt Brown (BE)
Dr. Tennille Lasker-Scott (EH)
Dr. Tsunemi Yamashita (ST)

Dr. Lei Zhang (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)
Dr. Christine Austin, Assessment (ex officio)
Ms. Sherry Tinerella, Library (ex officio)
Marcus Kuykendall, SGA members (ex officio)
Lexie Ellis, SGA members (ex officio)

B. Curricular Items

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

a. Modify the Minor Pre-Law

(1) Add the following courses:

PHIL 2053: Introduction to Critical Thinking; and
POLS 4033: Principles of Legal Study;

(2) Delete the following courses:

PHIL 3023: Ethics; and

ENGL 2053: Technical Writing; and
(3) Add ENGL 2053: Technical Writing, or ENGL 2043: Introduction to Creative Writing.

2. College of Education and Health - Department of Kinesiology and Rehabilitation Science
 - a. Change the degree for the Bachelor of Arts in Rehabilitation Science to a Bachelor of Science.
 3. College of Science, Technology, Engineering, and Mathematics - Department of Engineering and Computing Sciences
 - a. Delete ELEG/MATH 3173: Math Methods for Engineers, from the course descriptions.
 4. College of Science, Technology, Engineering, & Mathematics - Department of Mathematics and Statistics
 - a. Delete MATH/ELEG 3173: Math Methods for Engineers, from the course descriptions.
 5. College of Science, Technology, Engineering, and Mathematics - Department of Physical Science
 - a. Modify the Minor in Engineering Physics, as follows:
 - (1) Change the name to Minor in Physics;
 - (2) Delete 11 hours of Physics Electives;
 - (3) Require the following courses:
 - PHYS 2114: Calculus-Based Physics I,
 - PHYS 2124: Calculus-Based Physics II, and
 - PHYS 3213: Modern Physics;
 - (4) Add 6 hours of UD Physics Electives;
 - (5) Add 3 hours of UD PHYS and MATH Electives; and
 - (6) Update the program description.
- C. Fall meetings will be held at 3 p.m. on the following dates:
- Tuesday, October 25, 2022 (Proposal approved by Teacher Education Council)
Tuesday, November 22, 2022
TBA December, 2022

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, September 27, 2022, at 3 p.m. via WebEx. The following are members of the committee:

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)
Dr. Efosa Idemudia (BE)
Dr. Debra Murphy (EH)
Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)
Dr. Matt Brown (BE)
Dr. Tennille Lasker-Scott (EH)
Dr. Tsunemi Yamashita (ST)

Dr. Lei Zhang (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)
Dr. Christine Austin, Assessment (ex officio)
Ms. Sherry Tinerella, Library (ex officio)
Mr. Marcus Kuykendall, SGA members (ex officio)
Ms. Lexie Ellis, SGA members (ex officio)

All committee members were present except Dr. Idemudia and Dr. Lasker-Scott. Dr. Robert Stevens, Dr. Rockie Pederson, Dr. Hamed Shojaei, and Dr. John Krohn were present as guests. Ms. Brandi Tripp from the Registrar's Office was present to assist with technology.

Motion by Dr. Murphy, seconded by Dr. Stobaugh, to approve the minutes from August 23, 2022 meeting. Motion approved.

OLD BUSINESS: No old business.

NEW BUSINESS: CURRICULAR ITEMS

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

Motion by Dr. Stobaugh, seconded by Dr. Tarver, to open discussion of all proposals from College of Arts and Humanities – Department of History and Political Science. Motion by Dr. Stobaugh, seconded by Dr. Tarver, to approve proposals a:1-3. Motion approved.

a. Modify the Minor Pre-Law

(1) Add the following courses:

PHIL 2053: Introduction to Critical Thinking; and
POLS 4033: Principles of Legal Study;

(2) Delete the following courses:

PHIL 3023: Ethics; and
ENGL 2053: Technical Writing; and

(3) Add ENGL 2053: Technical Writing, or ENGL 2043: Introduction to Creative Writing.

2. College of Education and Health - Department of Kinesiology and Rehabilitation Science

Motion by Dr. Murphy, seconded by Dr. Stobaugh, to open discussion for the proposal from College of Education and Health - Department of Kinesiology and Rehabilitation Science. Motion by Dr. Tarver, seconded by Dr. Yamashita, to remove the name change proposal from the agenda since this type of change goes directly to ADHE for approval. Motion approved.

a. Change the degree for the Bachelor of Arts in Rehabilitation Science to a Bachelor of Science.

3. College of Science, Technology, Engineering, and Mathematics - Department of Engineering and Computing Sciences and Department of Mathematics and Statistics

Motion by Dr. Yamashita, seconded by Dr. Brown, to open discussion of the two proposals from College of Science, Technology, Engineering, and Mathematics - Department of Engineering and Computing Sciences and Department of Mathematics and Statistics. Motion by Dr. Tarver, seconded by Dr. Murphy, to approve both proposals from the Department of Engineering and Computing Sciences and Department of Mathematics and Statistics. Motion approved.

College of Science, Technology, Engineering, and Mathematics - Department of Engineering and Computing Sciences

- a. Delete ELEG/MATH 3173: Math Methods for Engineers, from the course descriptions.
College of Science, Technology, Engineering, and Mathematics - Department of Mathematics and Statistics
 - a. Delete MATH/ELEG 3173: Math Methods for Engineers, from the course descriptions.
4. College of Science, Technology, Engineering, and Mathematics - Department of Physical Science

Motion by Dr. Yamashita, seconded by Dr. Tarver, to open discussion of proposals from College of Science, Technology, Engineering, and Mathematics - Department of Physical Science. Motion by Dr. Tarver, seconded by Dr. Murphy, to approve proposals a:1-6 with the amendment of a:4-5. Item a:4-5 should read change PHYS Electives (9 hours of 3000-4000 level) to: 6 hours of UD PHYS Electives and 3 hours of UD PHYS or MATH Electives. Motion approved.

- a. Modify the Minor in Engineering Physics, as follows:
 - (1) Change the name to Minor in Physics;
 - (2) Delete 11 hours of Physics Electives;
 - (3) Require the following courses:
 - PHYS 2114: Calculus-Based Physics I,
 - PHYS 2124: Calculus-Based Physics II, and
 - PHYS 3213: Modern Physics;
 - ~~(4) Add 6 hours of UD Physics Electives;~~
 - ~~(5) Add 3 hours of UD PHYS and MATH Electives;~~ replace with Change PHYS Electives (9 hours of 3000-4000 level) to 6 hours of UD PHYS Electives and 3 hours of UD PHYS or MATH Electives; and
 - (6) Update the program description.

ANNOUNCEMENTS:

Tuesday, October 25, 2022

Tuesday, November 22, 2022

TBA December, 2022

ADJOURNMENT:

Motion by Dr. Tarver, seconded by Dr. Stobaugh, for adjournment. Motion approved. Adjourned at 3:32 p.m.

Curriculum Committee
AGENDA
Tuesday, October 25, 2022
3 p.m. WebEx Meeting

I. Call to Order

II. New Business

A. Approval of Minutes

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)

Dr. Efosa Idemudia (BE)

Dr. Debra Murphy (EH)

Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)

Dr. Matt Brown (BE)

Dr. Tennille Lasker-Scott (EH)

Dr. Tsunemi Yamashita (ST)

Dr. Lei Zhang (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sherry Tinerella, Library (ex officio)

Marcus Kuykendall, SGA members (ex officio)

Lexis Ellis, SGA members (ex officio)

B. Curricular Items

1. College of Arts and Humanities - Department of History and Political Science

a. Delete the Curriculum in Bachelor of Arts in Public History.

2. College of Business and Economic Development – Department of Agriculture and Tourism
 - a. Add HA 2203: Casino Tourism, to the course descriptions; and
 - b. Add HA 2903: Casino Operations, To the course descriptions;

3. College of Education and Health – Department of Curriculum and Instruction
 - a. Delete ELED 4912: Internship in Elementary Education, from the course descriptions;
 - b. Delete RDNG 4023: Disciplinary Reading and Writing, from the course descriptions;
 - c. Add ELED 4003: Seminar in Elementary Education, to the course descriptions;
 - d. Add ELED 4903: Residency A Elementary Education, to the course descriptions;
 - e. Add ELED 4909: Residency B Elementary Education, to the course descriptions;
 - f. Modify the Curriculum in Elementary Education, as follows:
 - (1) Delete RDNG 4023: Disciplinary Reading and Writing, in Semester two of Senior year;
 - (2) Delete ELED 4912: Internship in Elementary Education, in Semester two of Senior year;
 - (3) Add ELED 4003: Seminar in Elementary Education, to Semester one of Senior year;
 - (4) Add ELED 4903: Residency A in Elementary Education, to Semester one of Senior year;
 - (5) Add ELED 4909: Residency B in Elementary Education, to Semester two of Senior year;
 - (6) Move ART 2123: Experiencing Art to Pre-Stage II;
 - (7) Move PE 3593: Methods of Teaching Health and Physical Education for K-6 Teachers, to Stage II Semester two of Senior year; and
 - (8) Move RDNG 4013: Child and Adolescent Literature, to Semester two of Senior year.

4. College of Science, Technology, Engineering, & Mathematics - Department of Biological Sciences
 - a. Delete the Curriculum in Bachelor of Science in Life Science Education for Teacher Licensure.

5. College of Science, Technology, Engineering, & Mathematics - Department of Mathematics and Statistics
 - a. Modify the Curriculum in Mathematics for Teacher Licensure, as follows:
 - (1) Delete HLED 1513: Lifetime Health and Fitness; and
 - (2) Add 3 hours Elective.

6. College of Science, Technology, Engineering, & Mathematics - Department of Physical and Earth Sciences

- a. Delete the Curriculum in Bachelor of Science in Chemistry Education for Teacher Licensure; and
 - b. Delete the Curriculum in Bachelor of Science in Physics Education for Teacher Licensure.
- C. Fall meetings will be held at 3 p.m. on the following dates:

Tuesday, November 22, 2022

TBA December, 2022

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, October 25, 2022, at 3 p.m. via WebEx. The following are members of the committee:

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)

Dr. Efosa Idemudia (BE)

Dr. Debra Murphy (EH)

Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)

Dr. Matt Brown (BE)

Dr. Tennille Lasker-Scott (EH)

Dr. Tsunemi Yamashita (ST)

Dr. Lei Zhang (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sherry Tinerella, Library (ex officio)

Mr. Marcus Kuykendall, SGA members (ex officio)

Ms. Lexie Ellis, SGA members (ex officio)

All committee members were present except Dr. Davis, Dr. Yamashita, Dr. Zhang, Ms. Tinerella, and Mr. Kuykendall. As chair-elect, Dr. Brown preceded over the meeting in Dr. Davis' absence. Dr. Jeff Cass, Dr. Marshall Swafford, Dr. Susan West, Dr. Tim Carter, Dr. John Jackson, and Dr. Hamed Shojaei were present as guests. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office was present to assist with technology. Mr. Kuykendall sent the committee an email indicating he will move to another committee and wouldn't be able to continue to serve on the Curriculum Committee.

Motion by Dr. Stobaugh, seconded by Dr. Murphy, to approve the minutes from September 27, 2022 meeting. Motion approved.

OLD BUSINESS: No old business.

NEW BUSINESS: CURRICULAR ITEMS

1. College of Arts and Humanities - Department of History and Political Science

Motion by Dr. Stobaugh, seconded by Dr. Tarver, to open discussion of the proposal from College of Arts and Humanities – Department of History and Political Science. Motion approved. Motion by Dr. Tarver, seconded by Dr. Stobaugh, to approve the proposal. Motion approved.

- a. Delete the Curriculum in Bachelor of Arts in Public History.

2. College of Business and Economic Development – Department of Agriculture and Tourism

Motion by Dr. Murphy, seconded by Dr. Idemudia, to open discussion of the proposals from College of Business and Economic Development – Department of Agriculture and Tourism. Motion approved. Motion by Dr. Tarver, seconded by Dr. Stobaugh, to approve proposal a-b. Motion approved.

- a. Add HA 2203: Casino Tourism, to the course descriptions;
- b. Add HA 2903: Casino Operations, To the course descriptions;

Dr. West requested an amendment to the agenda to consider modification of the new Certificate of Proficiency and Technical Certificate in Casino and Gaming Industry approved at the August meeting. Motion by Dr. Tarver, seconded by Dr. Murphy, to amend the agenda and consider the changes. Motion approved. Motion by Dr. Tarver, seconded by Dr. Stobaugh, to open discussion of the added proposals. Motion approved. Motion by Dr. Tarver, seconded by Dr. Laster-Scott, to approve proposal c-d. Motion approved.

- c. Modify the proposal for the new Certificate of Proficiency in Casino and Gaming Industry approved at the August meeting; and
- d. Modify the proposal for the new Technical Certificate in Casino and Gaming Industry approved at the August meeting.

3. College of Education and Health – Department of Curriculum and Instruction

Motion by Dr. Tarver seconded by Dr. Idemudia, to open discussion of the proposals from College of Education and Health – Department of Curriculum and Instruction. Motion approved. Motion by Dr. Stobaugh, seconded by Dr. Idemudia, to approve proposal a-f with amendment to provide correction for rationale for proposal c. Motion approved.

- a. Delete ELED 4912: Internship in Elementary Education, from the course descriptions;
- b. Delete RDNG 4023: Disciplinary Reading and Writing, from the course descriptions;
- c. Add ELED 4003: Seminar in Elementary Education, to the course descriptions;
- d. Add ELED 4903: Residency A Elementary Education, to the course descriptions;
- e. Add ELED 4909: Residency B Elementary Education, to the course descriptions;

- f. Modify the Curriculum in Elementary Education, as follows:
 - (1) Delete RDNG 4023: Disciplinary Reading and Writing, in Semester two of Senior year;
 - (2) Delete ELED 4912: Internship in Elementary Education, in Semester two of Senior year;
 - (3) Add ELED 4003: Seminar in Elementary Education, to Semester one of Senior year;
 - (4) Add ELED 4903: Residency A in Elementary Education, to Semester one of Senior year;
 - (5) Add ELED 4909: Residency B in Elementary Education, to Semester two of Senior year;
 - (6) Move ART 2123: Experiencing Art to Pre-Stage II;
 - (7) Move PE 3593: Methods of Teaching Health and Physical Education for K-6 Teachers, to Stage II Semester two of Senior year; and
 - (8) Move RDNG 4013: Child and Adolescent Literature, to Semester two of Senior year.

4. College of Science, Technology, Engineering, & Mathematics - Department of Biological Sciences

Motion by Dr. Murphy, seconded by Dr. Idemudia, to open discussion of the proposal from College of Science, Technology, Engineering, & Mathematics - Department of Biological Sciences. Motion approved. Motion by Dr. Stobaugh, seconded by Dr. Murphy, to approve the proposal. Motion approved with one nay vote.

- a. Delete the Curriculum in Bachelor of Science in Life Science Education for Teacher Licensure.

5. College of Science, Technology, Engineering, & Mathematics - Department of Mathematics and Statistics

Motion by Dr. Idemudia, seconded by Dr. Tarver, to open discussion of the proposal from College of Science, Technology, Engineering, & Mathematics Department of Mathematics and Statistic. Motion approved. Motion by Dr. Tarver, seconded by Dr. Stobaugh, to approve the proposal. Motion approved.

- a. Modify the Curriculum in Mathematics for Teacher Licensure, as follows:
 - (1) Delete HLED 1513: Lifetime Health and Fitness; and
 - (2) Add 3 hours Elective.

6. College of Science, Technology, Engineering, & Mathematics - Department of Physical and Earth Sciences

Motion by Dr. Stobaugh, seconded by Dr. Murphy, to open discussion of the proposals from College of Science, Technology, Engineering, & Mathematics - Department of Physical and Earth Sciences. Motion approved. Motion by Dr. Murphy, seconded by Dr. Tarver, to approve the proposals. Motion approved with one nay vote.

- a. Delete the Curriculum in Bachelor of Science in Chemistry Education for Teacher Licensure; and
- b. Delete the Curriculum in Bachelor of Science in Physics Education for Teacher Licensure.

ANNOUNCEMENTS:

Tuesday, November 22, 2022

TBA December, 2022

ADJOURNMENT:

Motion by Dr. Idemudia, seconded by Dr. Stobaugh, for adjournment. Motion approved. Adjourned at 3:52 p.m.

Curriculum Committee
AGENDA
Tuesday, November 22 2022
3 p.m. WebEx Meeting

I. Call to Order

II. New Business

A. Approval of Minutes

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)

Dr. Efosa Idemudia (BE)

Dr. Debra Murphy (EH)

Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)

Dr. Matt Brown (BE)

Dr. Tennille Lasker-Scott (EH)

Dr. Tsunemi Yamashita (ST)

Dr. Lei Zhang (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sherry Tinerella, Library (ex officio)

Vacant, SGA members (ex officio)

Lexis Ellis, SGA members (ex officio)

B. Curricular Items

1. College of Education and Health – Department of Emergency Management, Professional Studies, and Student Affairs Administration

a. Modify the Minor in Emergency Management, as follows: (1) delete EAM 1003: Living in the Hazardous Environment, and (2) add 3 hours of 1000-4000 EAM Electives.

2. College of Education and Health – Department of Kinesiology and Rehabilitation Science

a. Add the Accelerated BS in Health and Exercise Science and BS in Health and Exercise Science Kinesiology Option to MS in Strength and Conditioning Studies.

C. Curriculum Proposal and Catalog Process – Discuss approval timeline

D. Curriculum Software Update

E. Spring meetings will be held at 3 p.m. on the following dates:

Tuesday, January 24, 2023

Tuesday, February 28, 2023

Tuesday, March 28, 2023

Tuesday, April 25, 2023

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, November 22, 2022, at 3 p.m. via WebEx. The following are members of the committee:

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)

Dr. Efosa Idemudia (BE)

Dr. Debra Murphy (EH)

Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)

Dr. Matt Brown (BE)

Dr. Tennille Lasker-Scott (EH)

Dr. Tsunemi Yamashita (ST)

Dr. Lei Zhang (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sherry Tinerella, Library (ex officio)

Vacant, SGA members (ex officio)

Ms. Lexie Ellis, SGA members (ex officio)

All committee members were present except Dr. Lasker-Scott, Dr. Austin, and Ms. Ellis.

Motion by Dr. Stobaugh, seconded by Dr. Murphy, to approve the minutes from October 25, 2022 meeting. Motion approved.

OLD BUSINESS: No old business.

NEW BUSINESS: CURRICULAR ITEMS

1. College of Education and Health – Department of Emergency Management, Professional Studies, and Student Affairs Administration

Motion by Dr. Tarver, seconded by Dr. Stobaugh, to open discussion of the proposal from College of Education and Health – Department of Emergency Management, Professional Studies, and Student Affairs Administration. Motion approved. Motion by Dr. Stobaugh, seconded by Dr. Murphy, to approve the proposal. Motion approved.

- a. Modify the Minor in Emergency Management, as follows: (1) delete EAM 1003: Living in the Hazardous Environment, and (2) add 3 hours of 1000-4000 EAM Electives.
2. College of Education and Health – Department of Kinesiology and Rehabilitation Science

Motion by Dr. Murphy, seconded by Dr. Idemudia, to open discussion of the proposal from College of Education and Health – Department of Kinesiology and Rehabilitation Science. Motion approved. Motion by Dr. Tarver, seconded by Dr. Yamashita, to approve the proposal. Motion approved.

a. Add the Accelerated BS in Health and Exercise Science and BS in Health and Exercise Science Kinesiology Option to MS in Strength and Conditioning Studies.

Ms. Weaver indicated that the committee would meet on the last few proposals on Tuesday, January 24, 2023. If approved, the proposals will move to the February Faculty Senate meeting. These proposals would be approved in time to appear in the 2023-24 catalog which goes live in March, 2023. Proposals for the 2024-25 catalog are due to Dr. Austin and Ms. Weaver by July 1, 2023.

Ms. Weaver updated the committee that the RFP Process has started for purchasing curriculum management software.

ANNOUNCEMENTS:

Spring meetings will be held at 3 p.m. on the following dates:

Tuesday, January 24, 2023
Tuesday, February 28, 2023
Tuesday, March 28, 2023
Tuesday, April 25, 2023

ADJOURNMENT:

Motion by Dr. Yamashita, seconded by Dr. Idemudia, for adjournment. Motion approved. Adjourned at 3:22 p.m.

Curriculum Committee
AGENDA
Tuesday, January 24, 2023
3 p.m. WebEx Meeting

I. Call to Order

II. New Business

A. Approval of Minutes

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)
Dr. Efosa Idemudia (BE)
Dr. Debra Murphy (EH)
Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)
Dr. Matt Brown (BE)
Dr. Tennille Lasker-Scott (EH)
Dr. Tsunemi Yamashita (ST)

Dr. Kristin Jaye Henderson (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)
Dr. Christine Austin, Assessment (ex officio)
Ms. Sherry Tinerella, Library (ex officio)
Vacant, SGA members (ex officio)
Lexis Ellis, SGA members (ex officio)

B. Curricular Items

1. College of Science, Technology, Engineering, & Mathematics – Department of Engineering and Computing Sciences
 - a. Add COMS 1921: Microsoft Excel, to the course descriptions;
 - b. Add COMS 2323: Programming in Python, to the course descriptions;
 - c. Add COMS 4923: Capstone II, to the course descriptions;
 - d. Add COMS 4931-4933: Internship, to the course descriptions;
 - e. Add CSEC 1003: Introduction to Cybersecurity, to the course descriptions;
 - f. Add CSEC 4931-4933: Internship, to the course descriptions;
 - g. Modify the Curriculum in Bachelor of Science in Computer Science, as follows:
 - (1) Delete the following 13 hours:
ELEG 2134: Digital Logic Design, and ELEG 2130: Digital Logic Design Lab;

CSEC 2213: Network Forensics and Incident Response;
COMS 4063: IT Project Administration; and
Elective - 3 hours;

- (2) Add the following 13 hours:
CSEC 1003: Introduction to Cybersecurity;
COMS 2163: Scripting Languages;
COMS 2323: Programming in Python;
COMS 4923: Capstone II; and
3000-4000 Level Elective – 1 hour;

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

- (1) Delete the following 11 hours:
ELEG 2134: Digital Logic Design, and ELEG 2130: Digital Logic Design Lab;
CSEC 2113: Introduction to Information Systems; and
3000-4000 Level Elective - 4 hours; and
- (2) Add 11 hours:
CSEC 1003: Introduction to Cybersecurity;
COMS 2323: Programming in Python;
COMS 3233: Database Design and Implementation; and
Elective - 2 hours;

i. Modify the Curriculum in Bachelor of Science in Information Programming, Database, and Web Track I, and Bachelor of Science in Information Technology Network and Security Track II, as follows:

Track I (Programming, Database, and Web):

- (1) Delete the following 9 hours:
CSEC 2213: Network Forensics and Incident Response;
COMS 4063: IT Project Administration;
Elective - 3 hours; and
- (2) Add the following 9 hours:
CSEC 1003: Introduction to Cybersecurity;
COMS 2323: Programming in Python; and
COMS 4923: Capstone II; and

Track II (Network and Security) changes

- (1) Delete the following 6 hours:
COMS 4063: IT Project Administration; and
Elective - 3 hours; and
- (2) Add the following 6 hours:
CSEC 1003: Introduction to Cybersecurity;
COMS 4923: Capstone II; and
- (3) Change "COMS 2163: Scripting Languages" to "COMS 2163: Scripting Languages or COMS 2323: Programming in Python" (to allow students a choice between the two courses); and

- j. Modify the Curriculum in Associate of Applied Science in Cybersecurity, as follows:
 - (1) Delete the following 10 hours:
 - ELEG 2134: Digital Logic Design, and ELEG 2130: Digital Logic Design Lab;
 - CSEC 2113: Introduction to Information Systems; and
 - U.S. History/Government; and
 - (2) Add the following 10 hours:
 - CSEC 1003: Introduction to Cybersecurity;
 - COMS 2323: Programming in Python; and
 - Elective - 4 hours; and
 - k. Modify the Curriculum in Associate of Applied Science in Information Technology, as follows:
 - (1) Delete the following 3 hours:
 - CSEC 2213: Network Forensics and Incident Response; and
 - (2) Add the following 3 hours:
 - CSEC 1003: Introduction to Cybersecurity; and
 - l. Modify the Curriculum in Certificate of Proficiency in Computer Networking, as follows:
 - (1) Change program to require ONE of: CSEC 1213 Wireless and Cellular Security or COMS 2703: Computer Hardware and Architecture (certificate currently requires both courses); and
 - (2) Add CSEC 2213: Network Forensics and Incident Response.
2. College of Science, Technology, Engineering, & Mathematics – Department of Physical & Earth Sciences
- a. Add PHYS 4061: Engineering Physics Design, to the course descriptions;
 - b. Modify the Curriculum in Engineering Physics, as follows:
 - (1) Delete the following courses:
 - MCEG 1002: Engineering Graphics;
 - 4 hours of ELEG/MCEG/COMS (3000-4000 level) electives; and
 - PHYS 4951: Undergraduate Research in Physics; and
 - (2) Add the following courses:
 - COMS 2203: Programming II; and
 - COMS 2323: Programming in Python;
 - PHYS 4061: Engineering Physics Design; and
 - c. Modify the Curriculum in Physics, as follows:
 - (1) Delete the following courses:
 - STAT 2304: Programming Languages for Data Science;
 - 3 hours of Electives; and
 - 3 hours of Upper Division Electives; and

- (2) Add the following courses:
 - COMS 2203: Programming II;
 - COMS 2323: Programming in Python;
 - STAT 3153: Applied Statistics; and
 - 1 hours of Elective.

C. Curriculum Software Update

D. Spring meetings will be held at 3 p.m. on the following dates:

Tuesday, February 28, 2023 (No Meeting)

Tuesday, March 28, 2023

Tuesday, April 25, 2023

Arkansas Tech University

Curriculum Committee Minutes

The Curriculum Committee met on Tuesday, January 24, 2023, at 3 p.m. via WebEx. The following are members of the committee:

2022-23 Curriculum Committee members include:

1-Year Term:

Dr. Micheal Tarver (AH)

Dr. Efosa Idemudia (BE)

Dr. Debra Murphy (EH)

Dr. Michael Davis (ST) Chair

2 - Year Term:

Dr. James Stobaugh (AH)

Dr. Matt Brown (BE)

Dr. Tennille Lasker-Scott (EH)

Dr. Tsunemi Yamashita (ST)

Dr. Kristin Jaye Henderson (at large; 1- year term)

Ms. Tammy Weaver, Registrar (ex officio)

Dr. Christine Austin, Assessment (ex officio)

Ms. Sherry Tinerella, Library (ex officio)

Vacant, SGA members (ex officio)

Ms. Lexie Ellis, SGA members (ex officio)

All committee members were present except Dr. Lasker-Scott and Ms. Ellis. Dr. John Krohn, Dr. Hamed Shojaei, and Ms. Rebecca Cunningham were present as guests. Ms. Brandi Tripp and Ms. Alexis Scrimshire from the Registrar's Office was present to assist with technology.

Motion by Dr. Idemudia, seconded by Dr. Murphy, to approve the minutes from November 22, 2022 meeting. Motion approved.

OLD BUSINESS: No old business.

NEW BUSINESS: CURRICULAR ITEMS

1. College of Science, Technology, Engineering, & Mathematics – Department of Engineering and Computing Sciences

Motion by Dr. Yamashita, seconded by Dr. Stobaugh, to open discussion of the proposals from College of Science, Technology, Engineering, & Mathematics – Department of Engineering and Computing Sciences, Professional Studies, and Student Affairs

Administration. Motion approved. Motion by Dr. Yamashita, seconded by Dr. Idemudia, to approve the proposals with a correction to summary of item K. Motion approved.

- a. Add COMS 1921: Microsoft Excel, to the course descriptions;
- b. Add COMS 2323: Programming in Python, to the course descriptions;
- c. Add COMS 4923: Capstone II, to the course descriptions;
- d. Add COMS 4931-4933: Internship, to the course descriptions;
- e. Add CSEC 1003: Introduction to Cybersecurity, to the course descriptions;
- f. Add CSEC 4931-4933: Internship, to the course descriptions;
- g. Modify the Curriculum in Bachelor of Science in Computer Science, as follows:
 - (1) Delete the following 13 hours:
ELEG 2134: Digital Logic Design, and ELEG 2130: Digital Logic Design Lab;
CSEC 2213: Network Forensics and Incident Response;
COMS 4063: IT Project Administration; and
Elective - 3 hours;
 - (2) Add the following 13 hours:
CSEC 1003: Introduction to Cybersecurity;
COMS 2163: Scripting Languages;
COMS 2323: Programming in Python;
COMS 4923: Capstone II; and
3000-4000 Level Elective – 1 hour;
- h. Modify the Curriculum in Bachelor of Science in Cybersecurity, as follows:
 - (1) Delete the following 11 hours:
ELEG 2134: Digital Logic Design, and ELEG 2130: Digital Logic Design Lab;
CSEC 2113: Introduction to Information Systems; and
3000-4000 Level Elective - 4 hours; and
 - (2) Add 11 hours:
CSEC 1003: Introduction to Cybersecurity;
COMS 2323: Programming in Python;
COMS 3233: Database Design and Implementation; and
Elective - 2 hours;
- i. Modify the Curriculum in Bachelor of Science in Information Programming, Database, and Web Track I, and Bachelor of Science in Information Technology Network and Security Track II, as follows:
Track I (Programming, Database, and Web):
 - (1) Delete the following 9 hours:
CSEC 2213: Network Forensics and Incident Response;
COMS 4063: IT Project Administration;
Elective - 3 hours; and
 - (2) Add the following 9 hours:
CSEC 1003: Introduction to Cybersecurity;
COMS 2323: Programming in Python; and

- COMS 4923: Capstone II; and
Track II (Network and Security) changes
- (1) Delete the following 6 hours:
COMS 4063: IT Project Administration; and
Elective - 3 hours; and
 - (2) Add the following 6 hours:
CSEC 1003: Introduction to Cybersecurity;
COMS 4923: Capstone II; and
 - (3) Change "COMS 2163: Scripting Languages" to "COMS 2163: Scripting Languages or COMS 2323: Programming in Python" (to allow students a choice between the two courses); and
- j. Modify the Curriculum in Associate of Applied Science in Cybersecurity, as follows:
- (1) Delete the following 10 hours:
ELEG 2134: Digital Logic Design, and ELEG 2130: Digital Logic Design Lab;
CSEC 2113: Introduction to Information Systems; and
U.S. History/Government; and
 - (2) Add the following 10 hours:
CSEC 1003: Introduction to Cybersecurity;
COMS 2323: Programming in Python; and
Elective - 4 hours; and
- k. Modify the Curriculum in Associate of Applied Science in Information Technology, as follows:
- (1) Delete the following 3 hours:
CSEC 2213: Network Forensics and Incident Response; and
 - (2) Add the following 3 hours:
CSEC 1003: Introduction to Cybersecurity; and
- l. Modify the Curriculum in Certificate of Proficiency in Computer Networking, as follows:
- (1) Change program to require ONE of: CSEC 1213 Wireless and Cellular Security or COMS 2703: Computer Hardware and Architecture (certificate currently requires both courses); and
 - (2) Add CSEC 2213: Network Forensics and Incident Response.
2. College of Science, Technology, Engineering, & Mathematics – Department of Physical & Earth Sciences

Motion by Dr. Murphy, seconded by Dr. Henderson, to open discussion of the proposals from College of Science, Technology, Engineering, & Mathematics – Department of Physical & Earth Sciences. Motion approved. Motion by Dr. Yamashita, seconded by Dr. Stobaugh, to approve the proposals. Motion approved.

- a. Add PHYS 4061: Engineering Physics Design, to the course descriptions;

- b. Modify the Curriculum in Engineering Physics, as follows:
 - (1) Delete the following courses:
 - MCEG 1002: Engineering Graphics;
 - 4 hours of ELEG/MCEG/COMS (3000-4000 level) electives; and
 - PHYS 4951: Undergraduate Research in Physics; and
 - (2) Add the following courses:
 - COMS 2203: Programming II; and
 - COMS 2323: Programming in Python;
 - PHYS 4061: Engineering Physics Design; and
- c. Modify the Curriculum in Physics, as follows:
 - (1) Delete the following courses:
 - STAT 2304: Programming Languages for Data Science;
 - 3 hours of Electives; and
 - 3 hours of Upper Division Electives; and
 - (2) Add the following courses:
 - COMS 2203: Programming II;
 - COMS 2323: Programming in Python;
 - STAT 3153: Applied Statistics; and
 - 1 hours of Elective.

ANNOUNCEMENTS:

Ms. Weaver reported that the RFP process has started for purchasing curriculum and catalog management software.

Spring meetings will be held at 3 p.m. on the following dates:

Tuesday, February 28, 2023 (No Meeting)

Tuesday, March 28, 2023

Tuesday, April 25, 2023

ADJOURNMENT:

Motion by Dr. Yamashita, seconded by Dr. Murphy, for adjournment. Motion approved. Adjourned at 3:25 p.m.



Faculty Senate

Minutes of THE FACULTY SENATE OF ARKANSAS TECH UNIVERSITY

This meeting of the 2022-2023 Faculty Senate was held at 3:00 p.m. on Tuesday, September 13, 2022 on WebEx. The following members were present:

Dr. David Eshelman	Dr. Melissa Darnell
Dr. Newt Hilliard	Dr. Bethany Swindell
Dr. Efosa Idemudia	Dr. Arwen Taylor
Dr. Julie Mikles-Schluterman	Dr. Breanna Claire
Dr. Sean Reed	Dr. Kuldeep Singh
Dr. Azin Sanjari Pirmahaleh	Dr. Carey Ellis Laffoon
Dr. Masanori Kuroki	Dr. Ellen Treadway
Dr. Jamie Stacy	Dr. Erica Wondolowski
Dr. Peter Dykema	Stan Apple
Dr. Tom Nupp	Sherry Tinerella
Dr. Rene Couture	Jasmine Greer
Dr. Michael Davis	

Absent: Dr. Sean Huss, Dr. David Cullen, Michael Bradley

Also present: Dr. Julie Furst-Bowe (VPAA); Abby Davis and Amy Anderson (Athletics); TJ McDonald and Dillon Alexander (Textbook Brokers)

- I. **Call to Order:** Dr. Sean Reed called the meeting to order at 3:01 pm.
 - A. **Approval of the Minutes:** Following a request to emend the spelling of Dr. Nupp's name, Motion to approve the minutes from the August 15 meeting from Dr. Michael Davis, seconded by Dr. David Eshelman, Motion carried.

- II. **Committee Updates**
 - A. Curricular Items (<https://www.atu.edu/standingcommittees/curriculum/2023-24/Summary%20Proposals%20Aug%20CC%20Sept%20FS.pdf>)
Motion to approve the curricular proposals from Sherry Tinarella and seconded.
In discussion, Dr. Dykema mentioned a class mistakenly listed as nine credits, already set to be revised. Motion carried.

 - B. **Standing Committees**

1. Budget Advisory Committee (Nupp): Although contingencies were in place for declining enrollments, this semester's enrollments will reduce the budget more than in 2020; the committee was assured there were no budget cuts forecast at this moment. A 700K loss in productivity funding from the state is the result of the ADHE funding formula; we're about 25-40% below peer institutions in our Core Expense metric, and 10-25% below peer institutions in the ration of administrative to faculty salaries.

Dr. Reed requested that visitors be asked to speak ahead of the remaining committee delegates; there were no objections.

TJ McDonalds, from Textbook Brokers, discussed the store's coming role as the university's bookstore, including the availability of their adoption portal once the contract is signed. Faculty may submit textbook adoptions by email or on paper as well. Buyback and return of rentals from Barnes and Noble will be honored by Textbook Brokers. The store will also offer Tech-branded merchandise.

Abby Davis and Abby Anderson, from the Athletics Department encouraged faculty to contact Ms. Anderson with concerns about student athletes

B. Standing Committees redux

2. General Education Committee (Tinarella): No report.
3. Institutional Aid Committee (Hilliard): No report.
4. Shared Governance Committee (Eshelman): The committee has held a preliminary meeting; contact Dr. Eshelman with concerns you'd like the committee to tackle.
5. Campus Space and Utilization Committee (Singh): No report.
6. Faculty Salary and Benefits Committee (Hilliard): Sabbatical requests were due on September 13; the deadline to request or recommend emeritus status is also out.
7. Institutional Scholarship Appeals Committee (Swindell): Committee's work has slowed since covid; students sometimes don't know what classes they need in order to keep a scholarship; a reminder to talk to financial aid as a part of advising.
8. Professional Development Committee (Dykema): Applications for grants are open.
9. Technology Prioritization and Impact Committee (Apple): No report.

C. Ad Hoc & Senate Committees

1. Faculty Workload Committee (Eshelman/Darnell): No report
2. Insurance Benefit Committee (Davis): Likely Tech will renew with BCBS; open enrollment starts in a month or two.
3. Faculty Senate Diversity and Inclusion Action Committee (Wondolowski): No meeting yet; working with the chair of the Equity Action Committee; following an idea proposed by Dr. Eshelman, the Senate is requested to invite speakers from around the university on DEI, in this year's remaining meetings.

4. Exploratory Committee on P&T Salary Increases (Hilliard): The committee has looked at CUPA data and found inconsistencies in how salaries are set, raising questions in how CUPA data is used to determine salaries; a written policy would be useful in assuring consistency, especially in times of high administrative turnover. Recommendation that Wyatt Watson attend a Senate meeting to address this.
5. Strategic Enrollment and Retention Committee (Darnell): Committee has not met; Dr. Darnell has discussed three-year strategic plan with Dr. Gunter; each college and department should be creating their own strategic plan that aligns with the university's.
6. Committee Restructuring (Stacy): Officially stand down committee as process is complete.
7. Strategic Planning (Darnell): New departments and colleges are working on the plan, due mid-September.
8. Transfer Task Force (Stacy): A meeting on transfers is scheduled for 9.26.
9. Prior Learning Committee (Swindell): Committee is working on comparisons with other schools.
10. Hiring Processes Committee (Dykema): Committee has met.
11. Microcredentials Committee (Wondolowski): Focus is on 4-credit credentials and identifying audiences for marketing.

III. **New Business**

A. **VPAA Update (Furst-Bowe):** Dr. Furst-Bowe updated on the following items:

- Ed Armstrong was unable to attend this meeting.
- Sabbatical and emeritus requests due by September 16; promotion and tenure

IV. **Old Business**

Recycling: Dr. Swindell reached out to Keep Arkansas Beautiful for legal clarification; still awaiting on response

V. **Open Forum**

- Emergency Management Safety Committee: Dr. Reed, on behalf of Dr. Huss, has heard from faculty that there's concern there is only one faculty member on that committee (Dr. Swindell); request from a constituent for better representation and training; concerns also about disability representation on the committee and the role of academic expertise in emergency preparedness.
- Dr. Stacy reported the Health and Wellness Center has limited supply of the Moderna bivalent booster.
- Dr. Dykema questioned whether a permanent change could be made to the Senate's use of parliamentary procedure to allow guests to speak before committee updates; Dr. Reed clarified the ordering is in place because guests constitute new business. Dr. Stacy noted in a similar vein that legal counsel should come directly to the Senate, not to the VPAA, if he wants to speak to the Senate.



Faculty Senate

VI. Announcements and Information Items

Brass in the Clouds coming up on September 24.

VII. Adjournment: Dr.Hillard moved to Adjourn. Seconded by Stan Apple. Motion Carried.

Respectfully submitted,

A handwritten signature in blue ink that reads "Sean Reed".

Dr. Sean Reed, Chair

A handwritten signature in black ink that reads "Arwen Taylor".

Dr. Arwen Taylor, Secretary

Minutes of
THE FACULTY SENATE OF
ARKANSAS TECH UNIVERSITY

This meeting of the 2022-2023 Faculty Senate was held at 3:00 p.m. on Tuesday, October 11, 2022 in Rothwell 321A and WebEx. The following members were present:

Stan Apple	Dr. Masanori Kuroki
Dr. Michael Bradley	Dr. Carey Ellis Laffoon
Dr. Rene Couture	Dr. Julie Mikles-Schluterman
Dr. Melissa Darnell	Dr. Tom Nupp
Dr. Michael Davis	Dr. Azin Sanjari Pirmahaleh
Dr. Peter Dykema	Dr. Sean Reed
Dr. David Eshelman	Dr. Jamie Stacy
Jasmine Greer	Dr. Kuldeep Singh
Dr. Newt Hilliard	Dr. Arwen Taylor
Dr. Efosa Idemudia	Dr. Ellen Treadway
	Dr. Erica Wondolowski

Absent: Dr. David Cullen; Dr. Bethany Swindell; Sherry Tinarella; Dr. Breanna Claire

Also present: Dr. Robin Bowen (President); Dr. Julie Furst-Bowe (VPAA); Dr. Tennille Lasker-Scott (DEI Guest Speaker; Ed Armstrong (University Counsel)

- I. **Call to Order:** Dr. Sean Reed called the meeting to order at 3:05 p.m.
 - A. **Approval of the Minutes:** Motion to approve the minutes from the September 13 meeting from Dr. Sean Huss, seconded by Dr. David Eshelman. Motion carried.
- II. **Update from Dr. Bowen:** A search committee is being convened for a Vice President of Academic Affairs, who will also serve as a University Provost. The committee will be chaired by Dr. Mary Gunter and include Dr. Sean Reed as a Senate representative, and aim to begin interviewing in January.
- III. **DEI Presentation:** Dr. Tennille Lasker-Scott presented an overview of DEI, emphasizing the practical and revenue stakes of effectively welcoming diverse populations, the benefits to students, faculty, and staff of doing DEI effectively, the necessity of focusing on specific policies, and the metrics by which DEI policies may be measured
- IV. **Committee Updates**

A. Curricular Items (<https://www.atu.edu/standingcommittees/curriculum/2023-24/Summary%20Proposals%20Aug%20CC%20Sept%20FS.pdf>)

Motion to approve the curricular proposals from Dr. Michael Davis and seconded by Dr. Sean Huss. Following some clarification that the pre-law certificate does not need assessment justifications, as well as the change of the Bachelor of Arts in Rehabilitation Science to a Bachelor of Science, the **Motion carried.**

B. Standing Committees

1. Budget Advisory Committee (Nupp): Committee held introductory meeting and discussed the role of the fee committee as well as the deadline for the submission of new fee proposals (Nov 23).
2. General Education Committee (Black [for Tinarella]): No report.
3. Institutional Aid Committee (Hilliard): No report.
4. Shared Governance Committee (Eshelman): No report
5. Campus Space and Utilization Committee (Singh): No report.
6. Faculty Salary and Benefits Committee (Hilliard): No report.
7. Institutional Scholarship Appeals Committee (Stacy [for Swindell]): No report.
8. Professional Development Committee (Dykema/Darnell): Applications for grants are ongoing, but the funds for this semester have nearly all been awarded; more will be available in the spring. The committee will likely review the application process, and would like more money, since funds were cut substantially by covid.
9. Technology Prioritization and Impact Committee (Apple): Discussed the approval and costs of large program purchases, maintenance of department-specific programs, and the timeframe for renewals of programs, coming up in 2024-5 especially.

C. Ad Hoc & Senate Committees

1. Faculty Workload Committee (Eshelman/Darnell): No report
2. Insurance Benefit Committee (Davis): Tech has renewed with BCBS, with the university absorbing the rise in premium; open enrollment begins in late October, and faculty need reminders to enroll.
3. Faculty Senate Diversity and Inclusion Action Committee (Wondolowski): No report.
4. Exploratory Committee on P&T Salary Increases (Hilliard): Academic Affairs will convene a group to evaluate and decide what changes may be made to policies, including alignment with CUPA.
5. Strategic Enrollment and Retention Committee (Darnell): No report.
6. Transfer Task Force (Stacy): A position in being advertised seeking a transfer advisor who will report to Academic Affairs.
7. Prior Learning Committee (Stacy [for Swindell]): Committee is preparing documentation show how peer universities do this; informational sessions will be held later in October.
8. Hiring Processes Committee (Dykema): No report.

9. Emergency Management Committee: New draft of emergency procedures has been prepared; RAVE panic buttons are being set up and every department should have a designated user. The committee is also expanding; Dr. Carey Ellis Laffoon volunteered to join as a faculty senate representative.
10. Microcredentials Committee (Wondolowski): No report.

V. New Business

A. VPAA Update (Furst-Bowe): The proposal for a M-R teaching schedule has been tabled after conversations with various stakeholders, due to narrow window of time before the 2023-4 calendar must be submitted. It may be taken up at a later date. Dr. Nupp asked whether anyone had thoroughly explored the practical difficulties of creating this schedule in terms of departments' curricula.

B. University Council: Mr. Ed Armstrong: Mr. Armstrong said he was here to address the legal implications of "printing or publishing an anonymous letter . . . that might be unsavory, defamatory, what have you":

~ Faculty Senate meetings may be, by some legal theories still being tested in the courts, considered "open meetings." Dr. Stacy pointed out that this may be a non-issue, since Senate meetings are already advertised and posted online, i.e., treated as "open" regardless. Mr. Armstrong agreed that he was not present because the Senate was "in trouble," only to ensure the Senate is in compliance with open-meetings laws if necessary.

~Public records are records produced by state employees as a part of the discharge of their work, but there are privacy exceptions to FOIA. Mr. Armstrong clarified he was not present as a response to anything specific that had been posted by the Senate. Personnel records are exempt from FOIA, and exit letters may include content that cause them to count as personnel records.

~"Defamation" is a statement of fact that is false and harmful to a person's reputation.

~Electronic information can be FOIAed, including an IP address. This may mean that ostensibly anonymous feedback sent to the Senate or survey data could be subject to FOIA and tracked back to an author. This might violate the terms of use of an application such as QuestionPro. The Senate will move to address these concerns around anonymity as quickly as possible.

C. A request from Dr. Sarah Gordon for a liaison between the Faculty Senate and Grad Council was deferred to the Webex discussion; items related to adjuncts were tabled till next meeting.

VI. Old Business

Recycling: Dr. Swindell learned from Solid Waste Management District that there are two dumpsters for recycling on campus, by the cafeteria and the physical plant; the problem is getting materials transported from various buildings to the recycling dumpsters.

VII. Announcements and Information Items

- ~Emergency Management Stud Association will host an evening with the FBI on October 27.
- ~The “Do Something” initiative is hosting a food drive through October 28.
- ~*The Crucible* will be performed by Tech Theater on October 27-29.
- ~The Library is hosting a series of “Tech Votes” talks, including Pamela Luker on ballot issues and several events with candidates.
- ~Safe space training will take place the first week in November.

VIII. Adjournment: Dr. Jaime Stacy moved to Adjourn. Seconded by Dr. Arwen Taylor. Motion Carried.

Respectfully submitted,



Dr. Sean Reed, Chair



Dr. Arwen Taylor, Secretary

Minutes of
THE FACULTY SENATE OF
ARKANSAS TECH UNIVERSITY

This meeting of the 2022-2023 Faculty Senate was held at 3:00 p.m. on Tuesday, November 8, 2022 in Rothwell 312 and on WebEx. The following members were present:

Stan Apple
Dr. Michael Bradley
Dr. Breanna Claire
Dr. Rene Couture
Dr. Melissa Darnell
Dr. Michael Davis
Dr. Peter Dykema
Dr. David Eshelman
Jasmine Greer
Dr. Newt Hilliard
Dr. Efosa Idemudia

Dr. Masanori Kuroki
Dr. Carey Ellis Laffoon
Dr. Tom Nupp
Dr. Azin Sanjari Pirmahaleh
Dr. Sean Reed
Dr. Jamie Stacy
Dr. Bethany Swindell
Dr. Arwen Taylor
Sherry Tinarella
Dr. Ellen Treadway
Dr. Erica Wondolowski

Absent: Dr. David Cullen, Dr. Julie Mikles-Schluterman, Dr. Kuldeep Singh

Also present: Dr. Julie Furst-Bowe (VPAA), Dr. Nate Chapman (Center for Undergraduate Research), Dr. Robert Stevens (DEI Speaker), Mr. Wyatt Watson (Office of Institutional Research)

- I. **Call to Order:** Dr. Sean Reed called the meeting to order at 3:03 p.m.
 - A. Motion to approve the minutes from the October 11 meeting from Dr. David Eshelman, seconded by Dr. Sean Huss. Motion carried
 - B. Dr. Reed requested that Dr. Stevens and Dr. Chapman be moved to the beginning of the agenda.
- II. **Request for a new standing committee:** Dr. Nate Chapman requested that a new standing committee be formed for the Center for Undergraduate Research, as the nomination process now in place has not reliably created a functioning committee. An ad-hoc committee to draft a proposal for a new committee will include Dr.s Huss, Hilliard, Reed, and Stacy.
- III. **DEI Speaker:** Dr. Robert Stevens spoke on accessible and inclusive classrooms. He emphasized that inclusive course design includes both the diversity of material selection and the

accessibility of the syllabus, as well as the importance of individual relationships with students in order to foster an environment where they can raise concerns and address difficult topics. Dr. Stevens recommended that professors solicit feedback early in the semester, use a variety of teaching methods including small, diverse groups, approach controversial topics with a plan for de-escalation in mind, and ensure early on that they are taking basic measures like checking the classroom for accessibility and using correct names and pronouns.

IV. Committee Updates

A. Curricular items

<https://www.atu.edu/standingcommittees/curriculum/2023-24/Summary%20Proposals%20Oct%20CC%20Nov%20FS.pdf>

Motion to approve the curricular proposals from Dr. Sean Huss and seconded by Dr.

Michael Davis. Dr. Eshelman asked whether it might eventually be possible to convert the certificate in Casino and Gaming Industry to a Bachelor's degree; Dr. Bradley clarified that it is so far being marketed to those who are already working in this field and want further credentialing. Motion carried.

B. Standing Committees

- i. Budget Advisory Committee (Nupp): Clarification of Tech's budgetary model, which is incremental, i.e., always based on the previous year's budget. The committee had some discussion of other models, given the need to adjust to large changes in enrollment.
- ii. General Education Committee (Tinerella): Nothing to report.
- iii. Institutional Aid Committee (Hilliard): Nothing to report.
- iv. Shared Governance Committee (Eshelman): Nothing to report.
- v. Campus Space and Utilization Committee (Singh): Nothing to report.
- vi. Faculty Salary and Benefits Committee (Hilliard): Nothing to report.
- vii. Institutional Scholarship Appeals Committee (Swindell): Nothing to report.
- viii. Professional Development Committee: \$15,000 more has been allocated for Professional Development Grant, which will be split between this semester's and next semester's applications.
- ix. Technology Prioritization and Impact Committee (Apple): Nothing to report.
- x. Emergency Management and Safety Committee (Laffoon): Nothing to report.

b. Ad Hoc & Senate Committees

- i. Faculty Workload Committee (Eshelman/Darnell): Nothing to report.
- ii. Insurance Benefits Committee (Davis): Nothing to report.
- iii. Faculty Senate Diversity and Inclusion Action Committee (Wondolowski): In a meeting with Ms. Melisa Riffle (HR), the committee discussed their goals for the year: the inclusion of DEI statements in job applications; mandatory training on diversity; and the appointment of a Dean of DEI. Ms. Riffle said that the school will need a university statement on DEI, and that anti-bias or diversity training will

need to be determined by the Executive Council. The position description for a Dean or Associate of DEI, reporting to Student Affairs, has been approved. Dr. Eshelman noted that the Senate has asked for this position to report directly to the President, because DEI is relevant to academics, not just student life, in terms of curriculum, hiring, faculty, research, etc.

- iv. Exploratory Committee on P & T Salary Increases (Hilliard): A meeting has been scheduled with Dr. Furst-Bowe and Academic Affairs; updates forthcoming.
- v. Strategic Planning Steering Committee (Darnell): Nothing to report.
- vi. Hiring Processes (Dykema): Nothing to report.
- vii. Prior Learning Assessment (Swindell): Three talks on PLA were held last month and the committee is working to determine their strategy and scope going forward.
- viii. Transfer Students Committee (Stacy): (Dr. Nupp speaking for Dr. Stacy): A new position will be advertised for a transfer student advisor. The faculty subcommittee met to discuss the transfer of Gen Ed credit and how that will change as the Gen Ed curriculum is modified. Dr. Davis wondered whether transfer students were immediately placed with an advisor in their program or sent to the advising center; the committee hopes to clarify the policy for this, and whether it's being followed.
- ix. Micro-Credentials (Wondolowski): Nothing to report.

V. New Business

- A. **VPAA Update (Furst-Bowe):** Dr. Furst-Bowe reported that the Tech has a five-year budget using an incremental model, with contingencies and reserves for enrollment changes. The EC has approved an allocation of money set aside for the strategic plan and CERC to Academic Affairs for: hiring a graduate recruiter and transfer advisor; professional development grants; minority student recruitment; the OAR and PLA initiatives; Hyflex; curriculum/catalog automation software; and the short-term credential initiative.
- B. **Update on Course Evaluations (Watson):** Mr. Watson reported that OIS has developed a survey tool for evaluation, which is being piloted this fall semester. The Senate discussed, without resolving, the problems of low participation rates, the anonymity of FOIA-able student responses, and the opening of evaluations before the final drop deadline.
- C. **Possible Faculty Senate/Graduate Council Liaison (Reed):** Dr. Ellen Treadway volunteered for this position. Motion to appoint Dr. Treadway from Dr. Sean Huss, seconded by Dr. Rene Couture. Motion carried.
- D. **Items Concerning Adjuncts (Malone):** Adjuncts receive a delayed first paycheck because of the date of enrollment verification and initial add/drop deadline. Data from Dr. Meyers suggests that adjunct pay at Tech is competitive with comparable schools in the region. However, Ms. Malone reported that UCA and ULAR were paying adjuncts ten years ago what Tech adjuncts make now. Dr. Huss agreed that we've forgotten how to dream, and suggested we might do better than join the race to the bottom in the treatment of adjuncts.

VI. Old Business

Dr. Reed agreed to put visiting speakers at the top of the agenda unless they are relevant to new/old business later in the agenda.

VII. Open Forum

The Senate discussed the removal or replacement of trees around campus, including concerns about losing biodiversity with the planting of donated clones. The arborist's report says that trees are removed due to maturity or sustainability.

VIII. Announcements and Informational Items

~The "Do Something" initiative collected over a ton of food for the pantry in London and ran an energetic voter registration campaign.

~Tech's Multicultural Mixer was held on November 10.

IX. Adjournment

Dr. Michael Bradley moved to Adjourn. Seconded by Dr. Erica Wondolowski. Motion Carried.

Respectfully submitted,



Dr. Sean Reed, Chair



Dr. Arwen Taylor, Secretary

Minutes of
THE FACULTY SENATE OF
ARKANSAS TECH UNIVERSITY

This meeting of the 2022-2023 Faculty Senate was held at 1:00 p.m. on Wednesday, November 30, 2022 in Rothwell 312 and on Webex. The following members were present:

Mr. Stan Apple	Dr. Carey Ellis Laffoon
Dr. Michael Bradley	Dr. Julie Mikles-Schluterman
Dr. Breanna Clair	Dr. Tom Nupp
Dr. Rene Couture	Dr. Azin Sanjari Pirmahaleh
Dr. David Cullen	Dr. Sean Reed
Dr. Melissa Darnell	Dr. Jamie Stacy
Dr. Michael Davis	Dr. Kuldeep Singh
Dr. Peter Dykema	Dr. Bethany Swindell
Dr. David Eshelman	Dr. Arwen Taylor
Ms. Jasmine Greer	Ms. Sherry Tinarella
Dr. Newt Hilliard	Dr. Ellen Treadway
Dr. Efosa Idemudia	Dr. Erica Wondolowski
Dr. Masanori Kuroki	

Also present: Dr. Julie Furst-Bowe (VPAA); Mr. Wyatt Watson; Ms. Tara Malone

- I. **Call to Order:** Dr. Sean Reed called the meeting to order at 1:02 p.m.
 - A. **Approval of the Minutes:** Motion to approve the minutes from the November 8 meeting from Dr. Sean Huss, seconded by Mr. Stan Apple. Motion carried.

- II. **Report on course evaluation software:** Mr. Wyatt Watson reported the university's new platform for student course evaluations has been successfully piloted. The system has multiple levels of anonymity: individual evaluations are never linked to individual students, classes with fewer than three students are not surveyed, and no evaluation data will be released for a class unless there are at least three responses. The Senate discussed whether faculty should be able to see which students specifically have filled out an evaluation, and agreed to endorse a change making that information unavailable to faculty. (Mr. Watson pointed out that this change will likely remove the option for students to get a certificate for having completed their course evaluations.) The Senate also discussed the availability of course evaluations before the final drop deadline. Dr

Furst-Bowe agreed this question is worth revisiting, and recommended a taskforce be convened to address it. The taskforce will also consider strategies for increasing response rates which, according to Mr. Watson, are currently around 37%. Dr. Arwen Taylor, Dr. Sean Huss, and Dr. Carey Ellis Laffoon volunteered.

- III. Items concerning adjuncts:** Ms. Tara Malone addressed the Senate to request a few cosmetic changes to the Faculty Handbook: clarifying first that the Adjunct Committee has seven members and four full-time faculty members, and second that staff members who also teach as adjuncts may serve on the committee. Ms. Malone also expressed, and the Senate shared, concerns about the pay schedule and pay rate of adjunct professors at Tech. Dr. Arwen Taylor, Ms. Jasmine Greer, Dr. Julie Mikles-Schluterman, and Ms. Sherry Tinarella volunteered for an ad hoc committee to explore options for resolving the delay of adjuncts' first Fall paychecks until the end of September. The Adjunct Committee has also requested a seat on the Curriculum Committee; Ms. Malone agreed to develop a formal request for this with justification.

As a digression from matters directly relevant to adjunct welfare, the Senate engaged in some discussion of the definition and boundaries of the Faculty Handbook, its relevance to the creation and charge of particular committees, and the possibility of establishing a meta-committee or handbook committee to direct the creation and management of other committees.

Ms. Malone wrapped up by pointing out that adjuncts make approximately \$15/hour, assuming 140 hours/course/semester, which is \$0.15 below the living wage for a single person with no children in Arkansas.

IV. Committee Updates

- A. Curricular Items** (<https://www.atu.edu/standingcommittees/curriculum/2023-24/Summary%20Proposals%20Aug%20CC%20Sept%20FS.pdf>)

Motion to approve the curricular proposals from Dr. Michael Davis and seconded by Dr. David Eshelman. Motion carried.

- B. Exploratory Committee on P&T Salary Increases (Huss/Hilliard):** The university has no set policy on how we draw down CUPA or adjust salaries in response, which is part of what creates leapfrogging and salary compression effects. The committee recommends this get codified as a part of the new Strategic Plan, and invites faculty to look over the data they have available to make recommendations.

C. Standing Committees

1. Budget Advisory Committee (Nupp): No report.
2. General Education Committee (Tinarella): No report.
3. Institutional Aid Committee (Hilliard): No report.
4. Shared Governance Committee (Eshelman): No report
5. Campus Space and Utilization Committee (Singh): No report.
6. Faculty Salary and Benefits Committee (Hilliard): No report.
7. Institutional Scholarship Appeals Committee (Swindell): The appeals committee has developed an online form that will appear in One Drive next semester. A question was raised regarding the situation for students who enroll in an 8-week class to meet scholarship requirements, if the class ends up not making.
8. Professional Development Committee (Dykema): With an extra fifteen thousand dollars, the committee was able to fund three more applications; they'll take up new applications starting in January, and plan for rolling deadlines after that. A question was raised about July and August conferences, since money can't be allocated till June 30 (when the committee is done meeting); Dr. Dykema clarified that money could be approved during the Spring semester to come from the Fall's budget.
9. Technology Prioritization and Impact Committee (Apple): No report.

D. Ad Hoc & Senate Committees

1. Faculty Workload Committee (Eshelman/Darnell): No report
2. Insurance Benefit Committee (Davis): No report.
3. Faculty Senate Diversity and Inclusion Action Committee (Wondolowski): The University committee met; they are working to preserve the Martin Luther King walkway during construction.
4. Strategic Enrollment and Retention Committee (Darnell): No report.
5. Transfer Task Force (Stacy): No report.
6. Prior Learning Committee (Swindell): No report.
7. Hiring Processes Committee (Dykema): No report.
8. Emergency Management Committee: No report.
9. Microcredentials Committee (Wondolowski): No report.

V. New Business

- A. The Faculty Senate Choice Awards nominations are open. Senate members nominated Andrea Eubanks, Tammy Weaver, and Ken Wester. A motion was made by Dr. Newt Hilliard to keep nominations open for another week and seconded by Dr. Julie Mikles-Schluterman. Motion carried.
- B. On the ongoing revisions to the General Education curriculum: Dr. Greg Michna will address the Senate next semester to explain the Gen Ed model we are adopting and answer questions. Dr. Newt Hilliard made the point that as criteria are revised, some classes may need to be moved out of Gen Ed as well as into it.
- C. On New Faculty Academy: Concerns include the frequency of meetings, the workload, the consistency of course releases across departments; participants would like more ATU-specific practical advice rather than pedagogy, and appreciate the opportunity to build a cohort with other new faculty. The Senate plans to revisit this next meeting with feedback from the directors on our feedback.
- D. Dr. Bowen asks faculty who are off-contract and unavailable during the summer to make some provision to re-direct students seeking advising, e.g., adding that information to your email signature.

VI. Old Business

The Senate continued discussion of the proposal for a Standing Committee for the Center for Undergrad Research. Dr. Hilliard expressed appreciation for the work put into the proposal, but reservations about both its internal consistency as a document, and about the overlap of such a committee with existing programs, in particular under Research and Graduate Studies. What would distinguish this committee from existing bodies, and might the CUR's goals be better met by putting it in touch with the student research resources already on campus?

The possibility of a Committee on Committees was raised again, with Dr. Dykema, Dr. Huss, Dr. Hilliard, and Dr. Davis volunteering to form a committee to evaluate the need for such a committee.

VII. Open Forum

Dr. Swindell reiterated the problem of 8-week classes not making, both for student scholarships and faculty pay; Dr. Reed said he would reach out to Tammy Weaver to find out how many students this affects.

Dr. Wondolowski suggested the Senate might create a standing committee on adjunct needs. Dr. Huss suggested that could simply be standing line item, if the Adjunct Committee wants to send a representative. Dr. Eshelman suggested a regular invitation could be sent to various groups including Staff Senate, student government, the Adjunct Committee, etc. to participate in Faculty Senate anytime they'd like to come with a report.

Dr. Nupp raised the recurring problem of classroom temperatures and the need for better communication when classroom space is too cold (or warm) to be usable. Dr. Huss pointed out that this is a problem for retention and that the university should be wary of the perception that the university can't manage its facilities.

VIII. Announcements

In the Spring, the Senate will, happily, return to meeting in Rothwell 456, newly technologically-out.

IX. Adjournment: Dr. David Eshelman moved to Adjourn. Seconded by Dr. Arwen Taylor.
Motion Carried.

Respectfully submitted,



Dr. Sean Reed, Chair



Dr. Arwen Taylor, Secretary



Minutes of
THE FACULTY SENATE OF
ARKANSAS TECH UNIVERSITY

This meeting of the 2022-2023 Faculty Senate was held at 3:00 p.m. on Tuesday, February 15, 2023, in Rothwell 456 and on Webex. The following members were present:

Mr. Stan Apple
Dr. Michael Bradley
Dr. Breanna Clair
Dr. Rene Couture
Dr. David Cullen
Dr. Melissa Darnell
Dr. Michael Davis
Dr. David Eshelman
Ms. Jasmine Greer
Dr. Newt Hilliard
Dr. Efosa Idemudia
Dr. Masanori Kuroki

Dr. Carey Ellis Laffoon
Dr. Julie Mikles-Schluterman
Dr. Tom Nupp
Dr. Azin Sanjari Pirmahaleh
Dr. Sean Reed
Dr. Jamie Stacy
Dr. Kuldeep Singh
Dr. Bethany Swindell
Dr. Arwen Taylor
Ms. Sherry Tinarella
Dr. Ellen Treadway
Dr. Erica Wondolowski

Absent: Dr. Peter Dykema

Also present: Dr. Jeanine Myers (AVPAA); Mr. Wyatt Watson; Dr. Judy Cezeaux; Ms. Tara Malone; Dr. Gregory Michna; Ms. Gabriele Haulmark; Dr. Emily Hoffman; Ms. Tammy Weaver

- I. **Call to Order:** Dr. Sean Reed called the meeting to order at 3:02 p.m.
 - A. **Approval of the Minutes:** Motion to approve the minutes from the November 8 meeting from Dr. David Eshelman, seconded by Dr. Michael Davis. Motion carried.
- II. **Faculty Workload Policy:** Dr. Cezeaux presented the current draft of the Faculty Workload Policy, which is intended to standardize how workload is determined across departments. The 15 credit hours described in the policy represents teaching, research, and service, with a standard (but not universal) 80/10/10 breakdown for most faculty. No distinction is made between graduate and undergraduate classes. Underfilled classes cannot be prorated for salaried faculty during the school year.

- III. **General Education:** Dr. Greg Michna reviewed work done to restructure Gen Ed under previous leadership, which was an ambitious attempt to re-design General Education as a set of skills and values that persist throughout a student’s college career, by awarding students “units” in several categories of Gen Ed for various classes they might take. However, this redesign was envisioned before the last HLC review, or the covid shutdown, and administrators don’t see a straightforward way to track units alongside credit hours. The Gen Ed Committee is considering a more modest application of these ideas, and meanwhile continuing to gather qualitative data that will satisfy HLC.
- IV. **Foreign Language Gen Ed Credit:** Dr. Emily Hoffman and Ms. Gabriele Haulmark presented a proposal that first-year foreign language classes count as Fine Arts and Humanities General Education. The Gen Ed Committee has already endorsed this change, as well as Tammy Weaver, who assured the Senate that since humanities Gen Ed classes are rarely under-enrolled or cancelled, this is unlikely to affect enrollment in other areas. **Motion to endorse this change and send it to the Board from Dr. David Eshelman and seconded by Dr. Arwen Taylor. Motion carried.**
- V. **Items Concerning Adjuncts:** Ms. Tara Malone reported that the adjunct working group had called colleges and universities around the state and found that a substantial number of them do not delay adjuncts’ first paycheck for six weeks in the way that Tech does, suggesting this is not an unavoidable consequence of attendance reporting. Members of the group will meet with HR to explore possible solutions to this situation.
- VI. **DEI Speaker:** Dr. Tennille Lasker-Scott spoken on inclusive classrooms, asking faculty to remember that diversity includes more than just race, emphasizing the need for universal design, for classroom structures that offer multiple modes of engagement, and for professors to rely on experts in areas where they lack experience, all of which have good outcomes for recruitment and retention. She cautioned faculty against asking diverse students to speak for an entire category, and encouraged faculty to be open to hearing they’ve made a mistake and learning from it.
- VII. **Committee Updates**
- A. **Curricular Items** (<https://www.atu.edu/standingcommittees/curriculum/2023-24CatalogCurriculumProposals.php>) **Motion to approve the curricular proposals from Dr. Newt Hilliard and seconded by Dr. Michael Davis. Motion carried**

B. Standing Committees

- i. Budget Advisory Committee (Nupp): Meeting coming up on Friday (17 Feb) where details of the 23-24 budget will be presented; senators with questions can send those directly to Dr. Nupp.
- ii. General Education Committee (Tinerella): Nothing to report. : Nothing to report.
- lii. Institutional Aid Committee (Hilliard): Nothing to report.
- lv. Shared Governance Committee (Eshelman): Nothing to report.
- v. Campus Space and Utilization Committee (Singh): Nothing to report.
- vi. Faculty Salary and Benefits Committee (Hilliard): Nothing to report.
- vii. Institutional Scholarship Appeals Committee (Swindell): Nothing to report.
- viii. Professional Development Committee (Dykema): The Committee has spent its funds for the year.
- ix. Technology Prioritization and Impact Committee (Apple): Nothing to report.
- x. Emergency Management and Safety Committee (Laffoon): Nothing to report.

C. Ad Hoc & Senate Committees

- i. Faculty Workload Committee (Eshelman/Darnell): Nothing (else) to report.
- ii. Insurance Benefits Committee (Davis): Several companies are coming to present workplace wellness programs; other senators cautioned these can be problematic.
- iii. Faculty Senate Diversity and Inclusion Action Committee (Wondolowski): Committee is clarifying what actionable items to pursue, in particular adding a required diversity statement to all application materials.
- iv. Exploratory Committee on P & T Salary Increases (Hilliard): The president has suggested using rolling three-year averages from CUPA as a guide for tenure and promotion.
- v. Strategic Planning Steering Committee (Darnell): Nothing to report.
- vi. Hiring Processes (Dykema): Nothing to report.
- vii. Prior Learning Assessment (Swindell): Application deadline is tomorrow (15 Feb).
- viii. Transfer Students Committee (Stacy): The university is working on hiring a transfer advisor.

- ix. Micro-Credentials (Wondolowski): We're developing a plan for non-credit badges on the Russellville campus.
- x. Course evaluations: A professional development has been scheduled for Wednesday April 5 at noon, with a panel of faculty who have high response rates discussing how professors can improve their response rates.
- xi. Handbook Committee on Other Committees: A meeting will be scheduled soon.

VIII. New Business

- A. VPAA Update** (Dr. Jeanine Myers): The search for a VPAA is ongoing; we'll be inviting candidates soon. Dr. Myers reiterated the importance of the coming budget meeting. AA has held one workshop for writing write papers for the undergrad curriculum and will do one for grad programs on Wednesday (15 Feb).

IX. Old Business

- A. Course evaluations** (Wyatt Watson): Both the student and administrative side of the new evaluations system are now live and working well. We're in the process of drawing down reports from EvaluationKit to archive them, so that all evaluations can be stored on one server.
- B. Faculty Senate Choice Awards Nominations** (Eshelman): Three people have been nominated; someone who is probably Dr. Eshelman will set up a poll on WebEx for the Senate to vote.

X. Open Forum

- A constituent of Dr. Wondolowski's was disappointed in the Super Bowl ad.
- Dr. Hilliard reminded senators that Kim Cohen will be at next month's meeting to discuss FMLA, so we should ask constituents for questions or concerns.
- Dr. Taylor raised a concern that although the university has made arrangements with an EAP for sessions of talk therapy, an employee has to call HR in order to find out how to access it, which is a clear privacy concern.
- Dr. Nupp asked whether we have an official inclement weather policy for when classes will be moved to virtual.
- Dr. Davis raised a policy question about students posting their materials to sites like CourseHero. Dr. Myers agreed the Academic Honesty Committee should address this, along with the newer problem of ChatGPT and automated writing.

XI. Announcements



Faculty Senate

- XII. **Adjournment:** Dr. Efosa Idemudia moved to Adjourn. Seconded by Dr. Michael Davis.
Motion carried.

Respectfully submitted,

A handwritten signature in blue ink that reads 'Sean Reed'.

Dr. Sean Reed, Chair

A handwritten signature in black ink that reads 'Arwen Taylor'.

Dr. Arwen Taylor, Secretary

Summary and Proposals August 23, 2022 Curriculum Committee/September 13, 2022 Faculty Senate

1. College of Arts and Humanities – Department of Communications and Media Studies
 - a. Add the following courses to the course descriptions:
COMM/JOUR 1023: Exploration of Media and Communication,
COMM 3513: Media Criticism,
COMM 4823: Communications Capstone,
JOUR 2253: Basic Video Production,
JOUR 2263: Media and Society, and
JOUR 4823: Journalism Capstone;
 - b. Modify the Curriculum in Communication Speech Option, as follows:
 - (1) Change the title to Communication;
 - (2) Delete the following:
COMM Elective 6 hours, and
COMM 4003: Human Communication Theory; and
 - (3) Add the following:
COMM/JOUR 1023: Exploration of Media and Communications,
COMM 3513: Media Criticism, and
COMM 4823: Communication Capstone;
 - c. Modify the Curriculum in Communication Theatre and Film Production Option, as follows:
 - (1) Delete TH Elective 6 hours, and
 - (2) Add the following courses:
COMM/JOUR 1023: Exploration of Media and Communications, and
COMM 4823: Communication Capstone;
 - d. Modify the Curriculum in Journalism Broadcast, Print, and Public Relations Options, as follows:
 - (1) Delete the following:
JOUR 4883: Mass Communication Theory,
JOUR Elective 6 hours, and
Foreign Language requirement 6 hours;
 - (2) Add the following:
JOUR/COMM 1023: Exploration of Media and Communications,
JOUR/ART 1163: Basic Digital Photography,
JOUR 2263: Media and Society,
JOUR 4043: Journalism Ethics, and
JOUR 4823: Journalism Capstone; and
 - (3) Update footnotes as outlined in the proposal;
 - e. Delete the Broadcast, Print, and Public Relations Options in the Curriculum in Journalism;
 - f. Add the Certificate of Proficiency in Broadcast Journalism;
 - g. Add the Certificate of Proficiency in Print Journalism;
 - h. Add the Certificate of Proficiency in Public Relations Journalism; and
 - i. Add the Bachelor of Arts in Social Media Influencing;

2. College of Arts and Humanities – Department of English and World Languages
 - a. Add IPBL 1999: Introduction to Diversity Studies, to the course descriptions; Amend course number to IPBL 1993; and
 - b. Add the Certificate of Proficiency in Diversity Studies.

3. College of Business and Economic Development – Department of Agriculture and Tourism
 - a. Add the Certificate of Proficiency in Casino and Gaming Industry; and
 - b. Add the Technical Certificate in Casino and Gaming Industry. Amend requirements at October CC meeting for both Certificate of Proficiency and Technical Certificate.

4. College of Business and Economic Development – School of Business
 - a. Add the Advanced Certificate in Data Analytics;
 - b. Add the Advanced Certificate in Entrepreneurship;
 - c. Add the Certificate of Proficiency in Business Administration;
 - d. Add the Certificate of Proficiency in Microsoft Applications;
 - e. Modify the Curriculum in Advanced Certificate in Human Resources, as follows:
 - (1) Replace Footnote 1 with the following:
 - (2) Required Human Resources Core (12 hours):
 MGMT 3023: Principles of Human Resource Management,
 MGMT 3323: Employment Law,
 MGMT 4093: Organizational Behavior, and
 MGMT 4323: Compensation and Benefits; and
 - (3) Approved Human Resources Electives (9 hours):
 MGMT 3123: Business Ethics,
 MGMT 4033: Internship I in Management,
 MGMT 4213: Strategy and Leadership,
 MGMT 4223: Leadership: Ideas and Images in Art, Film, History, and Literature, and PSY 3093: Organizational Psychology; and
 - (4) Modify the program description as outlined in the proposal; and
 - f. Modify the Curriculum in Health Information Management, as follows:
 - (1) Allow COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking;
 - (2) Allow PSY 2053: Statistics for the Behavioral Sciences, or SOC 2053: Statistics for the Behavioral Sciences, or STAT 2163: Introduction to Statistical Methods;
 - (3) Move AHS 1023: Basic Pharmacology with an Overview of Microbiology, FROM: Freshman Fall, TO: Sophomore Fall or Spring; and
 - (4) Move AHS 2013: Medical Terminology, FROM Sophomore Fall or Spring, TO: Freshman Fall.

5. College of Education and Health – Department of Emergency Management, Professional Studies, and Student Affairs Administration

- a. Add BAS 4373: Leading Agile Projects, to the course descriptions;
- b. Modify the Curriculum in Applied Science, as follows:
 - (1) Delete the following:
 - BAS 4653: Production Scheduling,
 - BAS 4751: Career Planning and Personal Development, and
 - 2 hours of Elective; and
 - (2) Add the following:
 - BAS 4373: Leading Agile Projects, and
 - OL 4963: Organizational Leadership Capstone;
- c. Modify the Curriculum in Organizational Leadership Agriculture Business, Child Development, Criminal Justice, Emergency Management, Inter-College Program, and Public Relations, as follows:
 - (1) Delete OL 3013: Foundations of Organizational Leadership;
 - (2) Add LEAD 1003: Introduction to Leadership; and
 - (3) Change OL 4043: Ethical Leadership, TO: LEAD 2003: Ethics in Leadership, or OL 4043: Ethical Leadership;
- d. Change the name of the Curriculum in Organizational Leadership Industrial/Organizational Psychology Concentration, TO: Organizational Leadership Psychology Concentration; and modify the curriculum, as follows:
 - (1) Delete the following:
 - OL 3013: Foundations of Organizational Leadership,
 - PSY 3063: Developmental Psychology: Childhood,
 - PSY 3163: Developmental Psychology: Adulthood, and
 - PSY 4043: Social Psychology;
 - (2) Add the following:
 - LEAD 1003: Introduction to Leadership,
 - PSY 3813: Lifespan Development,
 - Approved PSY/SOC 3000-4000 level Elective 3 hours, and
 - Approved PSY 3000-4000 level Elective 3 hours; and
 - (3) Change OL 4043: Ethical Leadership, TO: LEAD 2003: Ethics in Leadership, or OL 4043: Ethical Leadership; and
- e. Add the Organizational Leadership Military Leadership Concentration.



ARKANSAS TECH UNIVERSITY

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JUN 22 2022

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Communication and Media Studies	6.22.22

Title	Signature	Date
Department Head	<i>David J. Eshelmu</i>	6-22-22
Dean	<i>Jeff Low</i>	6-22-22
Assessment	<i>Cheryl</i>	6-23-22
Registrar	<i>Sammy Weaver</i>	8/1/22
Graduate Dean (Graduate Proposals Only)		—
Vice President for Academic Affairs	<i>Chris</i>	10/26/

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/2022 yw
Faculty Senate (Undergraduate Proposals Only)	9/13/2022 yw
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) COMM/JOUR	Course Number: (e.g., 1003) 1023	Effective Term: <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Exploration of Media/Comm		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) EXPLORATION OF MEDIA/COMM		

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/COMM 1023

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Once a year

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.

This course will serve as an introductory course for all degree programs in the department. As such, it will stress similarities among the different divisions to increase student flexibility and make them ready for the careers of the future.

Within Comm Studies, the course will introduce the research/theory goals:

Outcome: Students gain a broad knowledge of communication theories and learn to apply this information to their pragmatic lives.

Outcome: Student's will gain in-depth knowledge, be able to synthesize, and research major concepts of the study of contemporary and traditional perspectives of communication and performance theories.

Within Theatre, the course will introduce the synthesis and media use goals:

Outcome: Produce a short film or live scene as a means of visual storytelling.

Outcome: Demonstrate the above skills by collaborating on a program-wide performance endeavor.

Within Journalism, the course will introduce the critical thinking and doing goals:

(Critical Thinking) Understand characteristics of various media formats and demonstrate how to effectively use each to reach intended audiences.

(Doing) Communicate forms and styles appropriately, accurately and using correct style/grammar for media professions and audiences they serve.

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

Learning will be assessed through targeted exam questions.

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

In the future, the realms of communication, journalism, theatre & film, and social media influencing will become more interconnected. Students need to understand a wide range of skills to be adept in a changing world. This course will introduce students to the resources/skills that the department has to offer while also creating within them the expectation of being media producers throughout their time at ATU and into the professional lives.

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

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

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

Course Number: Comm/Jour 1023
Course Title: Exploration of Communication and Media
Instructor: XXXX
Office: Energy Building # XXXX
Office Phone: (479) 968-XXXX
E-Mail: XXXX@atu.edu

Date/Time: XXXX
Location: XXXX

Course Description: This course offers an overview of the modern communication and media landscape. Students will explore and be exposed to the different avenues that a professional life in communication and media may take, such as journalism, social media, public relations, filmmaking and broadcasting. In addition, students will examine the deeper knowledge of communication ranging from theory, crisis communication, rhetoric and interpersonal communication.

Justification: Modern communication and media has redefined the way people stay connected to each other. With the exponential expansion of mobile technology and social media, what was once only something within the reach of media empires, the power of mass communication is now literally in the hands of individuals. As a result, it is important to understand how to work in this media landscape but also understand communication knowledge that has been acquired over two thousand years of learning the art and science of communication.

Objectives: Over the course of the semester students will be introduced to the communication and media specialties of the department faculty. The objective is to establish an introductory understanding of the educational offerings within the department of Communication and Media. This exploration of disciplines will then allow students to make informed decisions of both educational and potential career paths.

Grades:

Exams

3 exams: 100 points each

Weekly Quizzes

12 quizzes: 20 points each

Weekly Assignments

Depending on relevance, additional individual assignments may be assigned over the course of the semester.

Class Reading, Lecture and Test Calendar: (Subject to Change)
Students are responsible for keeping up with all reading assignments.

[Module 1]

- Week 1:** Introduction to Communication and Media
A brief history of communication and media
- Week 2:** Social and Convergent Media
Digital media and knowing what you're getting yourself into.
- Week 3:** Fundamentals of Filmmaking
Understanding visual storytelling
- Week 4:** Graphic Design
Understanding how we see the world
- Week 5:** Performance and Delivery
The world is your stage

EXAM #1

[Module 2]

- Week 6:** Critical and Cultural Analysis
How media affects our world
- Week 7:** Communication Theory
Understanding not just the how but also the why
- Week 8:** Logic and Rhetoric
Understanding logic and what makes a good argument
- Week 9:** Interpersonal Communication
Why the things we say matter

EXAM #2

[Module 3]

- Week 10:** Print Journalism
The foundation of all journalism
- Week 11:** Broadcast Journalism
The world of radio and television
- Week 12:** Public Relations
The intersection of communication and brands

EXAM #3



ARKANSAS TECH UNIVERSITY

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JUN 22 2022

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Communication and Media Studies	6-22-22

Title	Signature	Date
Department Head	<i>David J. Estelz</i>	6-22-22
Dean	<i>Jefferson</i>	6-22-22
Assessment	<i>Chad</i>	6-23-22
Registrar	<i>Yammy Lawrence</i>	8/1/21
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>John Z. He</i>	16/26/21

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/2022 JW
Faculty Senate (Undergraduate Proposals Only)	9/13/2022 JW
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMM	3513	<input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Media Criticism		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
MEDIA CRITICISM		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Once a 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.
Outcome: Students will gain a broad knowledge of communication theories and learn to apply this information to their pragmatic lives.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
A short essay from Module 4 of COMM 3513 will also be used for this assessment. This module emphasizes identity studies as it relates to media.
- c. What is the rationale for adding this course? What evidence demonstrates this need?
In the future, communication professionals will need to be savvy users of media. This course teaches media literacy and the critical skills necessary to understand our new communication environments.

As universities move toward more of a media studies approach, classes like this are offered. For example, the U of A requires such a class.

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

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

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

**(A-C) COMM 3513: Media Criticism
Media and Communication**

(D) Catalogue Description

This class explores differing approaches for critiquing media ranging from print, television, film, music, politics and digital communication. Given that today's public sphere is increasingly variegated, students must develop a greater sense of awareness of the ways that these practices have impacted our public sphere. This means developing media literacy skills. Students will be equipped with the critical vocabulary necessary to articulate the ways that media shape our communication environment and social consciousness.

1. No ACTS course number.
2. Course will be offered each fall.
3. Class offered each spring.
4. Prerequisites: COMM 1003
5. No co-requisites.
6. See above.
7. Course cannot be repeated.
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:

Barthes, Roland. *Mythologies*. New York: Hill and Wang, 2012.

Hilton-Morrow, Wendy & Kathleen Battles. *Sexual Identities and the Media: An Introduction*. New York: Routledge, 2015.

Hoyt, Eric. *Ink-Stained Hollywood: The Triumph of American Cinema's Trade Press*. Berkeley: University of California Press, 2022.

Kidd, Dustin. *Social Media Freaks: Digital Identity in the Network Society*. New York: Routledge, 2017.

Mayne, Judith. *Framed: Lesbians, Feminists, and Media Culture*. Minneapolis: University of Minnesota Press, 2000.

Miller, Christopher. *Pixilated Practices: Media, Ritual, and Identity*. Eugene: Wipf and Stock, 2020.

Ore, Ersula. *Lynching: Violence, Rhetoric, and American Identity*. Oxford: University of Mississippi Press, 2019.

Stanley, Robert. *Media Studies: A Cultural-Historical Approach*. New York: Bard, 2022.

Wagner, Keith. *Fredric Jameson and Film Theory: Marxism, Allegory, and Geopolitics in World Cinema*. New York: Rutgers University Press, 2022.

(H) Rationale:

This class addresses a missing gap in the existing curriculum by providing students with the tools necessary to assess and analyze media texts. These types of classes exist in the curriculum at the seminar level, but the students require a basic introduction to the critical vocabularies that define the field of media studies. Also, this class reflects a shift in the department's focus toward media alongside the focus on traditional rhetoric. As students are introduced to new modes of digital eloquence in introductory classes, this course provides them with the tools to deploy critical frameworks to describe and deconstruct mediated texts. This is central to being able to explain how these texts shape our consciousness and define the new consumer landscape each of them will inhabit after graduation. Equally as important, it will give them insight into the ethical and political implications of the ways that identity is articulated across emerging, digital publics.

Course Objectives (I):

- Students will understand the basic critical frameworks that define the field of media criticism.
- Students will perform original critiques of mediated texts.
- Students will explore the ways that digital culture has impacted traditional mass media.
- Students will demonstrate understanding of the ways that media communication shapes consciousness.
- Students will demonstrate an awareness of the ideological and social implications of new media practices.

(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 demonstrate critical reasoning skills. Students will develop a

deeper understanding of what it means to communicate effectively. Students will also develop a greater sense of their own responsibility as ethical actors in the digital culture.

(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 will proceed through five main modules, each comprising about three weeks.

Introductory Module: This module will introduce the class and acclimate the students to the idea of looking at media texts as unique forms of communication that shape how they see the world. It will also prepare them for the basic class structure.

Module One: This portion of the class will focus on basic ideological criticism as the first form of rhetorical critique that came to define the field of media studies. This section will drill down on the ways that cultural products are used as basic ideological tools to advance certain aims or agendas. This will include propaganda studies and government driven political campaigns to shape mass consciousness.

Module Two: This section will expand the ideological criticism section to explore more subtle forms of communication reflected in modern theory, moving from the Frankfurt school onward. These texts do not look at particular agendas, but at the ways that consumer technologies have transformed how people look at themselves and their publics. The primary objective is to get the students thinking critically about the dream machine that drives most entertainment media—driving speculation about the real/unreal divide that shapes modern consciousness.

Module Three: Students will be exposed to mythic studies to look at the ways that modern media have accessed certain archaic or archetypal forces that define human experience. These analyses are critical for giving students both an expanded understanding of their role as critics as well as making them more competent storytellers. They will understand the ways that modern digital culture has molded and, in some cases, warped these traditional stories.

Module Four: This section will introduce students to the ways that identity studies have formulated a key area of research for the field of media. Students will have an opportunity to explore paradigms dealing with feminism, ethnic studies, studies of sexuality, disability, etc. This section will give them an opportunity to understand the critical frameworks that provide the ability to unpack the ways that media shape the way we see ourselves.

Module Five: This section will look at the ways that the consumer society defines them as contributors to the social media environment. Here they will understand the implication of reducing themselves to products to be accessed and commoditized by large corporate entities that seek to conflate the spheres of consumer, producer, and product. Here they will be asked to reflect on the fate of modern democracies in a sphere that has become fragmented and variegated by new forms of media use—seeking new vocabularies of social coherence in the face of this changing landscape.



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 22 2022

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Communication and Media Studies	6-22-22

Title	Signature	Date
Department Head	<i>David J. Esher</i>	6-22-22
Dean	<i>Jefferson</i>	6-22-22
Assessment	<i>Chris Ritz</i>	6-23-22
Registrar	<i>Stemmy Wallace</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	<i>[Signature]</i>	—
Vice President for Academic Affairs	<i>[Signature]</i>	10/20/21

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 JW
Faculty Senate (Undergraduate Proposals Only)	9/13/22 JW
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) COMM	Course Number: (e.g., 1003) 4823	Effective Term: <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Communication Capstone		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) COMMUNICATION CAPSTONE		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

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.

This course will assess learning that has occurred throughout a student's time in the program, including:

Comm Studies Outcome: Student's will gain in-depth knowledge, be able to synthesize, and research major concepts of the study of contemporary and traditional perspectives of communication and performance theories.

Theatre Outcome: Demonstrate the above skills by collaborating on a program-wide performance endeavor.

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

Communication: **Assessment:** COMM 4823 will be used to measure how effectively students synthesize information and theories from human communication.

Measure: COMM 4823, capstone, will use the theory synthesis portion of the Final Project grade.

Theatre: Collaboration portion of Final Project in Comm 4823.

- c. What is the rationale for adding this course? What evidence demonstrates this need?
As the field of communication moves toward more interdisciplinarity with media usage and performance, this course will enable students to demonstrate their ability to synthesize their learning in ways that will benefit them in the professional world.

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.

Communications Capstone

(A-C) COMM 4823: ~~Senior Research Seminar (Capstone)~~ Media and Communication

(D) Catalogue Description

This class provides an opportunity to generate an original work of research or aesthetic performance to be distributed and consumed with the digital sphere. It provides an overview of the field of communication studies, through interpersonal, media, and performance. Students will then select a topic dealing with the practice of communication and create an original work that will stand as their capstone project. Students will also be expected to workshop one another's projects.

1. No ACTS course number.
2. Offered each spring as capstone class
3. Class offered each spring.
4. Prerequisite: COMM/JOUR 1023.
5. No co-requisites.
6. See above.
7. Course cannot be repeated.
8. Class will be three hour online class or mixed technology 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:

Boje, David. *Organizational Research: Storytelling in Action*. London: Routledge, 2018.

Hennessy, Brittany. *Influencer: Building Your Personal Brand in the Age of Social Media*. New York: Citadel, 2018.

Keton, Joann. *Communication Research: Asking Questions, Finding Answers*. New York: McGraw, 2018

Kozinets, Robert. *Netnography. The Essential Guide to Qualitative Social Media Research*. New York: Sage, 2019.

Landis, Kevin & Suzanne Macauley. *Cultural Performance: Ethnographic Approaches to Performance Studies*. London: Methuen, 2017.

Lowndes, Sarah. *The DIY Movement in Art, Music and Publishing*. London: Routledge, 2016.

Stacks, Don, et al. *An Integrated Approach to Communication Theory and Research*. London: Routledge, 2019.

Stanley, Robert. *Media Studies: A Cultural-Historical Approach*. New York: Bard, 2022.

Trottier, David. *The Screenwriters Bible*. Los Angeles: Silman James, 2019.

(H) Rationale:

This course will function as a culmination of the student's experiences in the department, martialing all of the skills they have learned throughout the curriculum. The end product will be a project that will be shared across appropriate digital platforms. This class will serve multiple functions, including providing students with a portfolio-ready project to use for future employment or graduate school. Faculty from across the department will be invited to submit modules explaining original pieces of research and aesthetic performances reflecting the diversity of the field. It will also be used to showcase the skills of our students across the university and the community through social media networks. Each student will create an original piece of research or aesthetic performance to manifest their experience in the department. They will employ the skills learned in lower level classes to construct projects that are user friendly and contribute to the public information and entertainment. These projects will be audience-driven and relatable to a clearly identified online public. The projects created in this class will allow faculty to assess and fine-tune the skill-sets that they are teaching across the curriculum.

Course Objectives (I):

- Students will be exposed to basic research methodologies.
- Students will receive an overview of the field of communication.
- Students will develop basic storytelling skills.
- Students will produce a culminating project representing either original communication research or aesthetic performance.
- Students will critique one another's projects in a workshop format.

(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 demonstrate critical reasoning skills. Students will develop a

deeper understanding of what it means to communicate effectively. Students will also develop a greater sense of their own responsibility as ethical actors in the digital culture.

(K-L) Assignments:

Six Critical Response Essays (20 pts. each): Certain weeks will feature guest faculty content that asks students to respond to an original piece of research or performance. These essays will run from 150-200 words, commenting on the conclusions, methodologies, and aesthetic responses to these pieces.

Facilitation (20 pts.): Each student will be asked to facilitate classroom discussion by asking probing questions designed to elicit peer feedback.

Prospectus (30 pts.): Students will submit a one page prospectus of their project detailing the question or themes to be explored, the nature of the project, and the digital audience(s) that it will address.

Final Project (100 pts.): Students will submit the final project and share it on a digital platform.

Peer Feedback (30 pts.): Students will provide peer-review feedback to selected colleagues, sharing these responses on the digital platform to help spark conversation about the work.

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.

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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) Schedule

Week One: Introduction to Class

Week Two: Reviewing basic research strategies, source gathering, and facilitating creative inspiration.

Week Three: Review original piece of interpersonal research with guest faculty content and student facilitation.

Week Four: Review original piece of organizational research with guest faculty content and student facilitation.

Week Five: Review original piece of performance studies with guest faculty content and student facilitation.

Week Six: Review original piece of narrative performance with guest faculty content and student facilitation.

Week Seven: Review original piece of political communication with guest faculty content and student facilitation.

Week Eight: Review original piece of media criticism with guest faculty content and student facilitation.

Week Nine: Open workshop where students will be asked to finalize the projects they wish to undertake. These discussions will proceed in open workshop format for the remainder of the semester as different students may work at different speeds or require differing levels of faculty input.

Week Ten: Students will be asked to submit a one page prospectus of the project they have chosen, their target audience, and their strategy for sharing with existing media networks.

Weeks Twelve-Fourteen: Open workshop sessions with faculty input.

Week Fifteen: Final projects completed by students and reviewed by faculty. Projects are then shared on digital platforms.

Finals Period: Students submit peer feedback to a selected colleague or group.



ARKANSAS TECH UNIVERSITY

RECEIVED

REQUEST FOR COURSE ADDITION

JUN 22 2022

Registrar's Office

Department Initiating Proposal	Date
Communication and Media Studies	6-22-22

Title	Signature	Date
Department Head	<i>Dave J. Eshel</i>	6-22-22
Dean	<i>Jeff Lan</i>	6-22-22
Assessment	<i>Chris</i>	6-23-22
Registrar	<i>Yammy</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>Chris</i>	10/20/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22
Faculty Senate (Undergraduate Proposals Only)	9/13/22
Graduate Council (Graduate Proposals Only)	

SW
SW

Course Subject: (e.g., ACCT, ENGL) JOUR	Course Number: (e.g., 1003) 2253	Effective Term: <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Basic Video Production		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) BASIC VIDEO PRODUCTION		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

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

N/A

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

Energy Center Computer Lab

Answer the following Assessment questions:

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

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.

Certificate in Broadcast Journalism

PLO 2: Demonstrate a thorough knowledge of a non-linear editing workspace.

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

Performance will be excellent or proficient on Essentials of editing assignment

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

To allow for more flexibility in the Journalism major, students will no longer be required to complete coursework in one of the three options---Broadcast, Print, or PR. Instead, these options will move to / be replaced by certificates of proficiency. For the Broadcast Journalism certificate, the faculty have elected to remove Jour 2153 Intro to Telecommunications as a requirement and replace it with Jour 2253 Basic Video Production. This new course is more hands-on and will give the students the skills that they need as they complete the other certificate requirements and as they seek employment after completing their coursework.

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.

JOUR 2253: BASIC VIDEO PRODUCTION

Christie Kellar, M.A.
ckellar1@atu.edu
CES #147

479.968.0347
Fall 2023

COURSE DESCRIPTION: Students learn media production using the tools of cameras, audio production, and editing. This hands-on application will develop the physical and mental skills necessary to evolve in the TV production field.

COURSE OBJECTIVES: This course will give students a greater level of media production literacy. Students will be introduced to the technical and creative aspects of media production and acquire training in the creation and techniques of professional video and audio. By the end of this course, students will have extensive knowledge of:

- Understand the basic functions of field cameras.
- Execute basic camera shots using appropriate composition methods.
- Have a thorough knowledge of a non-linear editing workspace.
- Better understand advanced video effects and editing techniques.
- Tell a story through video and audio.

COURSE RATIONALE: This course offers students a practical approach to understanding production and post-production practices. By learning camera operations, composition, and audio skills, coupled with editing techniques, students will understand the art of video creation. These skills will transfer across multiple undergraduate media courses such as Digital News Production and New Media News Production.

REQUIRED TEXTS:

Video Basics 8th Edition. Herbert Zettl. ISBN – 13: 978-1305950863.

COURSE RECOMMENDED TOOLS:

- Class 10, 32g, SD Card
- External Hard drive to store video and project files.
- Headphones or earbuds for editing

GRADING CRITERIA:

Attendance & participation 20% of overall grade.

Quizzes (50 pts. Each) 30% of overall grade.

Video assignment(s) 30% of overall grade

Final test 20% of overall grade.

LATE WORK IS NOT AN OPTION IN THIS CLASS!

GRADING COMPONENTS:

The following are the significant areas by which each assignment will be graded.

- Video Stability (Tripod usage & Hand-held)
- Camera settings (Gain, Iris, ND Filter, White Balance, Focus)
- Production and Post-production creativity
- Framing
- Content
- Audio Quality
- Proper use of effects

ATTENDANCE: Regular and on time attendance is essential for the educational process to work. I expect all students to attend every scheduled class on time. Exceptions may be made for University sponsored or work related activities, illness, or valid emergency situations. You should make every effort to inform me ASAP of any absence. If you know of a conflict with a school program outside this class, please don't wait to inform me at the last minute. Remember, we are in the School of Communication...so please make an effort to communicate. More than two unexcused absences will automatically result in a lower attendance grade.

USE OF CAMERAS AND EDITING EQUIPMENT: All students are required to go through the basic training of field cameras before use. If you do have questions regarding equipment use, please ask – don't take the chance of possibly disabling extremely expensive equipment or ruining video footage.

PROFESSIONALISM: Treat this class as if it is a job. Always present yourself professionally, inside as well as outside the class. **Be sensitive to the beliefs and values of others. This includes their ethnicity, cultural heritage, religious values, and gender preferences.** No cell phones during class.

PLAGIARISM POLICY: Plagiarism is “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author. If a student is found to be plagiarizing material, the student will receive a grade of a **0** for that assignment.

LESSON PLAN

WEEK	Assignment
Week 1	Introduction & Production Processes
MODULE 1 CAMERA	
Week 2	Camera Function – (QUIZ)
Week 3	Framing & Settings - Assignment
Week 4	Audio & Lighting – (QUIZ)
Week 5	B-Roll - A
MODULE 2 EDITING	
Week 6	Getting to know the workspace & organizing Media
Week 7	Essentials of Editing & quick keys
Week 8	Cutting & Trimming clips
Week 9	Transitions & Effects
Week 10	Audio levels & Effects
Week 11	Enhancing Emotion with Audio
Week 12	(EDITING QUIZ)
MODULE 3 MEDIA CREATION	
Week 13	Pace & Flow
Week 14	Final touches
Week 15	Exporting Final Video
Week 16	Final Test

Journalism Capstone

JOUR 4823

2-5 W Location: RPL 334

Instructor: Tommy Mumert

Office: 968-0284 (Energy Center 103)

Electronic mail: tmumert@atu.edu

Office hours:

Monday: Noon-12:45

Tuesday: 1:30-2:30

Wednesday: 9:30-10:45, 2-4

Other hours are available virtually and by appointment

Course description: Students will produce a portfolio of original work that demonstrates their mastery of skills taught throughout the journalism curriculum.

Textbook: “The Associated Press Stylebook and Briefing on Media Law,” 2022-2024 edition. Faculty will provide other instructional materials.

Course Overview:

- The purpose of the journalism capstone course is to apply the knowledge and skills you obtained in the program to complete a significant journalism project under the direction of a journalism faculty member.
- That project will result in a portfolio of related elements specific to your emphasis area completed during the enrolled semester. When completed, you will have a portfolio of new work suitable for publishing, posting, or broadcasting on a digital platform promoted through social media.
- During the project process, you will draw upon the entirety of your educational and professional experience to propose and produce this substantial piece of high-quality journalistic work. The work will also serve as a transition to what you may face after graduation, thus further preparing you for the workplace.

Course Objectives:

- Demonstrate mastery of learned skills in the journalism curriculum.
- Produce a portfolio of original work consisting of elements specific to each student’s emphasis area.
- Provide access to the portfolio on a digital platform.
- Promote portfolio on social media.
- Review each student’s work in a workshop format.

Grading: A standard grading scale of 90-100 percent, A; 80-89 percent, B; 70-79 percent, C; 60-69 percent, D; is used in this course.

There are 625 points possible this semester, broken down in the following manner:

In-class assignments: 375 points*

(Attendance is critical to your overall grade in this class. The in-class activities each week are worth 25 points. Unless extraordinary circumstances prevent you from attending class, you cannot make up those points.)

Portfolio: 200 points

Peer review: 50 points

Please note: Work submitted after the deadline will be subject to a 15 percent reduction in the score. Work submitted more than one week past the deadline will not be accepted, and that assignment will earn a zero.

Weekly Schedule:

Week 1: Introduction to class.

Week 2: Students present portfolio ideas with list of possible storytelling elements.

Week 3: Review and discuss examples of professional journalists' portfolios.

Week 4: Students present formal plan for portfolio, with timeline for completion of elements.

Week 5: Guest speaker for portfolio element in specific emphasis area, reflection on speaker's advice.

Week 6: Guest speaker for portfolio element in specific emphasis area, reflection on speaker's advice.

Week 7: Guest speaker for portfolio element in specific emphasis area, reflection on speaker's advice.

Week 8: Share progress report on portfolio with class.

Week 9: Revisit timeline, discuss progress/potential changes.

Week 10: Workshop sessions with faculty input.

Week 11: Workshop sessions with faculty input.

Week 12: Final progress report shared with class.

Week 13: Workshop sessions with faculty input.

Week 14: Workshop sessions with faculty input.

Week 15: Portfolios shared in class.

Final exam: Peer reviews of students' portfolios.

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>.

Student needs statement: Students who face challenges securing their food or housing and believe this may affect their performance in the course are 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 students find they need more support, they are encouraged to contact the Office of the Vice President for Student Services at 479-968-0238.

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

Academic integrity: I expect each student to abide by the Student Academic Conduct Policies, outlined in the Student Handbook. Among the areas discussed in that section of the handbook is plagiarism. In journalism, there are few sins greater than that of plagiarism, which is stealing someone's ideas or writings and presenting them as your own. It will not be tolerated in this class. When you use material written by someone else, you **MUST** attribute that information to your source. Cutting and pasting information from websites into your stories is **NOT** research. It is plagiarism and will be considered grounds for a grade of zero on that assignment.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Media Studies	

Title	Signature	Date
Department Head	<i>Dad J. Ecker</i>	8-7-22
Dean	<i>Erin Clair</i> Erin Clair Acting Dean	8-1-22
Assessment	<i>Ch. A.</i>	8-1-22
Registrar	<i>Gammyle</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>Don Ecker</i>	16/26/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
JOUR	2263	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Media and Society		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
MEDIA & SOCIETY		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Once a year

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.
Outcome: Students will demonstrate knowledge of media's role on society, community and the democratic process and will gain the ability to evaluate the accuracy and context of information.
 - 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Media Product Analysis paper.
- c. What is the rationale for adding this course? What evidence demonstrates this need?
In the future, communication professionals will need to be savvy users of media. This course teaches media literacy and the critical skills necessary to understand our new communication environments. The course will teach students both to understand how they use media and how media is used by

others so that they can make sound decisions in their writing and media usage. As universities move toward more of a media studies approach, classes like this are offered. For example, the U of A requires such a class.

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

- 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.

JOUR 2263 Media and Society

E-Mail: slee15@atu.edu

Office: 102, CES Bldg., Phone: 968-0640

Office Hours

TBA

Course Description

There are many significant changes to contemporary media. About these changes, we need to think critically about recent media developments as well as the many enduring relationships between media and society. In Media and Society, we take an interdisciplinary approach with a sociological focus to answer questions like How do people use the media in their everyday lives? and How has the evolution of technology affected the media and how we use them? Our approach to media allows us to cover a wide range of questions. In addition, this class incorporates the latest scholarship and data that address enduring media topics, as well as new concerns raised by the role of digital platforms, the impact of misinformation online, and the role of media during the COVID-19 pandemic.

Course Goals

By the end of this course, students will be able to know

- How has the evolution of technology affected the media and how we use them?
- How does the business of media operate, and why does this matter?
- How do the professional norms, economic influences, and regulatory constraints that characterize media institutions influence what we see (or don't see) in our media?
- How well does media content reflect the range of realities in our diverse society and our world?
- How do people use the media in their everyday lives?
- What influences do the media seem to be having on us and our society?

Required Course Material

Croteau, D. R., Hoynes, W. D., & Childress, C. (2022). *Media/Society: Technology, Industries, Content, and Users* (7th ed.). Thousand Oaks, CA.

Evaluation Procedures

Exams (45%)

There will be three exams during this semester. The exams will contain multiple choices, true/false, short answers, and/or matching “objective” questions that measure your understanding of mass communication theories, research findings, and application of theories. Questions on the test will be taken from class discussions and the reading. Three exams are worth 45% of the final grade (15% for each exam). The first two exams will be administered in a class and closed book and notes. The final exam will be administered via Blackboard and open book and notes.

Individual Assignments (45%) + a

Assignment 1. Media Inventory Paper (10%)

The objective of this paper is to make you aware of your own media consumption. You will be asked to monitor your media use for one week and then write a 3-4 page paper (800 to 1000 words) describing when and why you use media these days, and for what purposes or outcomes. The first half of the paper should detail your media usage and will count for 50% of the grade. The second half of the paper (also 50% of the grade) should focus on self-reflection and address these key questions:

- How much (and which) of your media usage is routine? (You engage with the same media at the same time, habitually)
- How much (and which) of your media usage is social? (You experience it with other people or interact with other people.)
- Has your media usage changed over time (e.g., since you entered college)?
- In reflecting on your media usage, what has surprised you?
- What do you think is significant about the answers to the above questions?
- A more detailed grading rubric will be provided later in the semester.

Assignment 2. Media Product Analysis (25%)

This larger assignment (8-10 page paper; 2000 to 2500 words) requires you to engage in and collect original research. While a more detailed assignment sheet and rubric will be provided later in the semester, this analysis paper requires you to respond to the following question.

- Take a closer look at a larger media product (a television series spread across multiple seasons, the work of a major artist, a genre of music, a form of television like the sitcom, a film or book series, a genre of Internet content, the albums of a prominent musical artist, etc.) and discuss: (a) the history of that cultural product and/or artist, (b) the lessons it offers in terms of cultural production, (c) what the product says about representations of individuals and groups, and (d) the ultimate significance of this product as a cultural force.
- For example, you may focus on an important key television series like: *Mad Men*, *Sex and the City*, *Entourage*, *M*A*S*H*. Other projects could look at genres of content (reality TV

programming, punk music, video games, young adult novels, characters in animated movies, etc.) We will spend more time brainstorming potential topics of interest later in the semester.

- A more detailed grading rubric will be provided later in the semester.
- The final analysis paper will be due by the last day of the course.
- While more detailed instructions will follow for each assignment, it is important to note that all papers should be written in 12-point Times New Roman font. Papers should be double-spaced and have 1” margins all around. Make sure you add page numbers to your paper in the footer and put your name in the header (you’d be surprised how many people forget). A reference list (if applicable) should be on a separate final page(s). Everything should be uploaded as one word document (.doc or .docx) with your Last Name_Assignment as the title (e.g., Becker_Paper1). We use APA style for citing all references. For more information on APA style, visit: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

Assignment 3. Presentation (10%)

During the final weeks of the course, you will prepare a highimpact, brief presentation of your media product analysis paper (10 minutes/kind of like a “TED talk”). In your presentation, you’ll want to summarize your key argument, grab our attention, and engage with the audience. Your presentation will be evaluated by the instructor and receive peer feedback. We will pick presentation dates towards the end of the semester. All materials will be due online in advance of the first presentation session (by _____)

Attendance (10%)

It is expected that you attend every class meeting. There will be concepts and issues covered in class that are not addressed in the readings. If you miss a class, it is your responsibility to get notes and a review from a classmate. Please do not ask or expect the instructors to repeat materials covered in class because you were not there. Two absences will be allowed this semester. After the second absence, you will lose 20 points out of 100 per absence. Since two absences are allowed, the documented notes for absence will not be accepted except for official school activities.

Blackboard

Blackboard will be used as a key tool for posting course documents and communicating with students. Course syllabus, lecture notes (with blanks), study guides, and assignment guidelines will be posted on a Blackboard course site to preserve natural resources and as references. All grades including your final grade will be updated via the site as well. Since lecture notes as a form of PowerPoint with blanks are posted on the site, students are required to bring hard copies of lecture notes to class meetings.

Course Policies

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, discuss 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.

Participation

Students are expected and encouraged to participate in class discussions. As the instructor for the course, I very much value and respect your contribution, feedback, and questions. Please know that your input will always be taken seriously – I am here to help you, and I want for you to succeed. We also want to learn from your insights and contributions. So please participate -- we will all benefit!

Contact with Instructors

- Should you have questions, concerns, or comments about any aspect of this class, you are more than welcome to visit the instructors during their office hours or other arranged appointments.
- I will do my best to answer any e-mail within a reasonable period of time (e.g., 2 days). However, I request that you treat e-mail as professional correspondence (i.e., include salutations, appropriate subject lines, etc.). Please note that you should use your ATU e-mail address when corresponding with the instructor.

Missed/Late Work

Missed/late work is not an option in this class. The exams are to be taken at the scheduled times. Rides home, exams in other classes, late nights, etc. do not constitute reasons for taking the exam at an alternate time. Deadlines for assignments are firm. One letter grade will be deducted for each day an assignment is late beyond the deadline. Please do not ask for exceptions to these policies – doing so will result in our referring you to this section of the syllabus.

Academic Integrity

Academic integrity is the pursuit of scholarly and creative activity in an open, honest and responsible manner, free from fraud and deception, and is an educational objective of the ATU. Cheating, including plagiarism, falsification of research data, using the same assignment for more than one class, turning in someone else's work, or passively allowing others to copy your

work, will result in academic penalties at the discretion of the instructor, and may result in the grade of “F.”

Cell Phones and Texting

All cell phones must be turned off during classroom hours. To that end, “texting” during class will not be tolerated. If this becomes a problem, students found texting will be asked to leave the classroom.

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).

Privacy and Accessibility Policies

The following link leads you to a comprehensive list of all Privacy and Accessibility policies for software and services on Arkansas Tech's Blackboard server. So, please be aware of these policies. While this information is currently accurate, links and policies will change over time.

https://www.atu.edu/etech/privacy_accessibility.php

Summary of Grading

Your grade will be based on your performance on three exams, one individual assignment, group project, and class attendance.

First Exam	15%
Second Exam	15%
Third Exam	15%
Media Inventory	10% + α
Media Product Analysis	25% + α
Presentation	10%
Attendance	10%
Total	100% + α
<hr/>	
90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

Course Outline*

1st Day of the Course

Class: Course introduction and getting to know each other

Reading: Syllabus

Assignments: Read the syllabus carefully and bring questions

1st Topic: Media and Society in Digital World

Reading: CH 1 – 1 Week

Assignments: Bring Your Thoughts

- 1) How prevalent are radio, TV, and other devices in today's society?
- 2) How to specify the concept of structure and agency?
- 3) Think about some of the push-pull dynamics involved in the civil rights struggles of the mid-20th century and the ongoing Black Lives Matters movement of recent years

2nd Topic: The Economics of Media Industry

Reading: CH 3 – 1 and 1/2 Weeks

Assignments: Bring Your Thoughts

- 1) What are three key tasks of contemporary media companies
- 2) What are the consequences of the integration and conglomeration of media ownership
- 3) Think about the consequences of concentrated media ownership, particularly in relation to political power and content diversity
- 4) How profit demands shape media production
- 5) Compare the effect of advertising on the British and American press in the 1800s, and describe the relationship between advertising and content

3rd Topic: Political Influence on Media

Reading: CH 4 – 1 and 1/2 Weeks

Assignments: Bring Your Thoughts

- 1) How do different government systems influence media?
- 2) What are key debates and concerns surrounding media regulation and deregulation?
- 3) Think about the issues of accuracy, diversity, morality, self-regulation, and “national interest” that concern the regulation of media content
- 4) Think about the examples concerning the regulation of media access and distribution
- 5) Who are nongovernment players that influence media and describe their role

First Exam

4th Topic: Media Organizations and Professionals

Reading: CH 5 – 1 Week

Assignments: Bring Your Thoughts

- 1) How do media personnel work within economic constraints and respond to political constraints?
- 2) How do media personnel collaborate to produce media products in journalism?

- 3) What are the routine practices of photographers and book editors?
- 4) How do the work of newer forms of media (e.g., creators of websites) differ and resemble traditional media occupations like journalism, photography, and editorial work?

5th Topic: Social Inequality and Media Representation

Reading: CH 7 – 1 and ½ Weeks

Assignments: Bring Your Thoughts

- 1) What are key issues raised by the question of how media representations of the social world compare to the “real” world
- 2) How do researchers assess the significance of media content?
- 3) What are key issues that emerge when we consider how racial difference is portrayed in the mass media?
- 4) Examine the history of inequalities and change in women’s presence and roles in the media
- 5) Think about the class distribution and portrayals of characters, people, and topics in the media
- 6) How has the presence and portrayals of the LGBTQ community in mass media changed over time?

6th Topic: Audience and Creators

Reading: CH 8 – 1 and ½ Weeks

Assignments: Bring Your Thoughts

- 1) Identify the two streams of research that became especially influential in understanding the role of audience members
- 2) What is the role of social structure in the interpretation of media
- 3) How do audience members use and interact with media, specifically novels and television
- 4) What are the critical understandings of interpretive resistance
- 5) How have audience members have engaged in the creation and distribution of online content, and describe the nature of online participation

Second Exam

7th Topic: Media Influence

Reading: CH 9 – 2 Weeks

Assignments: Bring Your Thoughts

- 1) What are two strains of media effects thought that have coexisted from the earliest media research
- 2) What are the theories that came after and challenged mass media theory?
- 3) Identify agenda-setting/framing, the “spiral of silence” theory, learning theory, and cultivation theory
- 4) What are the characteristics of *mediatization* and media logic
- 5) Be ready to discuss the examples of mediatization in politics
- 6) Be ready to discuss the dilemmas concerning the influence of the internet on society

8th Topic: Globalization and Future of Media

Reading: CH 10 – 2 Weeks

Assignments: Bring Your Thoughts

- 1) What are two central components of globalization in relation to the media
- 2) How important characteristics of the ownership and control of media production
- 3) What are the three frameworks that can be used to interpret global media
- 4) Describe efforts that have tried to shape the nature of global media development
- 5) How the global digital divide takes shape
- 6) Be ready to discuss examples of future technological changes and issues that may influence the evolution of media and communications

Final Week of the Course: Series of High-Impact Presentations

Reading: No Required Reading but Prepare Your Presentation – 1 or 1 and ½ Weeks

Assignments: 10 minutes long individual presentations

Third Exam

During the final exam week

* This is subject to change at the instructor's discretion.



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 22 2022

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Communication and Media Studies	6-22-22

Title	Signature	Date
Department Head	<i>David J. Eshel</i>	6-22-22
Dean	<i>Jeff Lane</i>	6-22-22
Assessment	<i>Chris Clark</i>	6-23-22
Registrar	<i>Gammy Weaver</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>Don Z. Lee</i>	10/26/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/2022 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/2022 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) JOUR	Course Number: (e.g., 1003) 4823	Effective Term: <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Journalism Capstone		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) JOURNALISM CAPSTONE		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

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.
This course will assess learning that has occurred throughout a student's time in the program, including:
(Critical Thinking) Understand characteristics of various media formats and demonstrate how to effectively use each to reach intended audiences.
(Doing) Communicate forms and styles appropriately, accurately and using correct style/grammar for media professions and audiences they serve.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Assessed on final portfolio and social media promotion of portfolios (use of media to reach audience (critical thinking) and use of platforms appropriately (doing)).

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

As the field of journalism moves toward more interdisciplinarity with media usage, students must become independent, “backpack” journalists who can do each aspect of their chosen field. This course will enable students to integrate the skills that they have learned in ways that will benefit them in the professional world.

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.

Weekly Schedule:

Week 1: Introduction to class.

Week 2: Students present portfolio ideas with list of possible storytelling elements.

Week 3: Review and discuss examples of professional journalists' portfolios.

Week 4: Students present formal plan for portfolio, with timeline for completion of elements.

Week 5: Guest speaker for portfolio element in specific emphasis area, reflection on speaker's advice.

Week 6: Guest speaker for portfolio element in specific emphasis area, reflection on speaker's advice.

Week 7: Guest speaker for portfolio element in specific emphasis area, reflection on speaker's advice.

Week 8: Share progress report on portfolio with class.

Week 9: Revisit timeline, discuss progress/potential changes.

Week 10: Workshop sessions with faculty input.

Week 11: Workshop sessions with faculty input.

Week 12: Final progress report shared with class.

Week 13: Workshop sessions with faculty input.

Week 14: Workshop sessions with faculty input.

Week 15: Portfolios shared in class.

Final exam: Peer reviews of students' portfolios.

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>.

Student needs statement: Students who face challenges securing their food or housing and believe this may affect their performance in the course are 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 students find they need more support, they are encouraged to contact the Office of the Vice President for Student Services at 479-968-0238.

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

Academic integrity: I expect each student to abide by the Student Academic Conduct Policies, outlined in the Student Handbook. Among the areas discussed in that section of the handbook is plagiarism. In journalism, there are few sins greater than that of plagiarism, which is stealing someone's ideas or writings and presenting them as your own. It will not be tolerated in this class. When you use material written by someone else, you **MUST** attribute that information to your source. Cutting and pasting information from websites into your stories is **NOT** research. It is plagiarism and will be considered grounds for a grade of zero on that assignment.



ARKANSAS TECH UNIVERSITY

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JUN 22 2022

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Communication & Media Studies	6-22-22

Title	Signature	Date
Department Head David J. Eshelman	<i>David J. Eshelman</i>	6-22-22
Dean	<i>Jeff Kan</i>	6-22-22
Assessment	<i>Christa Austin</i>	6-23-22
Registrar	<i>Yammy Cuevas</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>Chris [unclear]</i>	6/20/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 JW
Faculty Senate (Undergraduate Proposals Only)	9/13/22 JW
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. Change program name to "Communication" ("Communication – Theatre ~~Option~~ ^{and Film Production}" will remain as previously titled).
2. Delete 6 hours COMM elective
3. Delete COMM 4003 as a requirement ^{COMM COMM}
4. Add three new courses, COMM/JOUR 1023, 3513, AND 4823

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

N/A

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These courses promote student success and excellence by helping introduce the discipline, by preparing astute media critics, and by helping students transition to their lives/careers post-degree. This change expands on ATU's technological traditions by integrating media use---including new/digital media---more purposefully into the curriculum, from start to finish.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The discipline of communication is changing rapidly with technological innovation. These three courses allow flexibility for the curriculum to adapt in innovative ways. Comm 1023 is interdisciplinary (within the department) allowing students to interpret communication in a broad manner and exposing them to potential media platforms. Comm 3513 trains students to be better and more critical consumers and creators of media. The capstone (Comm 4823) gives students the chance to put their skills into practice in a way that fits their personal of interests and expertise.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Communication has seen a slight drop in enrollment. We believe that this change will strengthen the connection between communication and new media. Since new media are very popular, this change will align our program to current trends.
- 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 U of A, UCA, and ASU all require a discipline-specific intro course. The U of A requires a course specifically related to media and communication. UCA and ASU both require capstones.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Outcome: Students will demonstrate communication competence by employing a variety of interpersonal communication skills for developing and maintaining personal and professional relationships.

Assessment: Students will have two assignments from COMM 3003 Interpersonal Communication that are assessed for ability to organize, evaluate, and develop effective interpersonal messages.

Measure: The final interpersonal issue project from COMM 3003 will be used to assess student's ability to use theories from interpersonal communication and analyze how to employ effective interpersonal communication skills. The relationship paper in COMM 3003 will be used to evaluate their own relational communication.

Required course: COMM 3003 Interpersonal Communication

Outcome: Students gain a broad knowledge of communication theories and learn to apply this information to their pragmatic lives.

Assessment: Assessment for theoretical knowledge will look at information learned from COMM 1003 introduction to communication and Comm 3513 Media Criticism.

Measure: The final project for COMM 1003, known as the theory project, Students final paper will include a section asking them to provide an overview of a communication theory, an analysis of three research articles they located about the theory, and how this theory is used during real life interactions. Rubric scores from this assignment will be assessed. A short essay from Module 4 of COMM 3513 will also be used for this assessment. This module emphasizes identities studies as it relates to media.

Required courses: COMM 1003 Introduction to Communication and COMM 3513 Media Criticism

Outcome: Student's will gain in-depth knowledge, be able to synthesize, and research major concepts of the study of contemporary and traditional perspectives of communication and performance theories.

Assessment: COMM 4823 will be used to measure how effectively students synthesize information and theories from human communication.

Measure: COMM 4823, capstone, will use the theory synthesis portion of the Final Project grade.

Required courses: COMM 4823 Capstone

Outcome: Students will gain competence in both oral and written communication related to argumentation and reasoning, critique, and deliberation.

Assessment: Comm 3123 Argumentation and Comm 3133 Digital Civility will be used to assess this learning outcome.

Measure: The argumentation portion of the policy debate (Comm 3033) and the invitational rhetoric assignment from Module 5 (Comm 3133) will be used.

Required Courses: Comm 3123 Argumentation and Comm 3133 Digital Civility

Outcome: Demonstrate detailed practice in the composition and delivery of speeches in public speaking settings.

Assessment: COMM 2003 will be used to assess student's ability to create presentations.

Measure: COMM 2003 persuasive speech rubric scores will be used to measure how effectively students organize, understand, and effectively create presentations.

Required Courses: COMM 2003 Public Speaking.


If this course will affect other departments, a Departmental Support Form for each 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>Communication (Speech Option)</u>	
(enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: Comm/Jour 1023</p> <p>Delete: Elective (3 hours)</p> <p>Total Hours: 17 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: Elective (3 hours)</p> <p>Delete: Comm Elective (3 hours)</p> <p>Total Hours: 16 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: Comm 3513</p> <p>Delete: UD Comm Elective (3 hours)</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: Comm 4823</p> <p>Delete: Comm 4003</p> <p>Total Hours: 15 hours</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

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Bachelor of Arts in Communication - ~~Speech~~ Option

PROGRAM
HOMEPAGE

Add to list >
Comm/JOUR 1023
Comm 3513
Comm 4823

Those students choosing the speech option must take:

- [COMM 1003 Introduction to Communication](#)
- [COMM 2003 Public Speaking](#)
- [COMM 3003 Interpersonal Communication](#)
- [COMM 3123 Argumentation](#) or [COMM 3133 Digital Civility](#)
- ~~[COMM 4003 Human Communication Theory](#)~~

Students choosing the speech option, in consultation with an advisor, can design a program in one of the following areas of emphasis:

1. communication for the professions
2. language and culture
3. organizational communication
4. performance studies

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
USHG 1XXX U. S. History and Government ¹	3	SS 1XXX Social Science Courses ^{1,2}	3
SCIL 1XXX Science with Laboratory ¹	4	MATH XXXX Mathematics ¹	3
		Elective	6
		Total Hours	15

Fall	Credits
<u>COMM 1003</u> <u>Introduction to</u> <u>Communication</u>	3
<u>TECH 1001</u> <u>Orientation to the</u> <u>University</u>	1
COMM/JOUR 1023 Elective	3
Total Hours	17

Sophomore

Fall	Credits	Spring	Credits
<u>SCIL 1XXX Science</u> <u>with Laboratory</u> ¹	4	<u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	3
<u>COMM 2003 Public</u> <u>Speaking</u>	3	<u>SS 1XXX Social</u> <u>Science Courses</u> ^{1,2}	3
COMM Elective	6 3	<u>COMM 3123</u>	3
Elective	3 6	<u>Argumentation or</u> <u>COMM 3133 Digital</u> <u>Civility</u>	
Total Hours	16	Elective	6
		Total Hours	15

Junior

Fall	Credits	Spring	Credits
COMM 3513 <u>COMM 3003</u> <u>Interpersonal</u> <u>Communication</u>	3 3	<u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	3
COMM Elective (3000- 4000 level)	6 3	COMM Elective (3000- 4000 level)	3
Elective	6	Elective (3000-4000 level)	6
Total Hours	15	Elective	3
		Total Hours	15

Senior

Fall	Credits	Spring	Credits
COMM 4003 Human Communication Theory COMM 4823	3	COMM Elective	3
		COMM Elective (3000- 4000 level)	3
Elective (3000-4000 level)	12	Elective (3000-4000 level)	1
Total Hours	15	Elective	5
		Total Hours	12

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

² Certain electives and social sciences are recommended based on student's emphasis.

DEGREE AUDIT CHECK LIST

(BA-SPH-COM) Communications-Speech

BA-CMN

~~2022-23~~ 2023-24

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		33
Electives		
(32 LD)		
(19 UD)		
TOTAL ELECTIVE HOURS		51

Student's Name		
T#		
Major Requirements		Hrs
COMM	1003** 2003 3003 4003 3513 4823	
	(3123 or 3133)	
COMM	21 HRS (12 UD)	36
	15 9	
COMM/ JOUR	1023	36
TOTAL MAJOR HOURS		36
TOTAL HOURS		

Final Check:

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


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


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

36 hrs in major
 21 hrs UD in major
 21 UD major
 19 UD Elec
 40 Total UD

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Bachelor of Arts in Communication

PROGRAM
HOMEPAGE

Those students choosing the speech option must take:

- [COMM 1003 Introduction to Communication](#)
- COMM 1023 or JOUR 1023
- [COMM 2003 Public Speaking](#)
- [COMM 3003 Interpersonal Communication](#)
- [COMM 3123 Argumentation or COMM 3133 Digital Civility](#)
- COMM 3513
- COMM 4823

Students choosing the speech option, in consultation with an advisor, can design a program in one of the following areas of emphasis:

1. communication for the professions
2. language and culture
3. organizational communication
4. performance studies

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
USHG 1XXX U.S. HISTORY & GOVERNMENT ¹	3	SS 1XXX Social Science Courses ^{1,2}	3
SCIL 1XXX SCIENCE WITH LABORATORY ¹	4	MATH 1XXX MATHEMATICS ¹	3
		Elective	6
		Total Hours	15

Fall	Credits
<u>COMM 1003</u> <u>Introduction to</u> <u>Communication</u>	3
<u>TECH 1001</u> <u>Orientation to the</u> <u>University</u>	1
COMM 1023 or JOUR 1023	3
Total Hours	17

Sophomore

Fall	Credits	Spring	Credits
<u>SCIL 1XXX SCIENCE</u> <u>WITH LABORATORY</u> ¹	4	<u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	3
<u>COMM 2003 Public</u> <u>Speaking</u>	3	<u>SS 1XXX Social</u> <u>Science Courses</u> ^{1,2}	3
COMM Elective	3	<u>COMM 3123</u> <u>Argumentation or</u> <u>COMM 3133 Digital</u> <u>Civility</u>	3
Elective	6	Elective	6
Total Hours	16	Total Hours	15

Junior

Fall	Credits	Spring	Credits
<u>COMM 3003</u> <u>Interpersonal</u> <u>Communication</u>	3	<u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	3
COMM 3513	3	COMM Elective (3000- 4000 level)	3
COMM Elective (3000- 4000 level)	3	Elective (3000-4000 level)	6
Elective	6	Elective	3
Total Hours	15	Total Hours	15

Senior



Fall	Credits	Spring	Credits
COMM 4823	3	COMM Elective	3
Elective (3000-4000 level)	12	COMM Elective (3000- 4000 level)	3
Total Hours	15	Elective (3000-4000 level)	1
		Elective	5
		Total Hours	12

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

² Certain electives and social sciences are recommended based on student's emphasis.



ARKANSAS TECH UNIVERSITY

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JUN 22 2022

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
Communication & Journalism	6.22.22

Title	Signature	Date
Department Head David J. Eshelman	<i>David J. Eshelman</i>	6.22.22
Dean	<i>Jeff Lane</i>	6-22-22
Assessment	<i>Chris [unclear]</i>	6.23.22
Registrar	<i>Jimmy Weaver</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>Or [unclear]</i>	16/26/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Communication (Theatre & Film 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)

Delete 6 hours Th elective

Add two new courses, COMM/JOUR 1023 AND 4823

COMM

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

N/A

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These courses promote student success and excellence by helping introduce the discipline, including its broader applications apart from the stage, helping students transition to their lives/careers post-degree. This change expands on ATU's technological traditions by integrating media use---including new/digital media---more purposefully into the curriculum, from start to finish.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The discipline of communication is changing rapidly with technological innovation. These two courses allow flexibility for the curriculum to adapt in innovative ways. Comm 1023 is interdisciplinary (within the department) allowing students to interpret communication in a broad manner and exposing them to potential media platforms. The capstone (Comm 4823) gives students the chance to put their skills into practice in a way that fits their personal of interests and expertise.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Communication has seen a slight drop in enrollment. We believe that this change will strengthen the connection between communication, theatre/performance, and new media. Since new media are very popular, this change will align our program to current trends.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
ATU's theatre program has included more film and digital media elements than other universities in the state. We believe that such coursework will be necessary for future theatre artists. At ATU, we believe in training the whole student, including in digital theatre and film ventures.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Outcome: Plan and create a performance using Stanislavskian acting technique.

Assessment: Short scene: Students in Th 2703 (Acting Theories and Techniques) will demonstrate an ability to satisfactorily embody internally and externally a character using the Stanislavskian technique at an intermediate level.

Outcome: Compose a script using Aristotelian principles.

Assessment: Ten-Minute Play: Students in Comm 3163 (Writing for Performance) will demonstrate Aristotelian principles by writing a script that effectively utilizes plot, dialogue, and spectacle at an intermediate level.

Outcome: Apply behind-the-scenes techniques for a play or film.

Assessment: Final Presentation: Students in Th 3513 (Stagecraft Techniques) will demonstrate an adequate understanding of set construction, light mechanics, and costume creation by satisfactorily completing these processes and presenting their work to the class.

Outcome: Produce a short film or live scene as a means of visual storytelling.

Assessment: 321 Production: Students in Th 3263 (Narrative Film Production) will demonstrate their ability to tell a visual story by successfully writing, shooting, and editing a short film at an intermediate level.

Outcome: Demonstrate the above skills by collaborating on a program-wide performance endeavor.

Assessment: Departmental Production: Students taking practicum courses in performance, directing, and behind-the-scenes work will complete their tasks at least to an intermediate level and then have the chance to present their work to the respondents for the Kennedy Center American College Theater Festival for oral feedback. ALTERNATE ASSESSMENT: Collaboration portion of Final Project in Comm 4823.


If this course will affect other departments, a Departmental Support Form for each 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>Communication (Theatre Option)</u> <i>Theatre and Film Production Option</i> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: Comm/Jour 1023</p> <p>Delete: US History/Government</p> <p>Total Hours: 17 hours</p>	<p>Freshman Spring Semester</p> <p>Add/Change: US History/Government</p> <p>Delete: Elective (3 hours)</p> <p>Total Hours: 15 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: Elective (3 hours)</p> <p>Delete: UD TH Elective (3 hours)</p> <p>Total Hours: 15 hours</p>	<p>Junior Spring Semester</p> <p>Add/Change: Elective (3 hours)</p> <p>Delete: UD Th Elective (3 hours)</p> <p>Total Hours: 15 hours</p>
<p>Senior Fall Semester</p> <p>Add/Change: Comm 4823</p> <p>Delete: UD Theatre Elective (3 hours)</p> <p>Total Hours: 15 hours</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

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Bachelor of Arts in Communication - Theatre Option

Theatre and Film Production

PROGRAM
HOMEPAGE

COMM 4823

Those students choosing the theatre option must take *COMM/JOUR 1023*

- COMM 3163 Writing for Performance
- TH 2703 Acting Theories and Techniques
- TH 3263 Narrative Film Production
- TH 3513 Stagecraft Techniques
- TH 3803 Directing Theories and Techniques

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
<i>COMM/JOUR 1023 3</i> <u>ENGL 1013</u> <u>Composition I</u> ¹	3	<u>ENGL 1023</u> <u>Composition II</u> ¹	3
<u>SCIL 1XXX Science with Laboratory</u> ¹	4	<u>COMM 3163 Writing for Performance</u>	3
<u>USHC XXX U.S. History and Government U.S. History and Government</u> ¹	3	<u>MATH XXXX Mathematics</u> ¹	3
		Elective ³	6
		Total Hours	15
<u>SS 1XXX Social Science Courses</u> ¹³	3		
<u>TH 2703 Acting Theories and Techniques</u>	3		
<u>TECH 1001 Orientation to the University</u>	1		
Total Hours	17		

Sophomore

Fall	Credits	Spring
<u>SS 1XXX Social Science Courses</u> ^{1,3}	3	<u>SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communication Courses</u> ^{1,3}
<u>SCIL 1XXX Science with Laboratory</u> ¹	4	<u>FAH 1XXX Fine Arts and Humanities Courses</u> ^{1,3}
<u>TH 3263 Narrative Film Production</u>	3	<u>TH 3513 Stagecraft Techniques</u>
Theatre Practicum	1	Elective ³
Elective ³	6	Total Hours
Total Hours	17	

Junior

Fall	Credits	Spring	Credits
<u>FAH 1XXX Fine Arts and Humanities Courses</u> ^{1,3}	3	<u>TH 3803 Directing Theories and Techniques</u>	3
TH Elective (3000-4000 level) ²	6 3	TH Elective (3000-4000 level) ²	3
Elective ⁴	6 9	Elective ⁴	9
Total Hours	15	Total Hours	15

Senior

Fall	Credits	Spring	Credits
<u>COMM 4823</u> 3	3		
Theatre Practicum	1	Theatre Practicum	1
TH Elective (3000-4000 level)²	3	TH Elective (3000-4000 level) ²	3
Elective ⁴	11	Elective ⁴	7
Total Hours	15	Total Hours	11

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


² A maximum of seven hours of theatre practicum courses may be counted toward the thirty-three hour major.


















³ Certain electives and social sciences are recommended based on student's emphasis.

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

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Bachelor of Arts in Communication - Theatre and Film Production

PROGRAM
HOMEPAGE

Those students choosing the theatre and Film Production must take

- COMM 1023 or JOUR 1023
- [COMM 3163 Writing for Performance](#)
- COMM 4823
- [TH 2703 Acting Theories and Techniques](#)
- [TH 3263 Narrative Film Production](#)
- [TH 3513 Stagecraft Techniques](#)
- [TH 3803 Directing Theories and Techniques](#)

Curriculum


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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
SCIL 1XXX SCIENCE WITH LABORATORY ¹	4	COMM 3163 Writing for Performance	3
COMM 1023 or JOUR 1023	3	MATH 1XXX MATHEMATICS ¹	3
SS 1XXX Social Science Courses ^{1,3}	3	Elective ³	6
TH 2703 Acting Theories and Techniques	3	Total Hours	15
TECH 1001 Orientation to the University	1		
Total Hours	17		

Sophomore



Fall	Credits	Spring
<u>SS 1XXX Social Science Courses</u> ^{1,3}	3	<u>SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communication Courses</u> ^{1,3}
<u>SCIL 1XXX SCIENCE WITH LABORATORY</u> ¹	4	<u>FAH 1XXX Fine Arts and Humanities Courses</u> ^{1,3}
<u>TH 3263 Narrative Film Production</u>	3	<u>TH 3513 Stagecraft Techniques</u>
Theatre Practicum	1	Elective ³
Elective ³	6	Total Hours
Total Hours	17	◀  ▶

Junior



Fall	Credits	Spring	Credits
<u>FAH 1XXX Fine Arts and Humanities Courses</u> ^{1,3}	3	<u>TH 3803 Directing Theories and Techniques</u>	3
TH Elective (3000-4000 level) ²	3	TH Elective (3000-4000 level) ²	3
Elective ⁴	9	Elective ⁴	9
Total Hours	15	Total Hours	15

Senior



Fall	Credits	Spring	Credits
Theatre Practicum	1	Theatre Practicum	1
COMM 4823	3	TH Elective (3000-4000 level) ²	3
Elective ⁴	11	Elective ⁴	7
Total Hours	15	Total Hours	11

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

² A maximum of seven hours of theatre practicum courses may be counted toward the thirty-three hour major.

³ Certain electives and social sciences are recommended based on student's emphasis.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication & Media Studies	7-1-22

Title	Signature	Date
Department Head David J. Eshelman	<i>David J. Eshelman</i>	7-7-22
Dean	<i>Jeff Lass</i>	7-1-22
Assessment	<i>Chris [unclear]</i>	8-1-22
Registrar	<i>Yummy [unclear]</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>[unclear]</i>	16/20/2

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>EW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>EW</i>
Graduate Council (Graduate Proposals Only)	

Program Title: Journalism	RECEIVED
------------------------------	-----------------

JUL 01 2022

Registrar's Office

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

Delete JOUR 4883 as a requirement

Delete 6 hours JOUR elective

Delete 6 hours foreign language requirement

Add JOUR ~~1163~~ and 4043 *and JOUR/ART 1163*

Add three new courses, JOUR ~~1023~~, 2263, AND 4823 *and JOUR/COMM 1023*

update footnotes as outlined in following curriculum matrix

The current tracks (Broadcast, Print, and PR) will be discontinued as required tracks but will become certificates. This will yield 12 hours of Journalism electives in the core curriculum.

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

N/A

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These courses promote student success and excellence by helping introduce the discipline, by preparing astute media critics, and by helping students transition to their lives/careers post-degree. This change expands on ATU's technological traditions by integrating media use---including new/digital media---more purposefully into the curriculum, from start to finish. The change also ensures that students have photographic skills necessary to journalism.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The discipline of communication is changing rapidly with technological innovation. These three courses allow flexibility for the curriculum to adapt in innovative ways.
COMM/ Jour 1023 is interdisciplinary (within the department) allowing students to interpret communication in a broad manner and exposing them to potential media platforms.
ART / Jour 1163 teaches basic photography skills to better complement written components in the curriculum. Jour 2263 trains students to be better and more critical consumers and creators of media. Jour 4043 gives students a strong background to face the ethical challenges of contemporary journalism. The capstone (Jour 4023) gives students the chance to put their skills into practice in a way that fits their personal of interests and expertise.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Journalism has seen a slight drop in enrollment. We believe that this change will strengthen the connection between journalism and new media. Since new media are very popular, this change will align our program to current trends.
- 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 U of A, UCA, and ASU all require a discipline-specific intro course and a lower-level Media and Society equivalent. UCA and ASU require a basic photography course of journalism majors. Ethics is offered at all three institutions and is a core requirement at the U of A and in some UCA journalism tracks. While none of these institutions have capstones per se, they have upper-level requirements and some internship options.

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.)

- (Theory) Think critically, creatively, ethically, legally and independently about your work and the work of industry professionals.

Assessed through responses based on ethical workshops (Jour 4043) and exam questions related to legal cases (Jour 4123)

- (Critical Thinking) Understand characteristics of various media formats and demonstrate how to effectively use each to reach intended audiences.

Assessed through media usage paper in Jour 2133, final portfolio in Jour 4823

- (Media & Society) Demonstrate knowledge of media's role on society, community and the democratic process and will gain the ability to evaluate the accuracy and context of information.

Assessed through comparison paper in Jour 2263.

- (Diversity) Demonstrate knowledge of diversity in relation to mass communication.

Assessed through case study assignment in Jour 3133.

- (Doing) Communicate forms and styles appropriately, accurately and using correct style/grammar for media professions and audiences they serve.

Assessed through photo assignments (Jour 1163), exam questions relating to style (Jour 2143), and final portfolio (Jour 4823)

ART/1

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

Curriculum Matrix for Catalog
Curriculum in Journalism Broadcast, Print, and Public Relations to Journalism

<p>Freshman Fall Semester</p> <p>Add: JOUR/COMM 1023: Exploration of Media/Comm Journalism Practicum ³ 1 hour</p> <p>Delete: JOUR 2133: Introduction to Mass Communication</p> <p>Total Hours: 15 hours</p>	<p>Freshman Spring Semester</p> <p>Change: SS 1XXX: Social Science Course TO: SFHS 1XXX: Social Science/Fine Arts/Humanities/Communication Course</p> <p>Add: JOUR/ART 1163: Basic Digital Photography JOUR 2133: Introduction to Mass Communication Journalism Practicum ³ 1 hour</p> <p>Delete: JOUR 2163: Introduction to Multimedia Elective 2 hours</p> <p>Total Hours: 16 hours</p>
<p>Sophomore Fall Semester</p> <p>Change: Broadcast Practicum TO: Journalism Practicum ³ 1 hour Elective ^{2,5} TO: Elective ²</p> <p>USHG 1XXX: U.S History/Government Course JOUR 2163: Introduction to Multimedia</p> <p>Delete: Beginning Language I SFHS 1XXX: Social Sciences/Fine Arts/Humanities/Communication Course</p> <p>Total Hours: 15 hours</p>	<p>Sophomore Spring Semester</p> <p>Change: Broadcast Practicum TO: Journalism Practicum ³ 1 hour Elective ^{2,5} 2 hours TO: Elective ² 6 hours</p> <p>Add: SS 1XXX Social Science Course JOUR 2263: Media and Society</p> <p>Delete: Beginning Language II USHG 1XXX U.S. History/Government Course Broadcast Option Course 3 hours</p> <p>Total Hours: 16 hours</p>
<p>Junior Fall Semester</p> <p>Change: Elective ^{2,5} TO: Elective ²</p> <p>Add: JOUR 4043: Journalism Ethics Journalism Elective 3 hours</p> <p>Delete: Broadcast Option Course 3 hours Broadcast Practicum 1 hour JOUR 3133: Media Management and Diversity</p> <p>Total Hours: 15 hours</p>	<p>Junior Spring Semester</p> <p>Change: Elective ^{2,5} TO: Elective ²</p> <p>Add: JOUR 3133: Media Management and Diversity Journalism Elective 3 hours</p> <p>Delete: Broadcast Option Course 3 hours Broadcast Practicum 1 hour Approved Major Elective 3 hours</p> <p>Total Hours: 15 hours</p>
<p>Senior Fall Semester</p> <p>Change: Elective ^{2,5,6} 8 hours to Elective ^{2,4} 9 hours Add Footnote 4 to JOUR 4123: Laws of Communication</p> <p>Total Hours: 15 hours</p>	<p>Senior Spring Semester</p> <p>Change: Elective ^{2,5,6} 10 hours to Elective ^{2,4} 7 hours</p> <p>Add: JOUR 4823 Journalism Capstone Journalism Elective ⁴ 3 hours</p> <p>Delete: JOUR 4883: Mass Communication Theory Broadcast Option course 3 hours</p> <p>Total Hours: 13 hours</p>

Matrix after changes

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

Curriculum Matrix for Catalog	
Curriculum in <u>Journalism</u>	
(enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Engl 1013</p> <p>Social Science Gen Ed (3 hrs)</p> <p>Science with Laboratory (4 hrs)</p> <p><i>comm/</i> Jour 1023</p> <p>Journalism practicum (1 hr)</p> <p>Tech 1001</p> <p>Total Hours: 15 hours</p>	<p>Freshman Spring Semester</p> <p>Engl 1023</p> <p>Social Science/Fine Arts/Humanities/Comm Gen Ed (3 hrs)</p> <p>Mathematics Gen Ed (3 hrs)</p> <p><i>ART/</i> Jour 1163</p> <p>Jour 2133</p> <p>Journalism practicum (1 hr)</p> <p>Total Hours: 16 hours</p>
<p>Sophomore Fall Semester</p> <p>US History & Gov't Gen Ed (3 hrs)</p> <p>Science with Laboratory (4 hrs)</p> <p>Jour 2143</p> <p>Jour 2163</p> <p>Journalism practicum (1 hr)</p> <p>Elective (1 hr)</p> <p>Total Hours: 15 hours</p>	<p>Sophomore Spring Semester</p> <p>Fine Arts & Humanities Gen Ed (3 hrs)</p> <p>Social Science Gen Ed 3 hrs</p> <p>Jour 2263</p> <p>Journalism practicum (1 hr)</p> <p>Elective 6 hrs</p> <p>Total Hours: 16 hours</p>
<p>Junior Fall Semester</p> <p>Fine Arts & Humanities Gen Ed (3 hrs)</p> <p>Jour 4043</p> <p>Journalism elective (3 hrs)</p> <p>Elective (6 hrs)</p> <p>Total Hours: 15 hours</p>	<p>Junior Spring Semester</p> <p>Jour 3133</p> <p>Journalism elective (3 hrs)</p> <p>Electives (9 hrs)</p> <p>Total Hours: 15 hours</p>
<p>Senior Fall Semester</p> <p>Jour 4123</p> <p>Journalism elective (3 hrs)</p> <p>Elective (9 hrs)</p>	<p>Senior Spring Semester</p> <p>Jour 4823</p> <p>Journalism elective (3 hrs)</p> <p>Elective (7 hrs)</p>

Total Hours: 15 hours

Total Hours: 13 hours

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English and World Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Re: elimination of foreign language requirement from Journalism degree program. English and World Languages supports other departments' freedom to decide what is best for students in their programs. However, we believe that all students benefit from studying world languages to increase their ability to communicate with non-English speakers as well as their awareness of diverse cultures. This seems especially applicable for Journalism students who will likely interact with people from diverse cultures and be in their communities to tell their stories.	

Department Head Signature: Emily Hoffman

Date: 05-24-22

New catalog copy


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Journalism

~~Broadcast Journalism Option~~

General Information

Navigate this section: ▼

- Introduction
- Academic Calendar
- Administration & Faculty
- Programs of Study
- Admission
- ACTS Course Transfer System
- Fees & Expenses
- Student Affairs Operations
- Financial Aid
- Scholarships
- Regulations & Procedures
- Graduation Requirements
- General Education Requirements
- University Honors
- College Distinction
- Military Science
- Catalog PDF 

PROGRAM
HOMEPAGE

Required Courses:

- ~~JOUR 2153 Introduction to Telecommunication~~
- ~~JOUR 3183 Digital News Writing~~
- ~~JOUR 3193 New Media News Gathering~~
- ~~JOUR 4133 Digital News Production~~

Curriculum

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

Freshman ▼

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
SS 1XXX Social Science Courses ¹	3	SS 1XXX Social Science Courses ¹	3
SCIL 1XXX Science with Laboratory ¹	4	MATH XXXX Mathematics ¹	3
JOUR/COMM JOUR 2133 Introduction to Mass Communication	3	JOUR 2163 Introduction to Multimedia	3
TECH 1001 Orientation to the University	1	Elective ^{2,3}	3
Journalism Practicum ³	1	JOUR/ART 1163 JOUR Practicum ³	1
Total Hours	14	Total Hours	14
	15		15

Sophomore ▼

Fall	Spring	Credits
Beginning Language I ⁴	Beginning Language II ⁴	3
SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communication Courses ¹	FAH 1XXX Fine Arts and Humanities Courses ¹	3

Broadcast Journalism Option

USHG 1XXX 3			
Fall	JOUR 2163 3	Spring	Credits
SCIL 1XXX Science with Laboratory ¹ 4		USHG 1XXX U.S. History and Government U.S. History and Government ¹ 3	
JOUR 2143 Media Writing Journalism Broadcast Practicum ³ 3		JOUR 2263 3	
Elective ² 2		Broadcast Option Course ² 1	
Total Hours		15	
		Elective ² 2	
		Total Hours	
		16	

Junior

JOUR Elective 3		JOUR 3133 3	
Fall	JOUR 4043 3	Spring	JOUR Elective 3
FAH 1XXX Fine Arts and Humanities Courses ¹ 3		Broadcast Option Course ³ 3	
Broadcast Option Course ³ 3		Broadcast Practicum ⁵ 1	
Broadcast Practicum ⁵ 1		Approved major elective 3	
JOUR 3133 Media Management and Diversity 3		Elective ² 2	
Elective ² 2		Total Hours	
Total Hours		16	
		15	

Senior

Fall	Credits	Spring	Credits
JOUR Elective ⁵	3	JOUR 4883 Mass Communication Theory JOUR 4823	3
JOUR 4123 Laws of Communication ⁶ 4	3	Broadcast Option Course ³ JOUR Elective 4	3
Elective ^{2,4} 2,4	8 9	Elective ^{2,4} 2,4	10 7
Total Hours	14	Total Hours	16
	15		

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

² Recommended electives include: ~~COMM 2002 Public Speaking, COMM 2010 Voice and Diction, COMM 3003 Interpersonal Communication, COMM 3063 Oral Interpretation, COMM 3073 Group Communication, SOC 1003 Introductory Sociology, PSY 2033 General Psychology, ECON 2003 Principles of Economics I, POLS 2003 American Government, POLS 3033 American State and Local Government.~~

³ Broadcast option courses include: ~~JOUR 2153 Introduction to Telecommunication, JOUR 3183 Digital News Writing, JOUR 3193 New Media News Gathering and JOUR 4123 Digital News Production.~~

⁴ Must be same language. Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

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

⁴ Seniors enrolled on Multimedia Journalism (MMJR) Accelerated Bachelor's ^{to} 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.

a. Required: JOUR 6013 Visual Storytelling - in the Fall and JOUR 6023 Video Production for New Media - in the Spring


b. Choose one of the following for Fall and one for Spring of Senior year: JOUR 5023 Social Media, JOUR 5033 Community Journalism, JOUR 5053 Mass Communication Seminar, JOUR 5083 Internet Communication, JOUR 5113 History of American Journalism, JOUR 5123 Laws of Communication, JOUR 5163 Advanced Photography. **JOUR 5123 can replace JOUR 4123.**


³ The following courses satisfies Journalism Practicum:

JOUR 1411, JOUR 1421, JOUR 1811, JOUR 1821,
 JOUR 1911, JOUR 1921, JOUR 2411, JOUR 2421,
 JOUR 2811, JOUR 2821, JOUR 2911, JOUR 2921,
 JOUR 3411, JOUR 3421, JOUR 3811, JOUR 3821,
 JOUR 3911, JOUR 3921, JOUR 4411, JOUR 4421,
 JOUR 4811, JOUR 4821, JOUR 4911, JOUR 4921

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General Information

Navigate this section: 

- Introduction
- Academic Calendar
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- ACTS Course Transfer System
- Fees & Expenses
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- Graduation Requirements
- General Education Requirements
- University Honors
- College Distinction
- Military Science
- Catalog PDF 


Bachelor of Arts in Journalism

PROGRAM
HOMEPAGE

Curriculum

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

Freshman

Fall	Credits	Spring
ENGL 1013	3	ENGL 1023 Composition II ¹
Composition I ¹		SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communication Courses ¹
SS 1XXX Social Science Courses ¹	3	MATH 1XXX MATHEMATICS ¹
SCIL 1XXX SCIENCE WITH LABORATORY ¹	4	JOUR 1163 Basic Digital Photography or ART 1163 Basic Digital Photography
JOUR 1023 or COMM 1023	3	JOUR 2133 Introduction to Mass Communication
TECH 1001 Orientation to the University	1	Journalism Practicum ³
Journalism Practicum ³	1	Total Hours
Total Hours	15	

Sophomore

Fall	Credits	Spring	Credits
USHG 1XXX U.S. HISTORY & GOVERNMENT ¹	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
		SS 1XXX Social Science Courses ¹	3

Fall	Credits	Spring	Credits
<u>JOUR 2163</u> <u>Introduction to</u> <u>Multimedia</u>	3	JOUR 2263	3
<u>SCIL 1XXX SCIENCE</u> <u>WITH LABORATORY</u> ¹	4	Journalism Practicum ³	1
<u>JOUR 2143 Media</u> <u>Writing</u>	3	Elective ²	6
Journalism Practicum ³	1	Total Hours	16
Elective ²	1		
Total Hours	15		

Junior



Fall	Credits	Spring	Credits
<u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	3	<u>JOUR 3133 Media</u> <u>Management and</u> <u>Diversity</u>	3
<u>JOUR 4043</u> <u>Journalism Ethics</u>	3	JOUR Elective ⁴	3
JOUR Elective ⁴	3	Elective ²	9
Elective ²	6	Total Hours	15
Total Hours	15		

Senior



Fall	Credits	Spring	Credits
JOUR Elective ⁴	3	JOUR 4823	3
<u>JOUR 4123 Laws of</u> <u>Communication</u> ⁴	3	JOUR Elective ⁴	3
Elective ^{2,4}	9	Elective ^{2,4}	7
Total Hours	15	Total Hours	13

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

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

³ The following courses satisfies Journalism Practicum: [JOUR 1411 Print Practicum](#), [JOUR 1421 Print Practicum](#), [JOUR 1811 Broadcast Practicum](#), [JOUR 1821 Broadcast Practicum](#), [JOUR 1911 Multimedia Practicum](#), [JOUR 1921 Multimedia Practicum](#), [JOUR 2411 Print Practicum](#), [JOUR 2421 Print Practicum](#), [JOUR 2811 Broadcast Practicum](#), [JOUR 2821 Broadcast Practicum](#), [JOUR](#)

[2911 Multimedia Practicum](#), [JOUR 2921 Multimedia Practicum](#), [JOUR 3411 Print Practicum](#), [JOUR 3421 Print Practicum](#), [JOUR 3811 Broadcast Practicum](#), [JOUR 3821 Broadcast Practicum](#), [JOUR 3911 Multimedia Practicum](#), [JOUR 3921 Multimedia Practicum](#), [JOUR 4411 Print Practicum](#), [JOUR 4421 Print Practicum](#), [JOUR 4811 Broadcast Practicum](#), [JOUR 4821 Broadcast Practicum](#), [JOUR 4911 Multimedia Practicum](#), [JOUR 4921 Multimedia Practicum](#)

⁴ Seniors enrolled on Multimedia Journalism (MMJR) Accelerated Bachelor's to 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.

a. Required: [JOUR 6019 Visual Storytelling](#) - in the Fall and [JOUR 6029 Video Production for New Media](#) - in the Spring

b. Choose one of the following for Fall and one for Spring of Senior year: [JOUR 5023 Social Media](#), [JOUR 5033 Community Journalism](#), [JOUR 5043 Journalism Ethics](#), [JOUR 5053 Mass Communication Seminar](#), [JOUR 5083 Internet Communication](#), [JOUR 5113 History of American Journalism](#), [JOUR 5123 Laws of Communication](#), [JOUR 5163 Advanced Photography](#), [JOUR 5123 Laws of Communication](#) can replace [JOUR 4123 Laws of Communication](#).



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 22 2022

REQUEST FOR DELETION OF CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, ~~REGISTRATION~~ **MINOR** Office

Department Initiating Proposal	Date
Communication and Media Studies	6-22-22

Title	Signature	Date
Department Head Dr. David J. Eshelman	<i>[Signature]</i>	6-22-22
Dean Dr. Jeffrey Cass	<i>[Signature]</i>	6-22-22
Assessment Dr. Christine Austin	<i>[Signature]</i>	6-23-22
Registrar Ms. Tammy Weaver	<i>[Signature]</i>	8/1/22
Vice President for Academic Affairs Dr. Julie Furst-Bowe	<i>[Signature]</i>	16/20/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>Ju</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>Ju</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Journalism Options (only options are affected---the degree program remains)

LETTER OF NOTIFICATION – 5

DELETION

(Certificate, Degree, Option, Emphasis, Concentration, Minor, or Organizational Unit)

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: David J. Eshelman, Department Head, Communication and Media Studies
3. Phone number/e-mail address: 479-964-0890
4. Proposed effective date: August 2023
5. Title of certificate, degree program, option, emphasis, concentration, minor, or organizational unit:
Journalism Options in Broadcast, Print, and Public Relations
6. CIP Code: 09.0401 --- Note: the degree will continue and the option coursework will become requirements for Certificates of Proficiency.
7. Degree Code: N/A
8. Reason for deletion and evidence to support action:
In order to allow more flexibility in the bachelors degree in Journalism to meet a changing market, the Communication and Media Studies department has elected to discontinue the tracks (options) so that students can take more coursework spanning the options. However, in order to serve student interest in these degrees, we propose to convert them from options to certificates---allowing interested students to pursue these areas of study while now earning a credential.
9. Number of students still enrolled in program: ~45
10. Expected graduation date of last student: Spring 2025
11. Provide curriculum for deleted certificate, degree, option, emphasis, concentration, minor, or organizational unit.
The Broadcast Option included Jour 2153 Introduction to Telecommunication, Jour 3183 Digital News Writing, Jour 3193 New Media News Gathering, and Jour 4133 Digital News Production. The Print Option included Jour 3153 Feature Writing, Jour 3714 Copy Editing, and Jour 4143 Advanced Reporting. The Public Relations Option included Jour 3173 Public Relations Principles, Jour 3273 Public Relations Writing, Jour 4073 Graphic Communication, and Jour 4173 Public Relations Project. With a few updates, the curriculum will continue to be offered as certificates.

12. Name of courses that will be deleted as a result of this action:

N/A

13. How will students in the deleted program be accommodated?

Provide documentation of written notification to students currently enrolled in program.

Since the courses will continue to be offered as requirements for certificates, there is no need for additional student accommodation.

14. Indicate the amount of program funds available for reallocation:

N/A

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

N/A



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting

Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe

Subject 4.7 Letter of Notification, Deletion

Type Action

Recommended Action Motion to approve items as presented.

[Memorandum BOT 10.20.22 Deletions.pdf \(104 KB\)](#)

[LON Delete Broadcast Print PR Options of BA Jour.pdf \(343 KB\)](#)

[LON Delete MLA Comm FA Options.pdf \(345 KB\)](#)

[LON Delete MS IT CBIT Option.pdf \(339 KB\)](#)

Motion & Voting

Motion to approve items as presented.

Motion by Bill Clary, second by Jim Smith.

Final Resolution: Motion Passed

Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
BA Journalism Broadcast, Print, & Public Relations Options	1560	09.0401

Reason for Proposed Action *(attach additional pages as needed)*

In order to allow more flexibility in the bachelors degree in Journalism to meet a changing market, the Communication and Media Studies department has elected to discontinue the tracks (options) so that students can take more coursework spanning the options. However, in order to serve student interest in these degrees, we propose to convert them from options to certificates---allowing interested students to pursue these areas of study while now earning a credential.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

SAVE

ATTACH

SUBMIT

SHOW ATTACHMENTS

Please save and upload this form and supporting documents to: File Transfer System



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Maria Markham, Ph.D.
Director

February 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Interim Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On January 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Curriculum Revision

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online) changed to Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online) changed to Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online) changed to Master of Science in Information Technology (DC 6285; CIP 11.0103; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

INFT 6991	Internship
INFT 6000-level Electives	

Added Courses

INFT 6993	Internship
INFT 5603	Principles of Data Science (optional)
INFT 5803	Principles of Cybersecurity (optional)

INFT 5983	Special Topics (optional)
INFT 6103	Visual Programming (optional)
INFT 6603	Adv Data Science and Machine Learning (optional)
INFT 6803	Adv Cybersecurity (optional)
INFT 6903	Emerging Trends (optional)

Delete Option, Emphasis, Concentration, or Minor

Bachelor of Arts in Journalism: Broadcast Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Print Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Public Relations option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Communications option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Fine Arts option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Science in Information Technology: Computer Based Instruction option (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Summer 2023 (6/1/2023))

Existing Program Offered by Distance Education

Master of Arts in History (DC 5360; CIP 54.0101; 30 credit hours; 100% online; Spring 2023)

Master of Liberal Arts (DC 5960; CIP 24.0101; 30 credit hours; 100% online; Spring 2023)

New Certificate

Advanced Certificate in Data Analytics (DC 3135; CIP 52.1301; 24 credit hours; 62% online; Summer 2023 (6/1/2023))

MATH 1113	College Algebra (or math ACT score of 22 or higher)
BUAD 2003	Business Information Systems
MATH 2223	Quantitative Business Analysis
STAT 2163	Introduction to Statistical Methods OR
PSY 2053	Statistics for the Behavioral Sciences
BDA 2003	Business Problem Solving
BDA 2023	Introduction to Data Visualization
Select 2 courses (6 credit hours) from the following:	
BDA 3003	Data Analytics Apps Development
BDA 3013	Business Spreadsheet Modeling
BDA 3033	Data Modeling and Management
BDA 3053	Business Data Analysis

Advanced Certificate in Entrepreneurship (DC 3165; CIP 52.0701; 27-28 credit hours; 78% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
BLAW 2033	Legal Environment of Business
ECON 2013	Principles of Economics II
MGMT 3003	Management and Organizational Behavior
MGMT 4053	Small Business Management
MGMT 4063	Entrepreneurial Development
MKT 3043	Principles of Marketing

Certificate of Proficiency in Broadcast Journalism (DC 1056; CIP 09.0402; 12 credit hours; 50% online; Summer 2023 (6/1/2023))

<i>JOUR 2253</i>	<i>Basic Video Editing</i>
JOUR 3183	Digital News Writing
JOUR 3193	New Media News Gathering
JOUR 4133	Digital New Production

Italics = New Course

Certificate of Proficiency in Print Journalism (DC 1061; CIP 09.0401; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 2143	Media Writing
JOUR 3143	News Reporting
JOUR 3153	Feature Writing
JOUR 4143	Advanced Reporting

Certificate of Proficiency in Public Relations Journalism (DC 1205; CIP 09.0900; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 3173	Public Relations Principles
JOUR 3273	Public Relations Writing
JOUR 4073	Graphic Communication
JOUR 4173	Public Relations Project

Certificate of Proficiency in Business Administration (DC 1645; CIP 52.0201; 12-13 credit hours; 100% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
ECON 2003	Principles of Economics I OR
ECON 2103	Honors Principles of Economics I OR
ECON 2013	Principles of Economics II

Certificate of Proficiency in Diversity Studies (DC 1066; CIP 30.2301; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

IPBL 1993	Introduction to Diversity Studies
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Improving Engagement (select one of the following):

ANTH 2003 Cultural Anthropology
ENGL 2003 Introduction to World Literature
HIST 4143 Native American History
PS 4643/OL 4643 Organizational Globalization and Diversity

Uncovering Bias (select one of the following):

ENGL 4723 Teaching People of Other Cultures
HIST 4123 African American History
PSY 3083 Psychology of Women
SOC 4023 Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following):

COMM 3013 Intercultural Communication
ECON 3013 Economics of Labor Relations
GEOG 2023 Human Geography
RP 3013 Inclusive Recreation

Cultural Environments (select one of the following):

HIST 4133 Latinos in the United States
PHIL 2023 Buddhist Philosophy
PSY 2133 Cross-Cultural Psychology
SOC 4003 Minority Relations

Certificate of Proficiency in Microsoft Applications (DC 1071; CIP 52.0204; 9 credit hours; 67% online; Summer 2023 (6/1/2023))

BUAD 2003 Business Information Systems
BDA 2003 Business Problem Solving
MGMT 3173 Advanced Microsoft Techniques

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (DC 4335; CIP 13.1401; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

TESL/ENGL 5023 Second Language Acquisition
TESL/ENGL 5703 Teaching English as a Second Language
TESL/ENGL 5713 ESL Assessment
TESL/ENGL 5723 Teaching People of Other Cultures
TESL 6003 Linguistics for ESL Teachers

New Option, Emphasis, Concentration, or Minor

Master of Science in Kinesiology, Strength, and Conditioning: Sport Science option (DC 6306; CIP 31.0599; 33 credit hours; 100% online; Summer 2023 (6/1/2023))

PE 6033 Exercise Physiology
PE 6043 Motor Learning & Control
PE 6053 Biomechanics
PE 6083 Research methods and Statistics OR
EDFD 6003 Educational Research
SCS 6013 Measurement and Evaluation in Strength and Conditioning
SCS 6033 Strength & Conditioning Program Design & Development
SCS 6063 Trends in Sports Nutrition & Metabolism
SCS 6003 *Sport Psychology*
SCS 6103 Professional Project

Select 2 courses (6 credit hours) from the following:

MATH 5173	Advanced Biostatistics
PE 6063	Current Issues in Coaching & Athletics
PE 6073	Exercise & Sport Behavior
PE 6891-3	Independent Study
SCS 6023	Scientific Foundations of Strength & Conditioning
SCS 6083	Instructional Strategies for Strength Coaches
SCS 6093	Exercise Science Seminar

Bachelor of Arts in Organizational Leadership: Military Leadership concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

POLS 2043	Comparative Government
POLS 2413	International Relations
POLS 3013	Recent American Foreign & Military Policy
POLS 3473	National Security Policy
POLS 3053	Introduction to Public Administration
POLS XXXX	Upper-Division Political Science elective (3000-4000 level)

Program Reconfiguration

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science (DC 2495; CIP 31.0505; 120-122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
ECON 2003	Principles of Economics
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Classes

Major Requirements

HES 1003	<i>Intro Exercise Programming</i>
HES 2003	Field-Based Experiences in Health & Exercise Science
HES 2013	<i>Weight training for CPT, Sport Coach, and PE</i>
HES 2023	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
HES 3023	Exercise Behavior and Adherence

HES 4003	Senior Seminar
HES 4012	Health & Exercise Science Internship (Contact Hours = 490)
HES 4013	Health & Exercise Science Practicum
HES 4023	Principles of Strength and Conditioning
HES 4063	Health and Fitness Programming
HLED 1513	Lifetime Health and Fitness
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Kinesiology option (DC 2495; CIP 31.0505; 120 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities Courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Courses

Major Requirements

ECON 2003	Principles of Economics
<i>HES 1003</i>	<i>Intro Exercise Programming</i>
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
<i>HES 3013</i>	<i>Coaching Power, Speed and Agility</i>
HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Wellness Science Practicum

HES 4023	Principles of Strength and Conditioning
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
<i>HES 4053</i>	<i>Biomechanics</i>
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology
PE 4103	Principles of Adaptive Physical Activity

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Pre-Allied Health option (DC 2495; CIP 31.0505; 122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

U.S. History/Government

Fine Arts & Humanities Course

Core Courses

AHS 2013	Medical Terminology
BIOL 2404	Human Anatomy and Physiology I
BIOL 2414	Human Anatomy and Physiology II
CHEM 2134/2130	Gen. Chemistry II
CHEM 2124	General Chemistry I
COMM 2173	Business & Professional Speaking
ECON 2003	Principles of Economics
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing
PHYS 2014	Physics I
PHYS 2024	Physics II
PSY 2053	Statistics for the Behavioral Sciences

Elective for Observation Hours – PE 4991 Independent Study

Elective PE Class

Fine Arts & Humanities Course

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription

HES 4012 Health & Exercise Science Internship (Contact hours = 490)
HES 4013 Health & Exercise Science Practicum
HES 4043 Exercise Physiology Lab
HES 4053 Biomechanics
HLED 3203 Consumer Health Programs
HLED 4403 Sport & Exercise Nutrition
PE 1201 Orientation to PE
PE 2513 First Aid
PE 3573 Prevention & Care of Athletic Injuries
PE 3661 Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663 Kinesiology
PE 4033 Exercise Physiology

Italics = New Courses

Title Change

Master of Science in Strength & Conditioning Studies (DC 6306; CIP 31.0599; 33 credit hours) changed to Master of Science in Kinesiology, Strength, and Conditioning (DC 6306; CIP 31.0599; 33 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Organizational Leadership: Industrial/Organizational Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online) changed to Bachelor of Arts in Organizational Leadership: Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

Bachelor of Arts in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours) changed to Bachelor of Science in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours; Summer 2023 (6/1/2023))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Andrea Eubanks
Dr. Jeanine Myers
Jill Hays



ARKANSAS TECH UNIVERSITY

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

RECEIVED

JUN 22 2022

Registrar's Office

Department Initiating Proposal	Date
Communication and Media Studies	6-22-22

Title	Signature	Date
Department Head	<i>David J. Eshel</i>	6-22-22
Dean	<i>Jeff Lane</i>	6-21-22
Assessment	<i>Paula</i>	6-23-22
Registrar	<i>Tommy</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	_____	_____
Vice President for Academic Affairs	<i>Don</i>	10/20/21

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Certificate of Proficiency in Broadcast Journalism

LETTER OF NOTIFICATION – 8

UNDERGRADUATE CERTIFICATE OF PROFICIENCY

(6-21 SEMESTER CREDIT HOURS)


An undergraduate certificate program consisting of 6-21 semester credit hours. The curriculum, list of required courses, new course descriptions, the goals, objectives and student learning outcomes, projected annual enrollment, and justification/need for offering the new program must be submitted with the Letter of Notification. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board initial review/approval also must be submitted.

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: David J. Eshelman, Department Head, Communication and Media Studies
3. Phone number/e-mail address: 479-964-0890, deshelman@atu.edu
4. Proposed effective date: August 2023
5. Name of proposed Undergraduate Certificate of Proficiency (Program must consist of 6-21 semester credit hours): Broadcast Journalism
6. Proposed CIP Code: 09.0401
7. Reason for proposed program implementation: For over twenty years, the ATU Journalism degree has been constructed along three separate options---Broadcast, Print, and Public Relations. In order to allow more flexibility in the bachelors degree to meet a changing market, the Communication and Media Studies department has elected to discontinue these tracks (options) so that students can take more coursework spanning the options. However, in order to serve student interest in these degrees, we propose to convert them from options to certificates---allowing interested students to pursue these areas of study while now earning a credential.
8. Provide the following:
 - a. Curriculum outline - List of courses in new program – Underline required courses
Jour 2253 Basic Video Editing
Jour 3183 Digital News Writing
Jour 3193 New Media News Gathering
Jour 4133 Digital New Production
 - b. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours)
12
 - c. New courses and new course descriptions
Jour 2253 Basic Video Editing. Students learn media production using the tools of cameras, audio production, and editing. This hands-on application will develop the physical and mental skills necessary to evolve in the TV production field. [This course replaces Intro to Telecommunications which used to be required of those pursuing the Broadcast Journalism option. This new course is more hands-on and will better prepare students for the camera use required in the other courses]
 - d. Program goals and objectives
LO1: Students will demonstrate a thorough knowledge of a non-linear editing workspace.
LO2: Students will write correctly and clearly in forms and styles appropriate for the broadcast profession.

LO3: Students will utilize the basic functions of field cameras and execute basic camera shots using appropriate composition methods.

LO4: Students will create video packages that utilize creative design techniques.

- e. Expected student learning outcomes
 - LO1: Assessed in JOUR 2253: Basic Video Production - Essentials of editing assignment
 - LO2: Assessed in JOUR 3183: Digital News Writing - VO/SOT (voice-over/sound-on-tape) assignment including production cues
 - LO3: Assessed in JOUR 3193: New Media News Gathering - Camera Functions Quiz (hands-on)
 - LO4: Assessed in JOUR 4133: Digital News Production - NATs pack (natural sound package) assignment
 - f. Documentation that program meets employer needs
N/A. This certificate is drawn from already established course sequences.
 - g. Student demand (projected enrollment) for proposed program
N/A. This certificate is drawn from already established course sequences.
 - h. Program approval letter from licensure/certification entity, if required
N/A.
 - i. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program
N/A. This certificate is drawn from already established course sequences.
 - j. Scheduled program review date (within 10 years of program implementation)
2023-2024 (with Journalism BA review)
9. Institutional curriculum committee review/approval date:
10. Will this program be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery. Mark *distance technology courses.
On-campus.
11. Identify off-campus location. Provide a copy of email notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses.
N/A.
12. Provide additional program information if requested by ADHE staff.
N/A.

[DOWNLOAD PDF](#) **General Information**Navigate this section: [Introduction](#)[Academic Calendar](#)[Administration & Faculty](#)[Programs of Study](#)[Admission](#)[ACTS Course Transfer System](#)[Fees & Expenses](#)[Student Affairs Operations](#)[Financial Aid](#)[Scholarships](#)[Regulations & Procedures](#)[Graduation Requirements](#)[General Education Requirements](#)[University Honors](#)[College Distinction](#)[Military Science](#)[Catalog PDF](#) 

Certificate of Proficiency in Broadcast Journalism

[DEPARTMENT
HOMEPAGE](#)

The Certificate of Proficiency in Broadcast Journalism provides students with the opportunity to earn within the first four semesters of study, a certificate acknowledging their instruction in broadcast journalism. This stackable education sequence enhances a student's employment opportunity and augments any degree program with which it is paired.

The Certificate of Proficiency in Broadcast Journalism requires 12 semester credit hours from the following:

- [JOUR 2253](#)
- [JOUR 3183 Digital News Writing](#)
- [JOUR 3193 New Media News Gathering](#)
- [JOUR 4133 Digital News Production](#)



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.5 Letters of Notification and Letters of Intent, Academic Affairs: Dr. Julie Furst-Bowe
Type Action
Recommended Action Motion to approve the programs as presented.

- Memorandum BOT 10.20.22 LONs and LOIs.pdf (109 KB)
- L_of_N - Cert Prof Business Admin Cole (003).pdf (292 KB)
- L_of_N - Cert Prof Microsoft Apps Cole.pdf (291 KB)
- L_of_N- Adv Cert Entrepreneurship Cole.pdf (293 KB)
- Lof_N - Adv Cert Data Analytics-Cole.pdf (293 KB)
- LOI BA Social Media Influencing (002).pdf (263 KB)
- LOI GC Org Leadership.pdf (630 KB)
- LOI MA Org Leadership.pdf (367 KB)
- LON BA OL Add Mil Lead Option.pdf (331 KB)
- LON CP Broadcast Journalism.pdf (350 KB)
- LON CP Diversity Studies.pdf (349 KB)
- LON CP Print Journalism.pdf (346 KB)
- LON CP Public Relations.pdf (346 KB)
- LON CP Teaching English to Speakers of Other Languages.pdf (344 KB)
- LON MS SCS Add Option 100 Online.pdf (381 KB)
- LON Reconf BS HPE WF Option.pdf (1,460 KB)
- LON Revision Ms Information Tech.pdf (463 KB)
- LON Title Change Add Option MS SCS.pdf (496 KB)
- LON Title Change BA OL IOP.pdf (327 KB)
- LON Title Change BA Rehab Sci.pdf (330 KB)
- New Program BA Social Media Influencing (002).pdf (29,078 KB)
- New Program GC Org Leadership.pdf (5,541 KB)
- New Program MA Org Leadership.pdf (18,253 KB)

Motion & Voting

Motion to approve the programs as presented.

Motion by Jim Smith, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

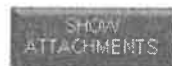
Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*



Please save and upload this form and supporting documents to: [File Transfer System](#)

Certificate of Proficiency in Broadcast Journalism

Curriculum:

JOUR 2253 Basic Video Editing

JOUR 3183 Digital News Writing

JOUR 3193 New Media News Gathering

JOUR 4133 Digital New Production

Total semester credit hours required for proposed program - 12

New courses and new course descriptions

JOUR 2253 Basic Video Editing. Students learn media production using the tools of cameras, audio production, and editing. This hands-on application will develop the physical and mental skills necessary to evolve in the TV production field. [This course replaces Intro to Telecommunications which used to be required of those pursuing the Broadcast Journalism option. This new course is more hands-on and will better prepare students for the camera use required in the other courses]



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Maria Markham, Ph.D.
Director

February 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Interim Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On January 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Curriculum Revision

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online) changed to Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online) changed to Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online) changed to Master of Science in Information Technology (DC 6285; CIP 11.0103; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

INFT 6991	Internship
INFT 6000-level Electives	

Added Courses

INFT 6993	Internship
INFT 5603	Principles of Data Science (optional)
INFT 5803	Principles of Cybersecurity (optional)

INFT 5983	Special Topics (optional)
INFT 6103	Visual Programming (optional)
INFT 6603	Adv Data Science and Machine Learning (optional)
INFT 6803	Adv Cybersecurity (optional)
INFT 6903	Emerging Trends (optional)

Delete Option, Emphasis, Concentration, or Minor

Bachelor of Arts in Journalism: Broadcast Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Print Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Public Relations option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Communications option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Fine Arts option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Science in Information Technology: Computer Based Instruction option (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Summer 2023 (6/1/2023))

Existing Program Offered by Distance Education

Master of Arts in History (DC 5360; CIP 54.0101; 30 credit hours; 100% online; Spring 2023)

Master of Liberal Arts (DC 5960; CIP 24.0101; 30 credit hours; 100% online; Spring 2023)

New Certificate

Advanced Certificate in Data Analytics (DC 3135; CIP 52.1301; 24 credit hours; 62% online; Summer 2023 (6/1/2023))

MATH 1113 College Algebra (or math ACT score of 22 or higher)

BUAD 2003 Business Information Systems

MATH 2223 Quantitative Business Analysis

STAT 2163 Introduction to Statistical Methods OR

PSY 2053 Statistics for the Behavioral Sciences

BDA 2003 Business Problem Solving

BDA 2023 Introduction to Data Visualization

Select 2 courses (6 credit hours) from the following:

BDA 3003 Data Analytics Apps Development

BDA 3013 Business Spreadsheet Modeling

BDA 3033 Data Modeling and Management

BDA 3053 Business Data Analysis

Advanced Certificate in Entrepreneurship (DC 3165; CIP 52.0701; 27-28 credit hours; 78% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
BLAW 2033	Legal Environment of Business
ECON 2013	Principles of Economics II
MGMT 3003	Management and Organizational Behavior
MGMT 4053	Small Business Management
MGMT 4063	Entrepreneurial Development
MKT 3043	Principles of Marketing

Certificate of Proficiency in Broadcast Journalism (DC 1056; CIP 09.0402; 12 credit hours; 50% online; Summer 2023 (6/1/2023))

<i>JOUR 2253</i>	<i>Basic Video Editing</i>
JOUR 3183	Digital News Writing
JOUR 3193	New Media News Gathering
JOUR 4133	Digital New Production

Italics = New Course

Certificate of Proficiency in Print Journalism (DC 1061; CIP 09.0401; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 2143	Media Writing
JOUR 3143	News Reporting
JOUR 3153	Feature Writing
JOUR 4143	Advanced Reporting

Certificate of Proficiency in Public Relations Journalism (DC 1205; CIP 09.0900; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 3173	Public Relations Principles
JOUR 3273	Public Relations Writing
JOUR 4073	Graphic Communication
JOUR 4173	Public Relations Project

Certificate of Proficiency in Business Administration (DC 1645; CIP 52.0201; 12-13 credit hours; 100% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
ECON 2003	Principles of Economics I OR
ECON 2103	Honors Principles of Economics I OR
ECON 2013	Principles of Economics II

Certificate of Proficiency in Diversity Studies (DC 1066; CIP 30.2301; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

IPBL 1993	Introduction to Diversity Studies
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Improving Engagement (select one of the following):

ANTH 2003 Cultural Anthropology
ENGL 2003 Introduction to World Literature
HIST 4143 Native American History
PS 4643/OL 4643 Organizational Globalization and Diversity

Uncovering Bias (select one of the following):

ENGL 4723 Teaching People of Other Cultures
HIST 4123 African American History
PSY 3083 Psychology of Women
SOC 4023 Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following):

COMM 3013 Intercultural Communication
ECON 3013 Economics of Labor Relations
GEOG 2023 Human Geography
RP 3013 Inclusive Recreation

Cultural Environments (select one of the following):

HIST 4133 Latinos in the United States
PHIL 2023 Buddhist Philosophy
PSY 2133 Cross-Cultural Psychology
SOC 4003 Minority Relations

Certificate of Proficiency in Microsoft Applications (DC 1071; CIP 52.0204; 9 credit hours; 67% online; Summer 2023 (6/1/2023))

BUAD 2003 Business Information Systems
BDA 2003 Business Problem Solving
MGMT 3173 Advanced Microsoft Techniques

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (DC 4335; CIP 13.1401; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

TESL/ENGL 5023 Second Language Acquisition
TESL/ENGL 5703 Teaching English as a Second Language
TESL/ENGL 5713 ESL Assessment
TESL/ENGL 5723 Teaching People of Other Cultures
TESL 6003 Linguistics for ESL Teachers

New Option, Emphasis, Concentration, or Minor

Master of Science in Kinesiology, Strength, and Conditioning: Sport Science option (DC 6306; CIP 31.0599; 33 credit hours; 100% online; Summer 2023 (6/1/2023))

PE 6033 Exercise Physiology
PE 6043 Motor Learning & Control
PE 6053 Biomechanics
PE 6083 Research methods and Statistics OR
EDFD 6003 Educational Research
SCS 6013 Measurement and Evaluation in Strength and Conditioning
SCS 6033 Strength & Conditioning Program Design & Development
SCS 6063 Trends in Sports Nutrition & Metabolism
SCS 6003 *Sport Psychology*
SCS 6103 Professional Project

Select 2 courses (6 credit hours) from the following:

MATH 5173	Advanced Biostatistics
PE 6063	Current Issues in Coaching & Athletics
PE 6073	Exercise & Sport Behavior
PE 6891-3	Independent Study
SCS 6023	Scientific Foundations of Strength & Conditioning
SCS 6083	Instructional Strategies for Strength Coaches
SCS 6093	Exercise Science Seminar

Bachelor of Arts in Organizational Leadership: Military Leadership concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

POLS 2043	Comparative Government
POLS 2413	International Relations
POLS 3013	Recent American Foreign & Military Policy
POLS 3473	National Security Policy
POLS 3053	Introduction to Public Administration
POLS XXXX	Upper-Division Political Science elective (3000-4000 level)

Program Reconfiguration

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science (DC 2495; CIP 31.0505; 120-122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology
Physical Science with Lab	
U.S. History/Government	
Two Fine Arts & Humanities courses	

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
ECON 2003	Principles of Economics
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Classes

Major Requirements

HES 1003	<i>Intro Exercise Programming</i>
HES 2003	Field-Based Experiences in Health & Exercise Science
HES 2013	<i>Weight training for CPT, Sport Coach, and PE</i>
HES 2023	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
HES 3023	Exercise Behavior and Adherence

HES 4003	Senior Seminar
HES 4012	Health & Exercise Science Internship (Contact Hours = 490)
HES 4013	Health & Exercise Science Practicum
HES 4023	Principles of Strength and Conditioning
HES 4063	Health and Fitness Programming
HLED 1513	Lifetime Health and Fitness
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Kinesiology option (DC 2495; CIP 31.0505; 120 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities Courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Courses

Major Requirements

ECON 2003	Principles of Economics
HES 1003	<i>Intro Exercise Programming</i>
HES 2013	<i>Weight training for CPT, Sport Coach, and PE</i>
HES 2023	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
HES 3013	<i>Coaching Power, Speed and Agility</i>
HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Wellness Science Practicum

HES 4023	Principles of Strength and Conditioning
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
<i>HES 4053</i>	<i>Biomechanics</i>
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology
PE 4103	Principles of Adaptive Physical Activity

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Pre-Allied Health option (DC 2495; CIP 31.0505; 122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

U.S. History/Government

Fine Arts & Humanities Course

Core Courses

AHS 2013	Medical Terminology
BIOL 2404	Human Anatomy and Physiology I
BIOL 2414	Human Anatomy and Physiology II
CHEM 2134/2130	Gen. Chemistry II
CHEM 2124	General Chemistry I
COMM 2173	Business & Professional Speaking
ECON 2003	Principles of Economics
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing
PHYS 2014	Physics I
PHYS 2024	Physics II
PSY 2053	Statistics for the Behavioral Sciences

Elective for Observation Hours – PE 4991 Independent Study

Elective PE Class

Fine Arts & Humanities Course

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription

HES 4012 Health & Exercise Science Internship (Contact hours = 490)
HES 4013 Health & Exercise Science Practicum
HES 4043 Exercise Physiology Lab
HES 4053 Biomechanics
HLED 3203 Consumer Health Programs
HLED 4403 Sport & Exercise Nutrition
PE 1201 Orientation to PE
PE 2513 First Aid
PE 3573 Prevention & Care of Athletic Injuries
PE 3661 Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663 Kinesiology
PE 4033 Exercise Physiology

Italics = New Courses

Title Change

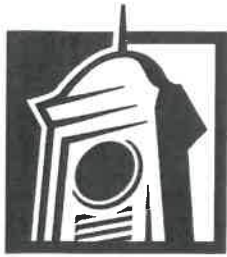
Master of Science in Strength & Conditioning Studies (DC 6306; CIP 31.0599; 33 credit hours) changed to Master of Science in Kinesiology, Strength, and Conditioning (DC 6306; CIP 31.0599; 33 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Organizational Leadership: Industrial/Organizational Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online) changed to Bachelor of Arts in Organizational Leadership: Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

Bachelor of Arts in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours) changed to Bachelor of Science in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours; Summer 2023 (6/1/2023))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Andrea Eubanks
Dr. Jeanine Myers
Jill Hays



ARKANSAS TECH UNIVERSITY

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

RECEIVED
JUN 22 2022
Registrar's Office

Department Initiating Proposal	Date
Communication and Media Studies	6-22-22

Title	Signature	Date
Department Head	<i>David J. Eshen</i>	6-22-22
Dean	<i>Jeff Lan</i>	6-21-22
Assessment	<i>[Signature]</i>	6-23-22
Registrar	<i>Sammy Weaver</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>[Signature]</i>	10/26/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>ste</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>ste</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Certificate of Proficiency in Print Journalism

LETTER OF NOTIFICATION – 8

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

An undergraduate certificate program consisting of 6-21 semester credit hours. The curriculum, list of required courses, new course descriptions, the goals, objectives and student learning outcomes, projected annual enrollment, and justification/need for offering the new program must be submitted with the Letter of Notification. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board initial review/approval also must be submitted.


1. Institution submitting request: Arkansas Tech University
2. Contact person/title: David J. Eshelman, Department Head, Communication and Media Studies
3. Phone number/e-mail address: 479-964-0890, deshelman@atu.edu
4. Proposed effective date: August 2023
5. Name of proposed Undergraduate Certificate of Proficiency (Program must consist of 6-21 semester credit hours): Print Journalism
6. Proposed CIP Code: 09.0401
7. Reason for proposed program implementation: For over twenty years, the ATU Journalism degree has been constructed along three separate options---Broadcast, Print, and Public Relations. In order to allow more flexibility in the bachelors degree to meet a changing market, the Communication and Media Studies department has elected to discontinue these tracks (options) so that students can take more coursework spanning the options. However, in order to serve student interest in these degrees, we propose to convert them from options to certificates---allowing interested students to pursue these areas of study while now earning a credential.
8. Provide the following:
 - a. Curriculum outline - List of courses in new program – Underline required courses
Jour 2143 Media Writing
Jour 3143 News Reporting
Jour 3153 Feature Writing
Jour 4143 Advanced Reporting
 - b. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours)
12
 - c. New courses and new course descriptions
N/A. Jour 2143, a pre-existing course, was not included in the former print option but was included as a required course for ALL Journalism majors. To complete the upper-level requirements, this course is necessary for the Print Certificate. Jour 3143 replaces Copy Editing to give students a stronger background in news gathering and writing.
 - d. Program goals and objectives
LO1: Students will employ news principles while developing a solid sense of news judgment.
LO2: Students will demonstrate an ability to gather and write news, particularly through research and interviews, displaying critical thinking in selection and organization of information for the audience.

LO3: Students will demonstrate an ability to write across multiple platforms multi-source news and feature (human interest) stories that are well-organized, accurate, objective and concise.

- e. Expected student learning outcomes
 - LO1: Assessed in JOUR 2143 Media Writing – weekly exercises and quizzes
 - LO2: Assessed in JOUR 3143 New Reporting – news stories intended for the *Arka Tech* newspaper
 - LO3: Assessed in JOUR 3153 Feature Writing – longer form narrative story assignment – and Jour 4143 Advanced Reporting – news item using information gathered from multiple sources
 - f. Documentation that program meets employer needs
N/A. This certificate is drawn from already established course sequences.
 - g. Student demand (projected enrollment) for proposed program
N/A. This certificate is drawn from already established course sequences.
 - h. Program approval letter from licensure/certification entity, if required
N/A.
 - i. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program
N/A. This certificate is drawn from already established course sequences.
 - j. Scheduled program review date (within 10 years of program implementation)
2023-2024 (with Journalism BA review)
9. Institutional curriculum committee review/approval date:
10. Will this program be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery. Mark *distance technology courses.
On-campus.
11. Identify off-campus location. Provide a copy of email notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses.
N/A.
12. Provide additional program information if requested by ADHE staff.
N/A.

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General Information

Navigate this section: 

[Introduction](#)

[Academic Calendar](#)

[Administration & Faculty](#)

[Programs of Study](#)

[Admission](#)

[ACTS Course Transfer System](#)

[Fees & Expenses](#)

[Student Affairs Operations](#)

[Financial Aid](#)

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[Military Science](#)

[Catalog PDF](#) 

Certificate of Proficiency in Print Journalism

[DEPARTMENT
HOMEPAGE](#)

The Certificate of Proficiency in Print Journalism provides students with the opportunity to earn within the first four semesters of study, a certificate acknowledging their instruction in print journalism. This stackable education sequence enhances a student's employment opportunity and augments any degree program with which it is paired.

The Certificate of Proficiency in Print Journalism requires 12 semester credit hours from the following:

- [JOUR 2143 Media Writing](#)
- [JOUR 3143 News Reporting](#)
- [JOUR 3153 Feature Writing](#)
- [JOUR 4143 Advanced Reporting](#)



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.5 Letters of Notification and Letters of Intent, Academic Affairs: Dr. Julie Furst-Bowe
Type Action
Recommended Action Motion to approve the programs as presented.

- Memorandum BOT 10.20.22 LONs and LOIs.pdf (109 KB)
- L_of_N - Cert Prof Business Admin Cole (003).pdf (292 KB)
- L_of_N - Cert Prof Microsoft Apps Cole.pdf (291 KB)
- L_of_N- Adv Cert Entrepreneurship Cole.pdf (293 KB)
- Lof_N - Adv Cert Data Analytics-Cole.pdf (293 KB)
- LOI BA Social Media Influencing (002).pdf (263 KB)
- LOI GC Org Leadership.pdf (630 KB)
- LOI MA Org Leadership.pdf (367 KB)
- LON BA OL Add Mil Lead Option.pdf (331 KB)
- LON CP Broadcast Journalism.pdf (350 KB)
- LON CP Diversity Studies.pdf (349 KB)
- LON CP Print Journalism.pdf (346 KB)
- LON CP Public Relations.pdf (346 KB)
- LON CP Teaching English to Speakers of Other Languages.pdf (344 KB)
- LON MS SCS Add Option 100 Online.pdf (381 KB)
- LON Reconf BS HPE WF Option.pdf (1,460 KB)
- LON Revision Ms Information Tech.pdf (463 KB)
- LON Title Change Add Option MS SCS.pdf (496 KB)
- LON Title Change BA OL IOP.pdf (327 KB)
- LON Title Change BA Rehab Sci.pdf (330 KB)
- New Program BA Social Media Influencing (002).pdf (29,078 KB)
- New Program GC Org Leadership.pdf (5,541 KB)
- New Program MA Org Leadership.pdf (18,253 KB)

Motion & Voting

Motion to approve the programs as presented.

Motion by Jim Smith, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*



Please save and upload this form and supporting documents to: [File Transfer System](#)

Certificate of Proficiency in Print Journalism

Curriculum:

JOUR 2143 Media Writing

JOUR 3143 News Reporting

JOUR 3153 Feature Writing

JOUR 4143 Advanced Reporting

Total semester credit hours required for proposed program - 12

New courses and new course descriptions

JOUR 2143, a pre-existing course, was not included in the former print option but was included as a required course for ALL Journalism majors. To complete the upper-level requirements, this course is necessary for the Print Certificate. Jour 3143 replaces Copy Editing to give students a stronger background in news gathering and writing.



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Maria Markham, Ph.D.
Director

February 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Interim Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On January 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Curriculum Revision

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online) changed to Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online) changed to Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online) changed to Master of Science in Information Technology (DC 6285; CIP 11.0103; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

INFT 6991	Internship
INFT 6000-level Electives	

Added Courses

INFT 6993	Internship
INFT 5603	Principles of Data Science (optional)
INFT 5803	Principles of Cybersecurity (optional)

INFT 5983	Special Topics (optional)
INFT 6103	Visual Programming (optional)
INFT 6603	Adv Data Science and Machine Learning (optional)
INFT 6803	Adv Cybersecurity (optional)
INFT 6903	Emerging Trends (optional)

Delete Option, Emphasis, Concentration, or Minor

Bachelor of Arts in Journalism: Broadcast Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Print Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Public Relations option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Communications option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Fine Arts option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Science in Information Technology: Computer Based Instruction option (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Summer 2023 (6/1/2023))

Existing Program Offered by Distance Education

Master of Arts in History (DC 5360; CIP 54.0101; 30 credit hours; 100% online; Spring 2023)

Master of Liberal Arts (DC 5960; CIP 24.0101; 30 credit hours; 100% online; Spring 2023)

New Certificate

Advanced Certificate in Data Analytics (DC 3135; CIP 52.1301; 24 credit hours; 62% online; Summer 2023 (6/1/2023))

MATH 1113	College Algebra (or math ACT score of 22 or higher)
BUAD 2003	Business Information Systems
MATH 2223	Quantitative Business Analysis
STAT 2163	Introduction to Statistical Methods OR
PSY 2053	Statistics for the Behavioral Sciences
BDA 2003	Business Problem Solving
BDA 2023	Introduction to Data Visualization
Select 2 courses (6 credit hours) from the following:	
BDA 3003	Data Analytics Apps Development
BDA 3013	Business Spreadsheet Modeling
BDA 3033	Data Modeling and Management
BDA 3053	Business Data Analysis

Advanced Certificate in Entrepreneurship (DC 3165; CIP 52.0701; 27-28 credit hours; 78% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
BLAW 2033	Legal Environment of Business
ECON 2013	Principles of Economics II
MGMT 3003	Management and Organizational Behavior
MGMT 4053	Small Business Management
MGMT 4063	Entrepreneurial Development
MKT 3043	Principles of Marketing

Certificate of Proficiency in Broadcast Journalism (DC 1056; CIP 09.0402; 12 credit hours; 50% online; Summer 2023 (6/1/2023))

<i>JOUR 2253</i>	<i>Basic Video Editing</i>
JOUR 3183	Digital News Writing
JOUR 3193	New Media News Gathering
JOUR 4133	Digital New Production

Italics = New Course

Certificate of Proficiency in Print Journalism (DC 1061; CIP 09.0401; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 2143	Media Writing
JOUR 3143	News Reporting
JOUR 3153	Feature Writing
JOUR 4143	Advanced Reporting

Certificate of Proficiency in Public Relations Journalism (DC 1205; CIP 09.0900; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 3173	Public Relations Principles
JOUR 3273	Public Relations Writing
JOUR 4073	Graphic Communication
JOUR 4173	Public Relations Project

Certificate of Proficiency in Business Administration (DC 1645; CIP 52.0201; 12-13 credit hours; 100% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
ECON 2003	Principles of Economics I OR
ECON 2103	Honors Principles of Economics I OR
ECON 2013	Principles of Economics II

Certificate of Proficiency in Diversity Studies (DC 1066; CIP 30.2301; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

IPBL 1993	Introduction to Diversity Studies
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Improving Engagement (select one of the following):

ANTH 2003 Cultural Anthropology
ENGL 2003 Introduction to World Literature
HIST 4143 Native American History
PS 4643/OL 4643 Organizational Globalization and Diversity

Uncovering Bias (select one of the following):

ENGL 4723 Teaching People of Other Cultures
HIST 4123 African American History
PSY 3083 Psychology of Women
SOC 4023 Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following):

COMM 3013 Intercultural Communication
ECON 3013 Economics of Labor Relations
GEOG 2023 Human Geography
RP 3013 Inclusive Recreation

Cultural Environments (select one of the following):

HIST 4133 Latinos in the United States
PHIL 2023 Buddhist Philosophy
PSY 2133 Cross-Cultural Psychology
SOC 4003 Minority Relations

Certificate of Proficiency in Microsoft Applications (DC 1071; CIP 52.0204; 9 credit hours; 67% online; Summer 2023 (6/1/2023))

BUAD 2003 Business Information Systems
BDA 2003 Business Problem Solving
MGMT 3173 Advanced Microsoft Techniques

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (DC 4335; CIP 13.1401; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

TESL/ENGL 5023 Second Language Acquisition
TESL/ENGL 5703 Teaching English as a Second Language
TESL/ENGL 5713 ESL Assessment
TESL/ENGL 5723 Teaching People of Other Cultures
TESL 6003 Linguistics for ESL Teachers

New Option, Emphasis, Concentration, or Minor

Master of Science in Kinesiology, Strength, and Conditioning: Sport Science option (DC 6306; CIP 31.0599; 33 credit hours; 100% online; Summer 2023 (6/1/2023))

PE 6033 Exercise Physiology
PE 6043 Motor Learning & Control
PE 6053 Biomechanics
PE 6083 Research methods and Statistics OR
EDFD 6003 Educational Research
SCS 6013 Measurement and Evaluation in Strength and Conditioning
SCS 6033 Strength & Conditioning Program Design & Development
SCS 6063 Trends in Sports Nutrition & Metabolism
SCS 6003 *Sport Psychology*
SCS 6103 Professional Project

Select 2 courses (6 credit hours) from the following:

MATH 5173	Advanced Biostatistics
PE 6063	Current Issues in Coaching & Athletics
PE 6073	Exercise & Sport Behavior
PE 6891-3	Independent Study
SCS 6023	Scientific Foundations of Strength & Conditioning
SCS 6083	Instructional Strategies for Strength Coaches
SCS 6093	Exercise Science Seminar

Bachelor of Arts in Organizational Leadership: Military Leadership concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

POLS 2043	Comparative Government
POLS 2413	International Relations
POLS 3013	Recent American Foreign & Military Policy
POLS 3473	National Security Policy
POLS 3053	Introduction to Public Administration
POLS XXXX	Upper-Division Political Science elective (3000-4000 level)

Program Reconfiguration

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science (DC 2495; CIP 31.0505; 120-122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
ECON 2003	Principles of Economics
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Classes

Major Requirements

HES 1003	<i>Intro Exercise Programming</i>
HES 2003	Field-Based Experiences in Health & Exercise Science
HES 2013	<i>Weight training for CPT, Sport Coach, and PE</i>
HES 2023	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
HES 3023	Exercise Behavior and Adherence

HES 4003	Senior Seminar
HES 4012	Health & Exercise Science Internship (Contact Hours = 490)
HES 4013	Health & Exercise Science Practicum
HES 4023	Principles of Strength and Conditioning
HES 4063	Health and Fitness Programming
HLED 1513	Lifetime Health and Fitness
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Kinesiology option (DC 2495; CIP 31.0505; 120 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities Courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Courses

Major Requirements

ECON 2003	Principles of Economics
<i>HES 1003</i>	<i>Intro Exercise Programming</i>
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
<i>HES 3013</i>	<i>Coaching Power, Speed and Agility</i>
HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Wellness Science Practicum

HES 4023	Principles of Strength and Conditioning
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
<i>HES 4053</i>	<i>Biomechanics</i>
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology
PE 4103	Principles of Adaptive Physical Activity

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Pre-Allied Health option (DC 2495; CIP 31.0505; 122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

U.S. History/Government

Fine Arts & Humanities Course

Core Courses

AHS 2013	Medical Terminology
BIOL 2404	Human Anatomy and Physiology I
BIOL 2414	Human Anatomy and Physiology II
CHEM 2134/2130	Gen. Chemistry II
CHEM 2124	General Chemistry I
COMM 2173	Business & Professional Speaking
ECON 2003	Principles of Economics
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing
PHYS 2014	Physics I
PHYS 2024	Physics II
PSY 2053	Statistics for the Behavioral Sciences

Elective for Observation Hours – PE 4991 Independent Study

Elective PE Class

Fine Arts & Humanities Course

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription

HES 4012 Health & Exercise Science Internship (Contact hours = 490)
HES 4013 Health & Exercise Science Practicum
HES 4043 Exercise Physiology Lab
HES 4053 Biomechanics
HLED 3203 Consumer Health Programs
HLED 4403 Sport & Exercise Nutrition
PE 1201 Orientation to PE
PE 2513 First Aid
PE 3573 Prevention & Care of Athletic Injuries
PE 3661 Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663 Kinesiology
PE 4033 Exercise Physiology

Italics = New Courses

Title Change

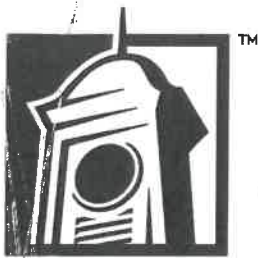
Master of Science in Strength & Conditioning Studies (DC 6306; CIP 31.0599; 33 credit hours) changed to Master of Science in Kinesiology, Strength, and Conditioning (DC 6306; CIP 31.0599; 33 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Organizational Leadership: Industrial/Organizational Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online) changed to Bachelor of Arts in Organizational Leadership: Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

Bachelor of Arts in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours) changed to Bachelor of Science in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours; Summer 2023 (6/1/2023))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Andrea Eubanks
Dr. Jeanine Myers
Jill Hays



ARKANSAS TECH UNIVERSITY

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

RECEIVED

JUN 22 2022

Registrar's Office

Department Initiating Proposal	Date
Communication and Media Studies	6-22-22

Title	Signature	Date
Department Head	<i>David J. Eshel</i>	6-22-22
Dean	<i>Jeff [unclear]</i>	6-22-22
Assessment	<i>[unclear]</i>	6-23-22
Registrar	<i>Sammy [unclear]</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>[unclear]</i>	16/20/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 JW
Faculty Senate (Undergraduate Proposals Only)	9/13/22 JW
Graduate Council (Graduate Proposals Only)	

Program Title:
Certificate of Proficiency in Public Relations

LETTER OF NOTIFICATION – 8

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

An undergraduate certificate program consisting of 6-21 semester credit hours. The curriculum, list of required courses, new course descriptions, the goals, objectives and student learning outcomes, projected annual enrollment, and justification/need for offering the new program must be submitted with the Letter of Notification. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board initial review/approval also must be submitted.

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: David J. Eshelman, Department Head, Communication and Media Studies
3. Phone number/e-mail address: 479-964-0890, deshelman@atu.edu
4. Proposed effective date: August 2023
5. Name of proposed Undergraduate Certificate of Proficiency (Program must consist of 6-21 semester credit hours): Public Relations
6. Proposed CIP Code: 09.0900
7. Reason for proposed program implementation: For over twenty years, the ATU Journalism degree has been constructed along three separate options---Broadcast, Print, and Public Relations. In order to allow more flexibility in the bachelors degree to meet a changing market, the Communication and Media Studies department has elected to discontinue these tracks (options) so that students can take more coursework spanning the options. However, in order to serve student interest in these degrees, we propose to convert them from options to certificates--- allowing interested students to pursue these areas of study while now earning a credential.
8. Provide the following:
 - a. Curriculum outline - List of courses in new program – Underline required courses
Jour 3173 Public Relations Principles
Jour 3273 Public Relations Writing
Jour 4073 Graphic Communication
Jour 4173 Public Relations Project
 - b. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours)
12
 - c. New courses and new course descriptions
N/A
 - d. Program goals and objectives
LO1: Students will gain knowledge and familiarity of the public relations industry.
LO2: Students will demonstrate specific skills needed in the public relations industry, such as writing and design.
LO3: Students will conduct secondary and primary research and implement a program plan.
 - e. Expected student learning outcomes
LO1: Assessed in JOUR 3173 Public Relations Principles – short assignments related to

lecture

LO2: Assessed in JOUR 3273 Public Relations Writing and Jour 4073 Graphic Communication --- lecture assignments and portfolios in both classes

LO3: Assessed in JOUR 4173: Public Relations Project - portfolio

- f. Documentation that program meets employer needs
N/A. This certificate is drawn from already established course sequences.
 - g. Student demand (projected enrollment) for proposed program
N/A. This certificate is drawn from already established course sequences.
 - h. Program approval letter from licensure/certification entity, if required
N/A.
 - i. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program
N/A. This certificate is drawn from already established course sequences.
 - j. Scheduled program review date (within 10 years of program implementation)
2023-2024 (with Journalism BA review)
9. Institutional curriculum committee review/approval date:
10. Will this program be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery. Mark *distance technology courses.
On-campus.
11. Identify off-campus location. Provide a copy of email notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses.
N/A.
12. Provide additional program information if requested by ADHE staff.
N/A.

[DOWNLOAD PDF](#)

General Information

Navigate this section:



[Introduction](#)

[Academic Calendar](#)

[Administration & Faculty](#)

[Programs of Study](#)

[Admission](#)

[ACTS Course Transfer System](#)

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[Student Affairs Operations](#)

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[Military Science](#)

[Catalog PDF](#)

Certificate of Proficiency in Public Relations Journalism

DEPARTMENT
HOMEPAGE

The Certificate of Proficiency in Public Relations Journalism provides students with the opportunity to earn within the first four semesters of study, a certificate acknowledging their instruction in broadcast journalism. This stackable education sequence enhances a student's employment opportunity and augments any degree program with which it is paired.

The Certificate of Proficiency in Public Relations Journalism requires 12 semester credit hours from the following:

- [JOUR 3173 Public Relations Principles](#)
- [JOUR 3273 Public Relations Writing](#)
- [JOUR 4073 Graphic Communication](#)
- [JOUR 4173 Public Relations Project](#)



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.5 Letters of Notification and Letters of Intent, Academic Affairs: Dr. Julie Furst-Bowe
Type Action
Recommended Action Motion to approve the programs as presented.

- Memorandum BOT 10.20.22 LONs and LOIs.pdf (109 KB)
- L_of_N - Cert Prof Business Admin Cole (003).pdf (292 KB)
- L_of_N - Cert Prof Microsoft Apps Cole.pdf (291 KB)
- L_of_N- Adv Cert Entrepreneurship Cole.pdf (293 KB)
- Lof_N - Adv Cert Data Analytics-Cole.pdf (293 KB)
- LOI BA Social Media Influencing (002).pdf (263 KB)
- LOI GC Org Leadership.pdf (630 KB)
- LOI MA Org Leadership.pdf (367 KB)
- LON BA OL Add Mil Lead Option.pdf (331 KB)
- LON CP Broadcast Journalism.pdf (350 KB)
- LON CP Diversity Studies.pdf (349 KB)
- LON CP Print Journalism.pdf (346 KB)
- LON CP Public Relations.pdf (346 KB)
- LON CP Teaching English to Speakers of Other Languages.pdf (344 KB)
- LON MS SCS Add Option 100 Online.pdf (381 KB)
- LON Reconff BS HPE WF Option.pdf (1,460 KB)
- LON Revision Ms Information Tech.pdf (463 KB)
- LON Title Change Add Option MS SCS.pdf (496 KB)
- LON Title Change BA OL IOP.pdf (327 KB)
- LON Title Change BA Rehab Sci.pdf (330 KB)
- New Program BA Social Media Influencing (002).pdf (29,078 KB)
- New Program GC Org Leadership.pdf (5,541 KB)
- New Program MA Org Leadership.pdf (18,253 KB)

Motion & Voting

Motion to approve the programs as presented.

Motion by Jim Smith, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

SAVE

ATTACH

SUBMIT

SHOW ATTACHMENTS

Please save and upload this form and supporting documents to: [File Transfer System](#)

Certificate of Proficiency in Public Relations Journalism

Curriculum:

JOUR 3173 Public Relations Principles

JOUR 3273 Public Relations Writing

JOUR 4073 Graphic Communication

JOUR 4173 Public Relations Project

Total semester credit hours required for proposed program - 12



Division of Higher Education

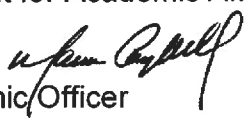
101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Maria Markham, Ph.D.
Director

February 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Interim Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On January 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Curriculum Revision

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online) changed to Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online) changed to Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online) changed to Master of Science in Information Technology (DC 6285; CIP 11.0103; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

INFT 6991	Internship
INFT 6000-level Electives	

Added Courses

INFT 6993	Internship
INFT 5603	Principles of Data Science (optional)
INFT 5803	Principles of Cybersecurity (optional)

INFT 5983	Special Topics (optional)
INFT 6103	Visual Programming (optional)
INFT 6603	Adv Data Science and Machine Learning (optional)
INFT 6803	Adv Cybersecurity (optional)
INFT 6903	Emerging Trends (optional)

Delete Option, Emphasis, Concentration, or Minor

Bachelor of Arts in Journalism: Broadcast Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Print Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Public Relations option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Communications option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Fine Arts option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Science in Information Technology: Computer Based Instruction option (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Summer 2023 (6/1/2023))

Existing Program Offered by Distance Education

Master of Arts in History (DC 5360; CIP 54.0101; 30 credit hours; 100% online; Spring 2023)

Master of Liberal Arts (DC 5960; CIP 24.0101; 30 credit hours; 100% online; Spring 2023)

New Certificate

Advanced Certificate in Data Analytics (DC 3135; CIP 52.1301; 24 credit hours; 62% online; Summer 2023 (6/1/2023))

MATH 1113 College Algebra (or math ACT score of 22 or higher)

BUAD 2003 Business Information Systems

MATH 2223 Quantitative Business Analysis

STAT 2163 Introduction to Statistical Methods OR

PSY 2053 Statistics for the Behavioral Sciences

BDA 2003 Business Problem Solving

BDA 2023 Introduction to Data Visualization

Select 2 courses (6 credit hours) from the following:

BDA 3003 Data Analytics Apps Development

BDA 3013 Business Spreadsheet Modeling

BDA 3033 Data Modeling and Management

BDA 3053 Business Data Analysis

Advanced Certificate in Entrepreneurship (DC 3165; CIP 52.0701; 27-28 credit hours; 78% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
BLAW 2033	Legal Environment of Business
ECON 2013	Principles of Economics II
MGMT 3003	Management and Organizational Behavior
MGMT 4053	Small Business Management
MGMT 4063	Entrepreneurial Development
MKT 3043	Principles of Marketing

Certificate of Proficiency in Broadcast Journalism (DC 1056; CIP 09.0402; 12 credit hours; 50% online; Summer 2023 (6/1/2023))

<i>JOUR 2253</i>	<i>Basic Video Editing</i>
JOUR 3183	Digital News Writing
JOUR 3193	New Media News Gathering
JOUR 4133	Digital New Production

Italics = New Course

Certificate of Proficiency in Print Journalism (DC 1061; CIP 09.0401; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 2143	Media Writing
JOUR 3143	News Reporting
JOUR 3153	Feature Writing
JOUR 4143	Advanced Reporting

Certificate of Proficiency in Public Relations Journalism (DC 1205; CIP 09.0900; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 3173	Public Relations Principles
JOUR 3273	Public Relations Writing
JOUR 4073	Graphic Communication
JOUR 4173	Public Relations Project

Certificate of Proficiency in Business Administration (DC 1645; CIP 52.0201; 12-13 credit hours; 100% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
ECON 2003	Principles of Economics I OR
ECON 2103	Honors Principles of Economics I OR
ECON 2013	Principles of Economics II

Certificate of Proficiency in Diversity Studies (DC 1066; CIP 30.2301; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

IPBL 1993	Introduction to Diversity Studies
-----------	-----------------------------------

Improving Engagement (select one of the following):

- ANTH 2003 Cultural Anthropology
- ENGL 2003 Introduction to World Literature
- HIST 4143 Native American History
- PS 4643/OL 4643 Organizational Globalization and Diversity

Uncovering Bias (select one of the following):

- ENGL 4723 Teaching People of Other Cultures
- HIST 4123 African American History
- PSY 3083 Psychology of Women
- SOC 4023 Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following):

- COMM 3013 Intercultural Communication
- ECON 3013 Economics of Labor Relations
- GEOG 2023 Human Geography
- RP 3013 Inclusive Recreation

Cultural Environments (select one of the following):

- HIST 4133 Latinos in the United States
- PHIL 2023 Buddhist Philosophy
- PSY 2133 Cross-Cultural Psychology
- SOC 4003 Minority Relations

Certificate of Proficiency in Microsoft Applications (DC 1071; CIP 52.0204; 9 credit hours; 67% online; Summer 2023 (6/1/2023))

- BUAD 2003 Business Information Systems
- BDA 2003 Business Problem Solving
- MGMT 3173 Advanced Microsoft Techniques

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (DC 4335; CIP 13.1401; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

- TESL/ENGL 5023 Second Language Acquisition
- TESL/ENGL 5703 Teaching English as a Second Language
- TESL/ENGL 5713 ESL Assessment
- TESL/ENGL 5723 Teaching People of Other Cultures
- TESL 6003 Linguistics for ESL Teachers

New Option, Emphasis, Concentration, or Minor

Master of Science in Kinesiology, Strength, and Conditioning: Sport Science option (DC 6306; CIP 31.0599; 33 credit hours; 100% online; Summer 2023 (6/1/2023))

- PE 6033 Exercise Physiology
- PE 6043 Motor Learning & Control
- PE 6053 Biomechanics
- PE 6083 Research methods and Statistics OR
- EDFD 6003 Educational Research
- SCS 6013 Measurement and Evaluation in Strength and Conditioning
- SCS 6033 Strength & Conditioning Program Design & Development
- SCS 6063 Trends in Sports Nutrition & Metabolism
- SCS 6003 *Sport Psychology*
- SCS 6103 Professional Project

Select 2 courses (6 credit hours) from the following:

MATH 5173	Advanced Biostatistics
PE 6063	Current Issues in Coaching & Athletics
PE 6073	Exercise & Sport Behavior
PE 6891-3	Independent Study
SCS 6023	Scientific Foundations of Strength & Conditioning
SCS 6083	Instructional Strategies for Strength Coaches
SCS 6093	Exercise Science Seminar

Bachelor of Arts in Organizational Leadership: Military Leadership concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

POLS 2043	Comparative Government
POLS 2413	International Relations
POLS 3013	Recent American Foreign & Military Policy
POLS 3473	National Security Policy
POLS 3053	Introduction to Public Administration
POLS XXXX	Upper-Division Political Science elective (3000-4000 level)

Program Reconfiguration

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science (DC 2495; CIP 31.0505; 120-122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
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PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
ECON 2003	Principles of Economics
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Classes

Major Requirements

HES 1003	<i>Intro Exercise Programming</i>
HES 2003	Field-Based Experiences in Health & Exercise Science
HES 2013	<i>Weight training for CPT, Sport Coach, and PE</i>
HES 2023	<i>Endurance Conditioning</i>
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PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Kinesiology option (DC 2495; CIP 31.0505; 120 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities Courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Courses

Major Requirements

ECON 2003	Principles of Economics
<i>HES 1003</i>	<i>Intro Exercise Programming</i>
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
<i>HES 3013</i>	<i>Coaching Power, Speed and Agility</i>
HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Wellness Science Practicum

HES 4023	Principles of Strength and Conditioning
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
<i>HES 4053</i>	<i>Biomechanics</i>
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology
PE 4103	Principles of Adaptive Physical Activity

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Pre-Allied Health option (DC 2495; CIP 31.0505; 122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

U.S. History/Government

Fine Arts & Humanities Course

Core Courses

AHS 2013	Medical Terminology
BIOL 2404	Human Anatomy and Physiology I
BIOL 2414	Human Anatomy and Physiology II
CHEM 2134/2130	Gen. Chemistry II
CHEM 2124	General Chemistry I
COMM 2173	Business & Professional Speaking
ECON 2003	Principles of Economics
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing
PHYS 2014	Physics I
PHYS 2024	Physics II
PSY 2053	Statistics for the Behavioral Sciences

Elective for Observation Hours – PE 4991 Independent Study

Elective PE Class

Fine Arts & Humanities Course

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription

HES 4012 Health & Exercise Science Internship (Contact hours = 490)
HES 4013 Health & Exercise Science Practicum
HES 4043 Exercise Physiology Lab
HES 4053 Biomechanics
HLED 3203 Consumer Health Programs
HLED 4403 Sport & Exercise Nutrition
PE 1201 Orientation to PE
PE 2513 First Aid
PE 3573 Prevention & Care of Athletic Injuries
PE 3661 Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663 Kinesiology
PE 4033 Exercise Physiology

Italics = New Courses

Title Change

Master of Science in Strength & Conditioning Studies (DC 6306; CIP 31.0599; 33 credit hours) changed to Master of Science in Kinesiology, Strength, and Conditioning (DC 6306; CIP 31.0599; 33 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Organizational Leadership: Industrial/Organizational Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online) changed to Bachelor of Arts in Organizational Leadership: Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

Bachelor of Arts in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours) changed to Bachelor of Science in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours; Summer 2023 (6/1/2023))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Andrea Eubanks
Dr. Jeanine Myers
Jill Hays



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Communication and Media Studies	7-1-22

Title	Signature	Date
Department Head	<i>David J. Eshel</i>	7-1-22
Dean	<i>Jeff Lane</i>	7-1-22
Assessment	<i>Chris [unclear]</i>	8-1-22
Registrar	<i>Yammy [unclear]</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>Dr. [unclear]</i>	10/20/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>yu</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>yu</i>
Graduate Council (Graduate Proposals Only)	

Program Title: B.A. in Social Media Influencing in Social Media Influencing

RECEIVED

JUL 01 2022

Registrar's Office

NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE:** Bachelor of Arts in Social Media Influencing
2. **CIP CODE REQUESTED:** 09.0102 Mass Communication / Media Studies
3. **PROPOSED STARTING DATE:** August 2023 (Fall 2023)
4. **CONTACT PERSON**
Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs
Arkansas Tech University
jfurstbowe@atu.edu.
(479) 968-0319

Dr. David J. Eshelman
Department Head and Professor of Communication
Communication and Media Studies Department
Arkansas Tech University
deshelman@atu.edu
(479) 964-0890
5. **PROGRAM SUMMARY**

A degree in Social Influencing ~~degree~~ anticipates and parallels trends taking place in the professional world, namely, the problem that messages are no longer controlled by the messenger. Film companies, manufacturers, public agencies, for example, no longer maintain control over their own brand because what influences public perception is not merely the result of advertising, but those who can influence that perception “socially.” This program teaches students how to be social influencers—professionals that assist employers in creating perceptions of their products or services. Historically, this has taken the form of testimonials, product placements in film or television, and celebrity advocates. With the rise of alternative media, broadcast platforms, and new technologies, social influencers have replaced old-style tactics of perception formation.

The Department of Communication and Media Studies can be key in attracting students to this new field, in which they would learn both historical methods of mass communication, but also the new technologies and methods used in the burgeoning field of social influencing. Though none so far in Arkansas, many colleges and universities are offering training in this, including Temple University, Michigan State University, and Point Loma Nazarene University (PNLU). If approved, this degree will

put ATU ahead of the curve in this rising area because it reinforces the notion that students learning the technologies and skills of newer forms of communication is strategic. Additionally, with this degree, ATU can match the personnel needs of companies and agencies who recognize that their messaging must take place within new social media platforms and not necessarily rely on traditional marketing outlets that are becoming less effective in the swirling mediaverse, around which clusters of media platforms are centered, branching out to inform and persuade audiences in non-traditional ways and with non-traditional forms.

The proposed degree provides many benefits, including

1. Amplifying and extending the expertise currently available among the Communication and Media Studies faculty. This includes public relations, filmmaking, multimedia, social media, and performance skills.
2. Making use of new equipment and technologies already purchased for program expansion, including items for broadcast, multimedia presentation, and other virtual environments.
3. Preparing students for workforce, as social influencers are beginning to be used by companies to expand their reach into the marketplace through a cultivation of their social media presence.
4. Reaching into a new academic arena that is driven by current workforce needs.

Curriculum Additions

The proposed major will require two new courses. *These courses will be used across the department, not just for Social Media Influencing:*

COMM/JOUR 1023 Exploration of Comm/Media
COMM 4823 or JOUR 4823 Senior Capstone

Program Costs

ATU's Communication and Media Studies Department is uniquely situated to offer this degree, which can be added using mostly courses and supplies that already exist. There will be no need at this point for additional faculty or facilities.

Faculty Resources

Communication and Media Studies already has faculty in the areas that will be needed for this program---journalism (including broadcast and multimedia), communication, and performance (theatre).

Library Resources

The library has recently constructed audio and audiovisual labs. They will be useful to the program. No additional library resources will be required for this degree.

Facilities and Equipment

N/A

Supporting Degree Programs

Communication (Speech and Theatre)

Journalism (Broadcast, Print, PR)

6. NEED FOR THE PROGRAM

Given that University is searching for new programs to implement as part of the new University Strategic Plan and as part of the Strategic Enrollment and Retention Plan (SERC), the proposed Social Influencing degree fits the notion under Item that new programs should encourage innovation. The need for people trained in the tools and delivery models for social influencing can be demonstrated by the way in which public officials and spokespersons for companies have moved away from traditional models of information dissemination using digital platforms and social media, thereby reshaping the field of media studies. ATU is positioned strongly to meet this new digital environment by blending the traditional disciplines of communication, theatre, speech, and journalism with the latest trends in digital tools and technologies. Without this blend of skills, those entering any part of the communications market will have difficult thriving since they must be skilled in traditional writing, speaking, and information gathering, even as they are now operating within alternative information networks. This degree recognizes that while traditional careers within journalism and media are disappearing, they are being reborn in the new economy as digitally embedded in businesses, media corporations, and governmental agencies. Providing students with old and new skillsets will have a profound effect on their ability to participate in the emerging political, cultural, and economic landscapes that are transforming communities and the nation at large. This degree will provide students with the technical background necessary to thrive in a host of new fields that currently need or will soon require employees who can influence the media environments in which employers find themselves. From a broader business perspective, the degree will teach students the problem-solving and organizational skills entrenched in those new environments, so they can more easily influence the outcomes and the directions of those employers. Further, given the current financial imperatives of ATU, this degree makes use of the courses in the Communication and Media Studies curricula, and with its relatively small credit hour requirements, it could easily be paired

with other majors for those who imagine career as a social influencer within a specific field or market.

According to Morning Consult, out of 2,000 young people surveyed, 54% would like to be a social media influencer. While there are many programs nation-wide that focus on social media marketing, there are virtually none that take an academic approach to social media *influencing*. As more companies are choosing to invest advertising dollars in influencing sponsorships and partnerships and as influencers continue driving the “creator economy,” it makes sense to provide Arkansan students with an educational opportunity to pursue and succeed in this emerging field.

According to the Bureau of Labor Statistics:

Employment in media and communication occupations is projected to grow 14 percent from 2020 to 2030, faster than the average for all occupations, and will result in about 151,500 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms.

The median annual wage for media and communication workers (such as announcers, interpreters and translators, and technical writers) was \$61,310 in May 2020, which was higher than the median annual wage for all occupations of \$41,950.

Media and communication equipment workers (such as broadcast and sound engineering technicians, film and video editors, and photographers) had a median annual wage of \$50,870 in May 2020, higher than the median annual wage for all occupations in the economy.

According to the Workforce Analysis from the state of Arkansas, “the demand could be high” for employees with the skills to increase the social media presence of an employee. The report suggests that there is no need to create social media influencers per se, but that the skills of social media influencing will be very useful to companies. Our proposed program would teach the deep skills of content creation while allowing students to combine the degree with coursework in other areas, therefore allowing students to tailor their degrees for their individual career paths.

Many of our graduates are already getting jobs as media managers for companies. This program could help to prepare these students even more for the changing landscape of information and public relations.

ENDORSEMENTS

From Rebecca Mosler, ATU '17 employed by Acorn Influence:

My name is Rebecca Mosler, and I am a 2017 graduate of Arkansas Tech University. I majored in Public Relations with a minor in Social Media. I am currently an Account Manager at Acorn Influence in Rogers, Arkansas.

At Acorn, we work very closely with influencers. We contract influencers and carry out marketing campaigns on behalf of a long list of CPG companies. We're basically the middle man between brands and influencers. My background is in digital marketing, but making the transition to influencer marketing this last year has been eye-opening. Influencer marketing is a huge industry, and it is constantly growing. Most people think about celebrity influencers or influencers with a large following being the only ones profiting from paid advertisements on social media but in reality, influencers with as little as 5-10K followers can be used and establish a profitable career in influencing.

That's why I believe this program would be such an asset to the university. The marketing industry is shifting to user-generated content and influencer marketing. There's an aspect of trust behind influencers promoting products/services to their loyal following, which results in a much higher ROI than traditional advertising. The typical influencer in our network will be paid anywhere from \$750-\$5000 plus for any given campaign. It depends on a variety of factors, such as the campaign budget and the amount of work required from the influencer. But all of that to say, if an influencer is contracted for 2 posts a month at an average of \$1500, that equals out to about \$36,000 for the year. Which is about \$6,000 over the entry-level salary I earned from my first job out of college working 40 hours a week.

Social media influencing can be a very lucrative career and is in demand right now, from the local scale to the national scale. With this degree, students aren't limited to a career as an influencer. They could go into digital marketing, shopper marketing, account management, etc, and would be equipped with the tools necessary to understand the industry, platforms, and the art that is involved in influencer marketing.

From Caly Allen, ATU '16 (GR '18), who works with the Army National Guard:

Hello my name is Caly Allen, I am a 2016 and 2018 graduate of Arkansas Tech University. I have my bachelors in Broadcast Journalism with a minor in Business and a masters in Multimedia Journalism. I am currently the first Social Media Specialist

contracted out by the Army National Guard (ARNG) and reside at the Strength Maintenance Training Battalion (SMTB) on Camp Robinson in North Little Rock, AR.

At the SMTB, I create content for all social media platforms as well as design courseware to teach ARNG Soldiers how to utilize social media. Most recently I've created a pilot program for the ARNG to create virtual recruiters. Ultimately, these virtual recruiters will be utilizing social media to enlist people into the National Guard. The ARNG saw the need to have a stronger presence on social media with their target demographic being the ages of 17 to 34. The classes I've created will help the Soldiers to grow their presence on their channels while also learning basic fundamentals of social media.

Social media is an ever-growing platform that will be shaping the world as we know it. It actually already has. We have seen this in the most recent trial of Johnny Depp v. Amber Heard. Where it was not only televised on social media, but allowed people with a small following to become viral overnight. The unique thing about social media is that you only need to find your niche and then your platform will grow from there. You have to be dedicated and love what you do in order to be successful on social media. This is key. With a social media influencing degree, future students will not only be more equipped to run their own business on social media, but will also open doors to other successful careers whether it is in marketing or as a social media specialist.

It is important to note that this degree will always be changing. There will always be a new or better way to utilize social media. I always tell the Soldiers that come through SMTB that they have to want it. If you don't care about social media, you will not be successful. With the phenomenal instructors at the Energy Center, I have no doubt that these future students will be fortunate enough to graduate with the knowledge I wish I had on social media in 2016.

STUDENT SURVEYS

The following survey was distributed to current ATU students:

Using the scale below, please report the number for each statement that most closely matches your thoughts about a Social Media Influencing degree. Just reply to this email and you can put your number by the statement/question.

Use this scale to answer each statement
Strongly Disagree 1-----2-----3-----4-----5 Strongly Agree

1. I am interested in social media influencing. Your numbered response:

2. I would like to know more about social media influencing. Your numbered response: _____
3. I believe that social media influencing will be important to my future career. Your numbered response: _____
4. I would enroll in courses related to social media influencing. Your numbered response: _____
5. If social media influencing were an academic program at Tech, I would consider adding it as a major or double-major. Your numbered response:

This survey was distributed to current majors. Unfortunately, due to the timing of the survey, only 5 students responded. However, of these 5, 3 (60%) agreed or strongly agreed that they would consider adding social media influencing as a major.

To get a better sense of student interest, we distributed the same survey to students enrolled in Communication and Media Studies Summer I courses. 61 students completed the survey. These students were taking both majors courses and General Education courses. Of this group, 17 out of 61 (approximately 28%) agreed or strongly agreed that they would consider adding social media influencing as a major.

In both groups, the majority of survey-takers indicated that they were interested in social media influencing, wanted to know more about it, and believed it would be important for their careers.

7. CURRICULUM

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

Freshman		Spring	
Fall			
ENGL 1013 Composition I	3	ENGL 1023 Composition II	3
U.S. History/Government	3	Social Sciences	3
Mathematics	3	Science with Lab	4
COMM/JOUR 1023 Comm/Media Exploration	3	Fine Arts & Humanities	3
TECH 1001 Orientation to the University	1	Elective	3
Elective	3		
Total Hours	16	Total Hours	16
Sophomore		Spring	
Fall			
Science with Lab	4	Fine Arts & Humanities	3
Performance course±	3	Social Sciences or Fine Arts/H	3
TH 3263 Narrative Film Production	3	SMI Elective†	3
Social Sciences	3	Elective	6
Elective	3		
Total Hours	16	Total Hours	15
Junior		Spring	
Fall			
JOUR 3173 Public Relations Principles	3	Elective	5
SMI Elective 3000-4000 level)†	3	COMM 3133 Digital Civility*	3
Elective	9	TH 4393 Social Media Influencing	3
		Elective (3000-4000 level)	4
Total Hours	15	Total Hours	15
Senior		Spring	
Fall			
JOUR 4023 Social Media	3	Elective (3000-4000 level)	6
Elective (3000-4000 level)	9	Elective	3
Elective	3	COMM/JOUR 4823 Senior Capstone	3
Total Hours	15	Total Hours	12

* --- distance technology course.

†--- Social Media Influencing Electives include COMM/JOUR/TH Internship or Practicum, JOUR 2143 Media Writing, JOUR 4073 Graphic Communication, COMM 3003 Interpersonal Communication, COMM 3163: Writing for Performance, COMM 3263: Podcast / Radio Theatre Writing, Th 4563: Sound Design for Moving Images, TH 3803: Directing Theories and Techniques, other courses approved by advisor

± --- Performance courses include Th 2703: Acting Theories and Techniques, Comm 2003: Public Speaking, Comm 2013: Voice & Diction, or Comm 3063: Oral Interpretation

TOTAL HOURS FOR PROGRAM: 120

NEW COURSES:

The courses listed below are part of a larger curriculum redesign within the Department of Communication and Journalism. The plan is to ensure that students gain a wider breadth of skills by capitalizing on what the department offers (the Exploration course) while also allowing flexibility in how to use the skills taught (the capstones).

Comm/Jour 1023 Exploration of Communication and Media (cross-listed in Comm and Jour). This course offers an overview of the modern communication and media landscape. Students will explore and be exposed to the different avenues that a professional life in communication and media may take, such as journalism, social media, public relations, filmmaking and broadcasting. In addition, students will examine the deeper knowledge of communication ranging from theory, crisis communication, rhetoric and interpersonal communication. *[This course will be required of all of the department's students, in all majors---Communication, Journalism, Social Media Influencing, Theatre.]*

Comm 4823 Senior Capstone in Communication. This class provides an opportunity to generate an original work of research or aesthetic performance to be distributed and consumed with the digital sphere. It provides an overview of the field of communication studies, through interpersonal, media, and performance. Students will then select a topic dealing with the practice of communication and create an original work that will stand as their capstone project. Students will also be expected to workshop one another's projects. *[This course will be required of all of Communication and Theatre majors. Social Media Influencing majors may choose this course or JOUR 4823.]*

Jour 4823 Senior Capstone in Journalism. Students will produce a portfolio of original work that demonstrates their mastery of skills taught throughout the journalism curriculum. **Course Overview:**

- The purpose of the journalism capstone course is to apply the knowledge and skills you obtained in the program to complete a significant journalism project under the direction of a journalism faculty member.
- That project will result in a portfolio of related elements specific to your emphasis area completed during the enrolled semester. When completed, you will have a portfolio of new work suitable for publishing, posting, or broadcasting on a digital platform promoted through social media.
- During the project process, you will draw upon the entirety of your educational and professional experience to propose and produce this substantial piece of high-quality journalistic work. The work will also serve as a transition to what you may face after graduation, thus further preparing you for the workplace.

[This course will be required of all of Journalism majors. Social Media Influencing majors may choose this course or Comm 4823.]

SOCIAL MEDIA INFLUENCING MAJORS COURSES:

Comm 3133 Digital Civility (Vaughn)*
Jour 3173 Public Relations Principles (Toland)
Jour 4023: Social Media (Lee/Reeder)
Th 3263: Narrative Film Production (Roberson)
Th 4393: Social Media Influencing (Roberson)
Comm/Jour 1023 Exploration of Comm/Media (rotating Comm/Jour/Th faculty)

Comm 4823 Senior Capstone (rotating Comm/Th faculty) or Jour 4823 Senior Capstone (rotating Jour faculty)

Performance courses: Comm 2003 Public Speaking (rotating Comm faculty), Comm 2013 Voice & Diction (Eshelman), Comm 3063 Oral Interpretation (Eshelman), or Th 2703 Acting Theories and Techniques (Eshelman)

6 hrs. elective, including as possible choices:

- a. Jour or Th Internship (Eshelman)
- b. Jour or Th practicum (Kellar, Mumert, Reeder, Roberson)
- c. Comm 3003 Interpersonal Communication (Johnson)
- d. Comm 3163 Writing for Performance (Eshelman)
- e. Comm 3263 Podcast / Radio Theatre Writing (Eshelman)
- f. Jour 2143 Media Writing (Mumert)
- g. Jour 4073 Graphic Communication (Norton)
- h. Th 3803 Directing Theories and Techniques (Roberson)
- i. Th 4563 Sound Design for Moving Images (Reeder, Roberson)
- j. Other courses / seminars as approved by instructor

* --- While the program will be primarily face-to-face, this course will be offered in an online modality

General Education requirements at Arkansas Tech:

General Education Requirements

The general education curriculum is designed with the philosophy of "college, career, community" to provide a foundation for knowledge common to educated people and to develop the capacity for an individual to expand that knowledge over his or her lifetime. Students who have completed the general education curriculum at Arkansas Tech University will be able to:

Communicate effectively

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

Apply the value of the arts and humanities

Practice civic engagement

To accomplish the above goals, Arkansas Tech requires the completion of the following general education curriculum. Students should refer to the curriculum in their major area of study for specific courses either recommended or required by the academic department to fulfill the general education requirements.

English - 6 hours

ENGL 1013 Composition I

ENGL 1023 Composition II

Mathematics - 3 hours

Three hours from one of the following:

MATH 1003 College Mathematics

MATH 1113 College Algebra

Any higher level mathematics course

STAT 2163 Introduction to Statistical Methods

Science - 8 hours

Complete a total of eight hours of science with laboratory from BIOL, CHEM, ENVS, GEOL, PHSC, PHYS

US History or Government - 3 hours

Three hours from one of the following:

HIST 1903 Survey of American History

HIST 2003 United States History to 1877

HIST 2043 Honors United States History to 1877

HIST 2013 United States History since 1877

POLS 2003 American Government

Social Sciences, Fine Arts/Humanities, Speech Communications - 15 hours

(Complete one of the following 3 options):

Option 1:

Social Sciences - 6 hours

Fine Arts and Humanities - 6 hours

Speech Communications - 3 hours

Option 2:

Social Sciences - 6 hours

Fine Arts and Humanities - 9 hours

Option 3:

Social Sciences - 9 hours

Fine Arts and Humanities - 6 hours

Speech Communications

COMM 1003 Introduction to Communication

COMM 2003 Public Speaking

COMM 2173 Business and Professional Speaking

Social Sciences

(Students majoring in engineering may substitute up to six hours of upper level humanities, social sciences, mathematics, or science)

AGBU 2063 Principles of Agricultural Macroeconomics

AGBU 2073 Principles of Agricultural Microeconomics

AMST 2003 American Studies

ANTH 1213 Introduction to Anthropology

ANTH 2003 Cultural Anthropology

ECON 2003 Principles of Economics I

ECON 2013 Principles of Economics II

ECON 2103 Honors Principles of Economics I

FIN 2013 Personal Finance

GEOG 2013 Regional Geography of the World

HIST 1503 World History to 1500

HIST 1513 World History since 1500

HIST 1543 Honors World History to 1500

HIST 1903 Survey of American History

HIST 2003 United States History to 1877

HIST 2013 United States History since 1877

HIST 2043 Honors United States History to 1877

LEAD 1003 Introduction to Leadership

POLS 2003 American Government

PSY 2003 General Psychology

SOC 1003 Introductory Sociology

Fine Arts and Humanities

ART 2123 Experiencing Art

ENGL 2003 Introduction to World Literature

ENGL 2013 Introduction to American Literature

ENGL 2023 Honors World Literature

ENGL 2173 Introduction to Film

ENGL 2183 Honors Introduction to Film

JOUR 2173 Introduction to Film

MUS 2003 Introduction to Music

PHIL 2003 Introduction to Philosophy

PHIL 2043 Honors Introduction to Philosophy

PHIL 2053 Introduction to Critical Thinking

TH 2273 Introduction to Theatre I

ATU ADMISSIONS REQUIREMENTS:

ENTERING FRESHMAN / NEW STUDENT:

New students to Arkansas Tech University must submit an application for admission, college entrance exam scores, and a record documenting completion of secondary requirements. If you have concurrent college credit, an official transcript from that institution is required. For Advanced Placement (AP), College Level Examination Program (CLEP), or International Baccalaureate (IB) credit, original score reports or a certified copy from your high school will need to be submitted prior to credit being awarded. A minimum criterion for exam scores and grade point average is listed below:

Composite ACT score of 19 or above, composite SAT score of 1010 or above on the RSAT scale of 1600 or a composite SAT score of 1330 on the former SAT exam with a scale of 2400, or a composite Next Generation ACCUPLACER score of 246. Note: The ACT Writing exam is not required for admission purposes.

Completion of graduation requirements from a public secondary school, private secondary school, or a home school program documenting a minimum 2.0/4.0 cumulative grade point average, and completion of the university's secondary school core curriculum, OR minimum GED score of 580.

Students who have scored accordingly on an Advanced Placement (AP), College Level Examination Program (CLEP), or International Baccalaureate (IB) can earn credit toward graduation at Arkansas Tech University by receiving a qualifying score on the examinations. These credits can satisfy general education requirements. AP, CLEP, and IB scores should be documented on your application for admission. Submit official score reports or readable copies embossed by your high school to the Office of Admissions. Students who have earned an International Baccalaureate (IB) should submit their IB transcript for evaluation. Students who successfully complete the International Baccalaureate Diploma Programme can earn credit toward graduation at Arkansas Tech University.

Freshmen who do not meet unconditional admission requirements will be conditionally admitted with a minimum composite ACT score of 15, composite SAT score of 850 or above on the RSAT scale of 1600 or a composite SAT score of 1060 on the former SAT exam with a scale of 2400, or a composite Next Generation ACCUPLACER score of 229, and by completing college core with a 2.0/4.0 grade point average or minimum GED score of 580.

RETURNING STUDENT:

Students who have not attended Arkansas Tech in the past year or have attended another college or university since last attending Tech must submit a new application for admission. Minimum grade point average requirements are listed below:

Has not attended another college since attending Tech
Cumulative Tech GPA of 2.0 or higher
Has attended another college since attending Tech
Cumulative Tech GPA of 2.0 or higher
Official college transcript(s) documenting a cumulative college GPA of 2.0 or higher
Must be eligible for re-enrollment at the last institution attended

TRANSFER STUDENT:

Students who have not attended Arkansas Tech University must submit an application for admission and official transcripts from each institution previously attended.

If transferring less than 24 credit hours, an official high school transcript and ACT, SAT, or ACCUPLACER scores must be submitted. Transfer students with more than 24 hours, who have not completed college level English or math, will be required to submit test scores. Arkansas Tech University will recognize transfer credit from a U.S. institution provided that the institution is accredited by one of the six U.S. regional accreditation associations, and for courses that are approved for transfer by ADHE through ACTS. Acceptance of course credit may depend on the date that the institution was accredited or the date that a course was approved for transfer by ADHE. Transfer credit for coursework from institutions outside the U.S. will be considered on an individual basis. Students seeking transfer of credit from a foreign college/university must complete a credential evaluation through a company authorized by Arkansas Tech University (a list of approved service providers can be obtained in the IMSSO or in the Registrar's Office). Transfer credit, although accepted by the university, is not guaranteed to be applicable toward meeting degree requirements for the particular program of study selected by the transfer student. Once admitted, your academic advisor will determine which credits count toward your degree requirements.

Minimum grade point average requirements are listed below:

All transfers must be eligible for re-enrollment at the last institution attended and have a cumulative college GPA of 2.0

If you do not meet the admission requirements for unconditional admittance and/or have been denied admission, you may submit an admissions appeal addressing the applicant's grounds for appeal. The appeal should be addressed to the Office of Admissions. If you need further details on any of the information above, email the Office of Admissions at admissions@atu.edu. You may also reach us by phone at 800-582-6953 or (479) 968-0343. Unofficial documents can be faxed to (479) 964-0522.

LEARNING OUTCOMES FOR THE SOCIAL MEDIA INFLUENCING DEGREE

Program Learning Outcome 1: Students will demonstrate understanding of public relations principles and the ability to plan a campaign.

Course: Jour 3173 Public Relations Principles

Means of assessment: Research project

Criteria for success: Project rated good or excellent

Program Learning Outcome 2: Students will employ fundamental film-making skills including plot structure, shot planning, camera work, and editing.

Course: Th 3263 Narrative Film Production

Means of assessment: Final film

Criteria for success: Project rated good or excellent in terms of structure, shots, editing.

Program Learning Outcome 3: Students will use theories related to the functioning of social media communication.

Course: Jour 4023 Social Media

Means of assessment: Final exam

Criteria for success: Scores of good or excellent on theory sections of exam

Program Learning Outcome 4: Students will employ digital communication effectively and ethically.

Course: Comm 3133 Digital Civility

Means of assessment: Embedded assignment (invitational rhetoric assignment)

Criteria for success: Scores of good or excellent

Program Learning Outcome 5: Students will build, leverage, and monetize an online presence.

Course: Th 4393 Social Media Influencing

Means of assessment: Viral Marketing Proposal

Criteria for success: Proposal rated good or excellent

END OF COURSE EVALUATIONS:

1. How often did you attend this course?
2. On average, how many hours per week did you spend on this course outside of class (Examples: homework, readings, reviewing notes, completing weekly assignments, etc.)?
3. How satisfied were you with your effort in this course?
4. What is your expected grade in this course?
5. Did you utilize resources outside the classroom for this course (Examples: writing lab, advising center, tutoring, or other similar resources)?
6. If yes, which resources did you utilize?
7. Did you have access to (rent, purchase, or borrow) the required course materials (Examples: textbook, online access code, etc.)?

8. The required course materials were valuable to my success in this course.
9. Did the instructor(s) provide supplemental materials (Examples: handouts, visuals, online resources, etc.)?
10. Did the physical space the course was held in (Examples: classroom, lecture hall, laboratory, etc.) negatively impact your learning?
11. I sought the instructor out for assistance (Examples: after class, office hours, email, phone, etc).
12. When I had questions or needed assistance, my instructor was available.
13. When I had questions or needed assistance, the instructor was willing to help.
14. The instructor incorporated examples that furthered my understanding of course topics.
15. The instructor communicated guidelines and expectations clearly, and evaluated work accordingly.
16. The instructor was well-organized and prepared for class.
17. The instructor demonstrated a clear understanding of course topics.
18. The instructor provided timely feedback on assignments, tests, or discussions.
19. The instructor acted in a professional manner and treated students with respect.
20. The instructor created an environment that was conducive to learning.
21. The instructor was proficient in English.
22. Please rate your instructor's overall performance.

Provide institutional curriculum committee review/approval date for proposed program.

8. **FACULTY (see CVs in appendix)**

GABRIEL L. ADKINS, 2009

Professor of Communication

B.A., Ottawa University, 1996;

M.S., Pittsburg State University, 2002;

M.A., Wichita State University, 2005;

Ph.D., University of Oklahoma, 2011.

SMI courses: Comm/Jour 1023, Comm 2003, Comm 4823, possible elective

DAVID J. ESHELMAN, 2006

Professor of Communication

Head, Department of Communication and Media Studies

B.A., Case Western Reserve University, 1999;

M.F.A., University of Texas at Austin, 2002;

Ph.D., University of Missouri at Columbia, 2006.

SMI courses: Comm/Jour 1023, Comm 2013, Comm 3063, Comm 3163, Comm 3263, Comm 4823, Th 2703, possible elective

JAY M. HUDKINS, 2008

Professor of Communication

B.S.E., Baylor University, 1992;

M.A., Baylor University, 1992;

Ph.D., Texas A & M, 2011.

SMI courses: Comm/Jour 1023, Comm 2003, Comm 4823, possible elective

ALEXIS JOHNSON, 2015

Associate Professor of Communication

B.A., University of Illinois at Chicago, 2009;

M.A., Northeastern Illinois University, 2011;

Ph.D., University of Nebraska, 2016.

SMI courses: Comm/Jour 1023, Comm 2003, Comm 3003, Comm 4823, possible elective

VIRGINIA JONES, 2014

Associate Professor of Communication

B.A., University of New Mexico, 2002;

M.A., University of Wisconsin, 2004;

Ph.D., University of Kansas. 2012.

SMI courses: Comm/Jour 1023, Comm 2003, Comm 4823, possible elective

CHRISTIE KELLAR, 2011

Coordinator of Broadcast Production, Broadcast Production Specialist

B.A., Arkansas Tech University, 2009;

M.A., Arkansas Tech University, 2011.

SMI courses: Comm/Jour 1023, Jour 4823, Journalism practicum (Broadcast), possible elective

SANGKI LEE, 2008

Professor of Journalism

B.A., Sogang University, 1997;

M.A., Sogang University, 1999;

M.A., Michigan State University, 2002;

Ph.D., Pennsylvania State University, 2007.

SMI courses: Comm/Jour 1023, Jour 4023, Jour 4823, possible elective

TOMMY L. MUMERT, 1989

Assistant Professor of Journalism

B.S., Arkansas State University, 1978;

M.A., Arkansas State University, 1986.

SMI courses: Comm/Jour 1023, Jour 2143, Jour 4823, Journalism practicum (Print), possible elective

HANNA E. NORTON, 2001

Professor of Journalism

Assistant Director, Center for Excellence in Teaching and Learning

A.B.J., University of Georgia, 1994;

M.A., University of Georgia, 1998;

Ph.D., University of Georgia, 2001.

SMI courses: Comm/Jour 1023, Jour 4073, Jour 4823, possible elective

WILLIAM REEDER, 2010

Assistant Professor of Journalism

B.A., Arkansas Tech University, 1996;

M.A., Arkansas Tech University, 2002.

*SMI courses: Comm/Jour 1023, Jour 4023, Jour 4823, Journalism practicum
(Multimedia), Th 4563, possible elective*

FRANCES ROBERSON, 2019

Assistant Professor of Theatre and Film

Technical Director of Theatre

B.A., Lyon College, 1998;

M.F.A., Chapman University, 2008;

M.A.T., Arkansas Tech University, 2016.

*SMI courses: Comm/Jour 1023, Comm 4823, Th 3263, Th 3803, Th 4393, Th 4563,
possible elective*

MEGAN TOLAND, 2014

Assistant Professor of Journalism

B.A., Arkansas Tech University, 2006;

M.A., Arkansas Tech University, 2008.

SMI courses: Comm/Jour 1023, Comm 2003, Jour 3173, Jour 4823, possible elective

THOMAS A. VAUGHN, 2003

Professor of Communication

B.A., University of Arkansas, 1990;

M.A., University of Arkansas, 1992;

Ph.D., Indiana University, 1998.

SMI courses: Comm/Jour 1023, Comm 2003, Comm 3133, Comm 4823, possible elective

9. DESCRIPTION OF RESOURCES

Library Resources for Proposed Program: Bachelor of Arts in Social Media Influencing at Arkansas Tech University

Prepared by Angela Black, M.L.I.S.
ablack9@atu.edu
Interim Director/Technical Services Librarian
May 11, 2022

Current library resources in the field

The library subscribes to a few selected databases that index and provide full-text for current research specifically in the fields of communication, journalism, mass media, and theater.

- Communication Source – Full-text access to 323 active journals in the field of communication, linguistics, rhetoric and discourse, media studies, and other fields relevant to the discipline. Includes abstract and indexing for 927 active journals, 889 of which are peer-reviewed. [Ebsco]
- Communications and Mass Media – Provides full-text access to 510 academic journals and magazines focusing on all aspects of the communications field. Key subjects covered in the database include advertising and public relations, literature and writing, linguistics, and more. [Gale OneFile]
- Telecommunications Database – Includes access to 316 trade journals, academic journals, magazines, and other materials focused on the technology of the communications industry and its influence. [ProQuest]
- Digital Theatre Plus – A collection of videos, articles, courses, and interviews about theater production, set design, acting, directing, writing, criticism, and marketing. Includes video and audio of full theatrical productions.

Additionally, the library subscribes to several multi-disciplinary databases featuring peer-reviewed research, trade journal articles, reports, statistics, videos, and ebooks in the arts & humanities, marketing, psychology, and other social sciences.

The library also purchases individual ebooks, books, journals, videos, and other resources selected by a professional librarian with recommendations from instructional faculty in the department of Communications and Journalism. The annual monograph and video budget for the department is \$575.

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable).

The Ross Pendergraft Library and Technology Center

This facility includes 180 publicly accessible computers, including 6 Mac computers and 37 Desktop computers. The library's multi-media makerspaces include an audio recording studio, a video production lab, and a music media computer lab. Faculty can reserve four computer labs in addition to the music studio lab for instructional use, as well as two large classrooms and one conference room. Each classroom and computer lab come equipped with overhead projectors, desktop computers, microphone, document camera, and lecture-capture capabilities. The library also features color printing, mobile printing, copiers, scanners, a book scanner, a laminator, a

microfilm reader/scanner, and access to the Tech wireless network. Faculty and students are able to reserve private and group study rooms, laptops, headphones, headsets, dry-erase markers, mobile dry-erase boards, webcams, calculators, DVD/Blu-Ray external drives, and other traditional library materials.

The Ross Pendergraft Library and Technology Center also houses the Office of Information Systems computer help desk for the campus, as well as the university's tutoring center.

OTHER FACILITIES/LABORATORIES/INSTRUCTIONAL EQUIPMENT

This program was designed to build off equipment and facilities that we already have.

The Communication and Media Studies Department is housed in the Energy Center. The Energy Center has four classrooms with instructional computers and projectors. It also has a lab with 19 desktop computers. Each computer is equipped with software including Adobe Creative Cloud. The Energy Center includes a television studio with HD cameras, teleprompters, and a control room equipped with a switcher, graphics system, audio console, and video playout. It also has a sound recording booth with a mixer recording software and mics. The department shares a mobile production trailer with the ATU athletics department. That trailer has cameras, a switcher, audio, replay, and graphics.

The Theatre Program within the department is housed at the Techionery theatre, a 100+ seat performance space. This theatre includes a scene shop, costume and backstage facilities. Theatrical equipment includes newly updated computer-controlled stage lighting, including two intelligent lights, and a new surround-sound system and soundboard. Film-making equipment includes a 4K camera, dolly with track, jib, boom/lav mics, and portable lighting kits.

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years**

As stated throughout this proposal, the program is designed to use pre-existing courses, faculty, and resources, making use of them in innovative ways. Because our department already includes faculty/coursework in the following areas---broadcast journalism, public relations, social media, communication, film-making, and theatrical performance---this degree is a perfect match for what we already have.

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

See above.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

The proposed program will be housed in the Department of Communication and Media Studies in the College of Arts & Humanities at ATU.

13. **SPECIALIZED REQUIREMENTS**

N/A,

14. **BOARD OF TRUSTEES APPROVAL**

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

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

15. **SIMILAR PROGRAMS**

There are no programs in the state in Social Media Influencing. There are two programs in social media, but they are certificates:

Henderson State – <https://www.hsu.edu/news/2021/aug/23/henderson-adds-nine-new-certificate-programs/>

Description:

Certificate in Social Media Certificate

Social media continues to be one of the largest and fastest growing areas in the media landscape. Social media is a skill set that has a place in most fields. In addition, it is an area that requires creativity, critical thinking, and hands-on experience to achieve success.

This certificate is designed with these aspects in mind and will give students the opportunity to refine/develop high demand skills and help students be more successful in their career paths.

ASU Jonesboro - <https://degree.astate.edu/programs/social-media-management-certificate.aspx>

16. **DESEGREGATION**

N/A since there are no other programs in the state.

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

N/A

18. **ACADEMIC PROGRAM REVIEW**

The program review will occur every ten years, starting in 2033-34.

19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

20. **INSTRUCTION BY DISTANCE TECHNOLOGY**

N/A. Only one course will be online, not the whole program.

**AHECB POLICY 5.11: CRITERIA AND PROCEDURES FOR ESTABLISHING
NEW CERTIFICATE AND DEGREE PROGRAMS AND ORGANIZATIONAL UNITS**

Arkansas Code Annotated §6-61-208 charges the Arkansas Higher Education Coordinating Board (AHECB) with the responsibility to evaluate proposals for all new units of instruction, research, and public service, consistent with established role and scope designations, and to approve programs and organizational units based on established policies. The program approval policy was updated and clarified in 2004.

Section 1. New Programs and Organizational Units Requiring Coordinating Board Approval (Submit Letter of Intent and Proposal)

A new program of instruction, regardless of mode of delivery, that results in a certificate or degree. The program should complement and build upon existing programs and follow accepted higher education structure for the discipline and program level. If the certificate or degree program is designed for professional certification or licensure, documentation of appropriate agency/board initial review/ approval must be submitted. ADHE staff will conduct an on-campus visit if the institution is offering its first certificate or degree program by distance technology. Definitions of certificate and degree programs are described in Appendix B.

From: APPENDEX B – DEFINITION

CERTIFICATES

Certificate of Proficiency/Endorsement

The Certificate of Proficiency or Endorsement will be awarded to students who have demonstrated mastery of skills and knowledge against specified performance standards in a specific area or discipline. The award is granted for programs requiring 6-21 undergraduate semester credit hours. The program of study may be a stand-alone program or part of a technical certificate, associate degree or bachelor's curriculum. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements.

Technical Certificate

The Technical Certificate is a planned and coherent program of classroom and laboratory/shop work at the collegiate level that recognizes the completion of a specified level of competency in an occupational field. The program of study may be a standalone program or a part of an associate degree curriculum. The curriculum must require a demonstration of competency in communications (oral and written) and mathematics, and a mastery of skills and knowledge against specified performance standards in a specific area or discipline. Remedial/developmental education courses must be used for placement purposes only and cannot be used to fulfill certificate requirements. The range of credit hours is 21-45 undergraduate semester hours.

APPENDIX, Faculty CVs

Adkins

Eshelman

Hudkins

Johnson

Jones

Kellar

Lee

Mumert

Norton

Reeder

Roberson

Toland

Vaughn

CURRICULUM VITAE

GABRIEL L. ADKINS, Ph.D.

Associate Professor of Communication, Director of Debate and Forensics

Department of Communication and Journalism

Arkansas Tech University

Energy Center- rm. 105

1815 Coliseum Dr.

Russellville, AR 72801

(479) 964-3282

gadkins@atu.edu

Education

Ph.D. Communication University of Oklahoma May 2011

Committee: Dr. Eric M. Kramer (chair), Dr. H. Dan O'Hair,

Dr. Amy J. Johnson, Dr. Kevin Wright, Dr. May Yuan

Dissertation Title: An exploratory analysis: The role of network structures

and boundary spanner behaviors as related to collaboration in interorganizational networks

M.A.C. Communication Studies Wichita State University May 2005

M.S. Human Resource Development Pittsburg State University Dec. 2002

B.A. Speech Ottawa University May 1996

Awards and Recognitions

National Society of Collegiate Scholars- Distinguished Member (ATU) 2013

Gamma Beta Phi Honors Society (University of Oklahoma) 2011

Golden Key International Honour Society (University of Oklahoma) 2009

Phi Kappa Phi Honors Society (Pittsburg State University) 2003

Graduate Dean's Scholastic Honors (Pittsburg State University) 2002

Pi Kappa Delta- Special Distinction Status (Ottawa University) 1995

Research Interests

My primary areas of research interest include but are not limited to the analysis of interorganizational network performance in risk and crisis situations, the effects of risk and crisis planning on inter-organizational networking, collaboration and competition in interorganizational networking, business continuity planning, and the impact of communication technology on organizational, intercultural, and interpersonal communication behaviors.

Publications

Book(s):

Kramer, E. M., Adkins, G. L., Kim, S. H., & Miller, G. (2014). *Environmental communication and the extinction vortex: Technology as denial of death*. New York: Hampton Press.

Textbook Chapter(s):

Adkins, G. L. (2009) *The Role of Organizational Networks in Crisis Response: An Examination of the Government Network Responding to Hurricane Katrina*. In Coombs, W. (Ed.) *Handbook of Crisis Communication*. Wiley-Blackwell. Ames, IA.

Published Dissertation:

Adkins, G. L. (2011) *An exploratory analysis: The role of network structures and boundary spanner behaviors as related to collaboration in inter-organizational networks*. Doctoral Dissertation. (3454053, The University of Oklahoma). ProQuest Dissertations and Theses, , 439.

Refereed International-Level Journal Article(s):

Duerringer, C. M., & Adkins, G. L. (2014). *The times they are a-changin': An argument for modifying the team IPDA format*. *Journal of the International Public Debate Association*, 6(1), 1-9.

Duerringer, C. M., & Adkins, G.L. (2014). *Disclosure and the price of "fairness" in the IPDA*. *Journal of the International Public Debate Association*, 6(1), 14-21.

Adkins, G. L., Thornton, T., & Blake, K. (2009). *A Content Analysis Investigating Relationships between Communication and Business Continuity Planning*. *Journal of Business Communication*. 46(3).

Conference Presentations

National Conference Presentations:

Earls, J., & Adkins, G.L. (2018, June 5). A Collaborative Approach to Emergency Management Teaching & Learning. Presented at the 2018 FEMA Higher Education Symposium. Emmitsburg, MD.

Hinderaker, A., et al. (2016, November 11). Resolved: The Roles Of Forensics And Deliberation In Students' Civic Discourse. Panel presented at the 2016 National Communication Association Conference. Philadelphia, PA.

Adkins, G. L. & McMullen, A. (2016, April 2). Do we need to consider training judges on IPDA rules and procedures? Gathering input for a potential judge training initiative. Panel presented at the 2016 International Public Debate Association National Championship Tournament and Conference. Houston, TX.

Duerringer, C. M. & Adkins, G. L. (2012, April 12). The times they are a-changin': An argument for modifying the team IPDA format. Paper presented at the 2011 International Public Debate Association Tournament and Conference. Huntsville, TX.

Adkins, G. L., Kollowik, V., & Reese, C. (2008, November 22). How Message Framing Impacts Employee Perceptions of Restriction. Paper presented at the 2008 National Communication Association Conference. San Diego, CA.

Adkins, G. L., Thornton, T., & Blake, K. (2008, November 22). A Content Analysis Investigating Relationships between Communication and Business Continuity Planning (revised). Paper presented at the 2008 National Communication Association Conference. San Diego, CA.

Adkins, G. L. (2008, October 17-18). Selling a Cyborg Society: A Semiotic Analysis of Protechnological Myths in Magazine Cell Phone Advertisements. 33rd Annual Meeting of the Semiotic Society of America (SSA). Houston, TX.

Regional Conference Presentations:

O'Hair, M. J., O'Hair, H. D., Arana, J. Q., & Adkins, G. L. (2008, November 14). InterOrganizational Networking Patterns at the National Weather Center. Paper presented at the 2008 K-20 Engaged Research Conference. Norman, OK.

Adkins, G. L. (2008, March 8). A Social Sciences Critique of Kurzweil's Cyborg Using Kramer's Dimensional Accrual Theory. Paper presented at the 2008 Sooner Conference. Norman, OK.

Adkins, G. L. (2008, March 8). The Role of Organizational Networks in Crisis Response: An Examination of the Government Network Responding to Hurricane Katrina. Paper presented at the 2008 Sooner Conference. Norman, OK.

Adkins, G. L., Thornton, T., & Blake, K. (2008, March 8). A Content Analysis Investigating Relationships between Communication and Business Continuity Planning. Paper presented at the 2008 Sooner Conference. Norman, OK.

Select Manuscripts in Progress

Adkins, G. L. & Earls, J., Crises, Chaos and Communication Strategies: Using Sun Tzu's Principles to Mitigate Organizational Crises.

Adkins, G. L. & Reeder, W., Leading Organizational Networks: A Musical Approach to the Art of Leadership in Crises and Emergencies.

Adkins, G. L., Resisting Monoculture: A Critique of Three Current Theories of Intercultural Communication Working Toward a Proposed Model for Protecting Cultural Diversity.

Adkins, G. L., The Impact of Communication Technology on Language Convergence: How the Digitalization of Language is Leading to the Development of a Virtual Global Monolanguage.

Professional Activities

Research Positions

OU Institute for Communication Research- Research Assistant 2006-2009

OU Center for Risk and Crisis Management- Research Assistant 2006-2009

Professional Society Memberships

Society for Human Resource Management- Member 2013-2014

International Communication Assoc.- Member 2005- 2012

Assoc. for Education in Journalism and Mass Communication- Student Member 2005-2012

National Communication Assoc.- Student Member 2005-2011

Semiotic Society of America- Student Member 2008

Society for Human Resource Management- Student Member 2003-2005
 American Society for Training and Development- Student Member 2003-2005
 Regional / National-Level Association Service
 Elected / Appointed Positions:
 Southern Forensics Championship Governing Board- Member 2020-2021
 Southern Forensics Championship Governing Board- Member 2015-2020
 International Public Debate Assoc. Governing Board- Member 2015-2018
 International Public Debate Assoc. Journal Editorial Board- Member 2014- Present
 Volunteer Service:
 Southern Forensics Championship Regional Debate Tournament- Event Host 2018
 International Public Debate Assoc. National Tournament and Convention- Event Host 2017
 International Communication Assoc. Conferences- Manuscript Reviewer 2013, 2014
 Institution Level Service
 Elected / Appointed Positions:
 ATU Institutional Review Board- Chair 2019-2020
 ATU Institutional Review Board- Vice Chairperson 2018-2019
 ATU Institutional Review Board- Member 2018-2021
 ATU Debate and Forensics- Director 2014- Present
 Admissions, Academic Standards, and Student Honors Committee- Member 2013- 2014
 ATU Debate and Forensics- Director 2011-2012
 University of Oklahoma Graduate Student Senate- Senator 2007-2008
 -Served on Problems and Projects, Travel Grant Review Committees
 Ottawa University Debate/ Forensics Team- Student Coach 1995-1996
 Volunteer Service:
 National Society of Collegiate Scholars- Chapter Advisor 2013- Present
 Pi Kappa Delta- Chapter Advisor 2011- Present
 ATU On-Campus Debates- Event Designer & Event Moderator 2016
 ATU Department of ResLife Presentations 2013, 2014, 2016
 Emergency Management Faculty Search Committee- Outside Member 2014, 2015
 Society for Human Resource Management- Chapter Co-Advisor 2013- 2015
 ATU Debate and Forensics- Volunteer Assistant 2010-2011, 2012-2014
 ATU Annual Oratory Competition- Director 2011-2013
 ATU Forensics Showcase- Director 2012
 University of Oklahoma Debate/Forensics Tournaments- Judge 2005-2009
 University of Oklahoma Sooner Conference- Manuscript Reviewer 2006-2009
 Department Level Service
 Elected / Appointed Positions:
 Faculty Peer Review Committee Member 2017, 2018
 Faculty Search Committee Member 2010, 2013, 2014
 OU Communication Graduate Student Association- Social Activities Chair 2008-2009
 Ottawa University Pi Kappa Delta- Chapter President 1995-1996
 Ottawa University Pi Kappa Delta- Chapter Recruiter 1994-1995
 Volunteer Service:
 Brown Bag Sessions- Organizer, Presenter 2016
 Tech Open House- Department Representative 2012-2013
 Time-Out for Tech- Department Representative 2010, 2011, 2017, 2018
 OU NCA Graduate Fair Welcome Booth Committee- Co-Chair 2007

Teaching Experience

Arkansas Tech University (Regular Faculty)
 Department of Communication & Journalism
 SPH 1111/4111: Individual Events Practicum
 1 credit hour per section, currently teaching one combined section during the fall 2018 semester. Taught sections of this course during the fall 2011, spring 2012 semester, fall 2014, spring 2015, fall 2015, spring 2016, fall 2016, spring 2017, fall 2017, and spring 2018 semesters.
 SPH 2111/2121/3111: Debate Practicum

1 credit hour per section, currently teaching one combined section during the spring 2020 semester. Taught sections of this course during the fall 2011, spring 2012 semester, fall 2014, spring 2015, fall 2015, spring 2016, fall 2016, spring 2017, fall 2017, spring 2018, fall 2018, spring 2019 and fall 2019 semesters.

SPH 2003: Public Speaking

3 credit hours per section, taught one section during the 2010 academic year, one section during the 2012 academic year, and one section during the 2013 academic year.

SPH 2023: Communication Research & Writing

3 credit hours per section. Taught sections of this course during the fall 2015, fall 2016, spring 2017, and fall 2017 semesters.

SPH 2173: Business and Professional Speaking

3 credit hours per section, currently teaching two sections during the spring 2020 semester. Taught four sections of this course during the fall 2009 semester, 6 sections in 2010, 7 sections in 2011, four sections in 2012, six sections in 2013, 8 sections in 2014, 4 sections in 2015 semester, 4 sections in 2016, 3 sections in 2017, 4 sections during 2018, and 4 sections in 2019.

SPH 3003: Interpersonal Communication

3 credit hours per section. Taught one section of this course during the fall 2011 semester, two sections in 2012, two sections in 2013, 2 sections in 2014, and one section in the spring 2015 semester.

SPH 3023: Argumentation

3 credit hours per section. Currently teaching one section during the spring 2020 semester. Taught one section during the spring 2016 semester, one section during the spring 2017 semester, one section during the fall 2017 semester, one section during the spring 2018 semester, and one section during the fall 2018 semester, and one section during each of the 2019 semesters.

SPH 4053/5053: Seminar- Crisis Communication

3 credit hours per section. Taught one section during the each of the spring 2013, 2014, 2015, 2016 and 2017 semesters.

SPH 4053/5053: Environmental Communication and Technology

3 credit hours per section, taught one section during the spring 2015 semester.

COMM 4053/5053: Seminar- Organizational Network Analysis

3 credit hours per section. Taught one section during the fall 2017 semester.

COMM 4053/5053: Seminar- Communication & Technology

3 credit hours per section. Currently teaching one section during the spring 2020 semester. Taught one section during the spring 2018 semester.

SPH 4063/5063: Organizational Communication

3 credit hours per section. Taught one section of this course during each of the fall 2009- fall 2016 semesters, and one section during the fall 2018 semester.

SPH 4993: Special Topics- Argumentation

3 credit hours per section, taught one section during the fall 2012 semester.

SPH 4993: Special Topics- Communication Internship

3 credit hours per section. Taught one section during the fall 2018 semester.

Taught one section during the summer II 2015 semester, one section during the fall 2017 semester, and two sections during the summer 2019 semesters.

SPH 4993: Special Topics- Crisis Communication

3 credit hours per section, taught one section during the fall 2012 semester.

SPH 4993: Special Topics- Writing and Research in Communication

3 credit hours per section. Taught one section during the fall 2016 semester.

COMM 4993: Special Topics- Directed Readings in Communication & Technology

3 credit hours per section. Taught one section during the fall 2017 semester.

General University-Wide Course

TECH 1001: Orientation to the University

1 credit hour per section. Taught one section each during the fall 2013, 2014, and 2015 semesters.

University of Oklahoma (Graduate Teaching Assistant- Instructor of Record)
Communication Department
COMM 2613: Public Speaking
3 credit hours per section, was the instructor of record for 14 sections of this course.

Human Relations Department
HR3043: Interpersonal and Small Group Dynamics
3 credit hours per section, was the instructor of record for 4 sections of this course.

Butler Community College (Adjunct Faculty)
SP100: Public Speaking
3 credit hours per section, taught two sections during the 2006 summer semester. Subjects covered included public speaking skills, apologia criticism, group communication skills, and debate.

SP102: Interpersonal Communication
3 credit hours per section, taught one section during the 2006 summer semester. Subjects covered included interpersonal communication theory, applied criticism of interpersonal communication, and small group communication principles.

Southwestern College (Adjunct Faculty)
HRD210: Entrance Seminar (an orientation class for returning adult learners)
1 credit hour per section, have taught 25+ sections of the course from 2001-2005. Subjects covered include college orientation, study skills development, various self-assessments, and use of online resources for student services, research, etc.

BUS337: Business Ethics
3 credit hours per section, have taught one full section of the course and have also performed as a substitute instructor on several occasions. Subjects covered include organizational ethics, ethical theories, and managerial ethics as taught from a case study perspective.

BQM427: Professional Communications and Presentations
3 credit hours per section, have taught multiple sections (approximately 6-8 per year) since 2002. Subjects covered include public speaking skills, interpersonal and small group communication techniques, organizational communication theories, use of technology in presentations, persuasion, argumentation and debate, and apologia criticism.

Grants

National Science Foundation Partnerships for Innovation grant #05-566
-Research Assistant
-Grant procured by Dr. Mary John O'Hair and Dr. H. Dan O'Hair
-On this project, I was involved actively with the instrument development, Institutional Review Board processes, designing the data collection methods, developing the online version of the survey, development of data analysis schema, participation solicitation message design and delivery, and other aspects.

Certifications

Arkansas Tech University
Collaborative Institutional Training Initiative (CITI) Certification 2019- Present
-Institutional Review Board Member Courses
Collaborative Institutional Training Initiative (CITI) Certification 2012- Present
- Social and Behavioral Research, Basic Course
- Social and Behavioral Responsible Conduct of Research, RCR
University of Oklahoma
Collaborative Institutional Training Initiative (CITI) Certification 2005-2009
-Social and Behavioral Research, Basic Course

DAVID J. ESHELMAN

Department of Communication & Journalism
Arkansas Tech University
Energy Center 121
Russellville, AR 72801
Phone (479) 498-6058
Fax (479) 964-0899
deshelman@atu.edu

322 East G Street
Russellville, AR 72801
Phone (479) 890-8036
Mobile (440) 670-4810
djeshelman@centurytel.net

EDUCATION

Ph.D. University of Missouri Department of Theatre, 2006

Dissertation: "The Feminist Translator"
Concentration: Writing for Performance

M.F.A. The University of Texas at Austin Michener Center for Writers, 2002

James A. Michener Fellowship, 1999-2002
Concentrations: Playwriting and Screenwriting

B.A. Case Western Reserve University, 1999

Adelbert-Squire Scholarship, 1995-1999
Majors: Theatre, English, and Religion
summa cum laude with honors

PROFESSIONAL BACKGROUND

2018-present	Professor of Communication Department Head, 2021-on Director of the Theatre Program, 2014-2021	Arkansas Tech University
2012-2018	Associate Professor of Communication Interim Director of the Theatre Program, 2012-14 (Director thereafter)	Arkansas Tech University
2006-2012	Assistant Professor of Speech	Arkansas Tech University
2002-2006	Graduate Instructor of Theatre	University of Missouri-Columbia

TEACHING

Arkansas Tech University (2006-present):

Writing for Performance (Upper-level seminar---selected for the ATU iPad Fellows program, 2018)

Stand-Up Comedy Writing (Graduate/upper-level seminar)
Poetics of TikTok (Upper-level seminar)
Oral Interpretation (Upper-level seminar)
Radio / Podcast Theatre Writing (Upper-level seminar)
African American Drama (Graduate/upper-level seminar)
Performance Studies / Performance Art (Graduate/upper-level seminar)
Introduction to Linguistics (Upper-level seminar)
Introduction to Theatre (classroom and on-line)
Stagecraft (Upper-level seminar)
Acting Theories and Techniques
Voice and Diction
Play Analysis
Business and Professional Speaking (classroom and on-line)
Public Speaking
Senior projects and practicums
Independent studies and special problems courses in Voice, Playwriting, Comedy, and African American Drama

Arkansas Governor's School (Summer 2019-21)

Instructor in Drama (Area I)

University of Missouri (2002-06):

Beginning Playwriting
Theatre in Society
Acting for Non-Majors
Voice and Articulation
Beginning Scenic Construction
Stagecraft Lab

Johns Hopkins Center for Talented Youth (2002, 2003):

Elements of Drama

The Center for Talented Youth serves children who are in the top 2% academically. I designed and taught two three-week intensive summer courses, ages 10-12, covering acting, playwriting, and the study of literature (seven classroom hours daily). I also mentored a teaching assistant.

The University of Texas at Austin Office of Informal Classes (2002):

Performance Art

Painesville (OH) Parks and Recreation Summer Camp (2001):

Drama counselor and head of drama program
Provided theatrical education to a population of diverse children, ranging in age from 5 to 12. Topics included improvisation, story theatre, basic choreography, and puppetry.

PUBLICATIONS

“Scripting White Supremacy: *Helaine and the Little War*.” *Theatre Topics* 30.3 (2020): 153-58. Print.

“Bathing in Liminality: Soaking Up History in Hot Springs, Arkansas.” *Journal of Dramatic Theory and Criticism* 32.1 (2017): 9-28. Print.

“Teaching Audio Playwriting: The Pedagogy of Drama Podcasting.” *Teaching Artist Journal* (Taylor & Francis) 14 (2016): 137-44.

“*Butch Gardens*: Tumblr Plays and Online Personae.” *Liminalities: A Journal of Performance Studies* 12.4 (2016). <<http://liminalities.net/12-4>>.

Blogger for *MacMillan English Community* (formerly *Teaching Drama*, on Bedford/St. Martin’s *LitBits: Ideas for Teaching Literature and Creative Writing*). 2011-2016. <https://community.macmillan.com/community/the-english-community/blog/authors/david_eshelman>. Posts: 2016: “The Cold Reading;” 2015: “Writing Actions,” “Musical Theatre Writing in the Classroom,” and “Playwriting Teachers Must Be Advocates for Playwriting;” 2014: “Audio Theatre: A New Writing Platform;” 2013: “Dramatic Punctuation;” 2012: “Local Theatre,” “Teaching with Aristotle’s *Poetics*,” “Material Realities,” “Group Plot Exercises,” and “Beyond Realism;” 2011: “Theatricality.”

“Voice of an Angry Tree: *Trees Hate Us* on the Arkansas Radio Theatre.” *Liminalities: A Journal of Performance Studies* 9.3 (2013). <<http://liminalities.net/9-3/>>.

“The Art of the New-Play Reading: Legitimacy and the New-Play Showcase.” *Theatre Topics* 21.1 (2011): 75-84.

“Our Lady of [N-Town].” *Ecumenica* 4.1 (2011): 91-95.

“Writing Chandra Levy: Real Life, Ritual, Revision.” *Text and Performance Quarterly* 31.1 (2011): 50-67.

“Progressiveness, Camp, and Tremulous Delight: *Vim and Vigor* on the Arkansas Radio Theatre.” *Liminalities* 6.2 (2010). <<http://liminalities.net/6-2/>>.

“*A Taste of Buffalo*: Staging the Lives of U.S. Cities.” *Liminalities: A Journal of Performance Studies* 4.1 (2008). <<http://liminalities.net/4-1/>>.

“Feminist Translation as Interpretation.” *Translation Review* 74 (2007): 16-27.

Review of *The Concise Köchel* by Normand Chaurette, translated by Linda Gaboriau. *Theatre Journal* 59 (2007): 535-36.

Entry on Charles Busch. *gbtq: An Encyclopedia of Gay, Lesbian, Bisexual, Transgender, and Queer Culture*. <www.gbtq.com>.

Review of *Filles de guerres lasses*, play by Dominick Parenteau-Lebeuf, directed by Caroline Binet, produced at the Théâtre d’Aujourd’hui of Montréal. *Theatre Journal* 58 (2006): 355-56.

“‘Great mowrning and mone’: Modeled Spectatorship in the Towneley *Scourging*.” *Baylor Journal of Theatre and Performance* 2.1 (2005): 23-34.

“The Feminist Yeti, or Why Is Janet So Strident?.” *“Healthy Primates” and Other Plays*. Eds. Heather Carver and Jeffrey Ullom. Nashville: ATHE, 2004. 177-82.

Review of *Bernard Shaw and the French*, by Michel Pharand. *Theatre History Studies* 23 (2003): 124-26.

SELECTED PRESENTATIONS AND INVITED LECTURES

“University Theatre in the COVID-19 Pandemic (A Pandemic Diary of University Productions, March 2020 to the Present).” South Central Modern Language Association, Houston (virtual). October 2021.

“Audio Playwriting.” Kennedy Center American College Theater Festival Region 6, Abilene, TX. February 2020.

“*Helaine and the Little War*: Scripting Race, History, and Insidious White Supremacy.” South Central Modern Language Association, Little Rock. October 2019.

“The Pageant in the Twentieth Century and Today: Understanding and Reclaiming the Form.” South Central Modern Language Association, San Antonio. October 2018.

“The Writer as Character in the Plays of Serge Boucher.” South Central Modern Language Association, Tulsa, OK. October 2017.

“Contemporary Québécois Playwrights Dominick Parenteau-Lebeuf and Serge Boucher.” Panel on Canadian Theatre. Canada Days, University of Missouri Canadian Studies Program, Columbia. March 2017.

“Aristotle in Hell: Realistic Digressions in the Non-Realist Work of Young Jean Lee.” South Central Modern Language Association, Dallas. November 2016.

“Teaching Audio Plays: The Pedagogy of Drama Podcasting.” South Central Modern Language Association Conference, Nashville, TN. October 2015.

“Internet Plays: Grass-Roots Script Publication on the Internet.” South Central Modern Language Association Conference, Austin, TX. October 2014.

“The Community Serial: *Concealed Carrie* on the Arkansas Radio Theatre.” Panel on “Connecting and Collaborating: The Creative Student-Faculty Relationship.” National Communication Association (NCA) Convention, Washington, DC. November 2013.

“Decadent Baptism: Bathhouse Row, Hot Springs, Arkansas.” South Central Modern Language Association Conference, New Orleans. October 2013.

“Recording Themselves: Tegrity Lecture-Capture Software, Student Recordings, and Performance-Oriented On-Line Teaching.” Presentation with Ryan Treadwell. Arkansas Blackboard Users Group (ARBUG) Conference, Russellville, AR. April 2013.

“The Stock Aesthetic: The Case for Permanent and Versatile Scenography.” National Communication Association (NCA) Convention, Orlando, FL. October 2012.

“Extreme Parody: Young Jean Lee and the ‘Race Play’ Genre.” South Central Modern Language Association Conference, San Antonio, TX. October 2012.

“Personal Journeys through Post-Feminist Terrain: The Work of Canadian Playwrights Claudia Dey and Dominick Parenteau-Lebeuf.” South Central Modern Language Association Conference, Hot Springs, AR. October 2011.

“The Art of the New Play Reading: The Showcase and the Real.” Performance Studies and Theatre competitive papers panel. Central States Communication Association Convention, Cincinnati, OH. April 2010.

“Including Voices: The Arkansas Radio Theatre.” Paper (also served as panel organizer). Central States Communication Association Convention, Cincinnati, OH. April 2010.

“The Playwright’s Theatre: The Showcase Reading as Means of Publication.” Paper (also served as panel organizer). Association of Writers and Writing Programs (AWP) Conference, Chicago. February 2009.

“Writing Chandra Levy: Real Life, Ritual, Revision.” Paper. Central States Communication Association Convention, Madison, WI. April 2008.

“Feminist Borders in the Plays of Dominick Parenteau-Lebeuf.” Paper. Midwest Association of Canadian Studies Conference, Kansas City. February 2007.

“Witches and Jukeboxes: A New Play Model for Students.” Paper co-written with Andréa J. Onstad. National Communication Association Convention, San Antonio. November 2006.

“‘Great mowrning and mone’: Modeled Spectatorship in the Towneley *Scourging*.” Paper. Medieval Association of Mid-America Conference, Columbia, MO. February 2004.

SELECTED PERFORMANCE WRITING

Arkansas Radio Theatre scripts

- *Concealed Carrie: Diamond State Crime Fighter*. Original action/adventure series. February 2014 (Pilot and Episodes 1-3); October 2014 (Episodes 4-6); September 2015 (Episode 7); Fall 2016 (Episodes 10-12); Fall 2017 (Episodes 13-14, directed by Tanner Williams); Fall 2018 (Episodes 15-18, directed by Tanner Williams); Spring 2020 (Episodes 19-20); October 2021 (Episodes 23 and 25).

- *Mr. Hound’s Life as a Dog*. Translated and adapted from a story by George Sand. November 2020.

- *Lillian Russell’s Entrée into Show Business*. Adapted from Lillian Russell’s memoirs in *Cosmopolitan* magazine. February 2020.

- *Tammy’s Snowy Night Ride*. Original holiday play. November 2019.

- *William the Conqueror*. Adapted from a story by Rudyard Kipling. November 2019.

- *As You Like It*. Adapted from Charles and Mary Lamb’s retelling of Shakespeare’s comedy. Fall 2019.

- *Evangeline*, Parts 1 and 2. Adapted from the poem by Longfellow. February 2019.

- *The Blood-Soaked Shoe*. Translated and adapted from a novel by Balzac. Directed by Tanner Williams. October 2018.

- *The Body-Snatcher*. Adapted from a story by Robert Louis Stevenson. Directed by Tanner Williams. May 2018.

- *The Maltese Cat*. Adapted from a story by Rudyard Kipling. March 2018.

- *The Terrifying Journey of Arthur Gordon Pym*. Adapted from a novel by Edgar Allan Poe. February 2018.
- *Miss Julie*. Adapted from the play by August Strindberg. Directed by Glen Poole based on the stage production directed by Jenava Harris. November 2017.
- *The Cherry Orchard*. Adapted from the play by Anton Chekhov. Directed by Jenava Harris. April 2017.
- *Cautionary Tales for Children*. Adapted from the poetry of Hilaire Belloc. Directed by Glen Poole. February 2017.
- "*The Christmas Masquerade*" and *Other Tales*. Adapted from stories by Mary E. Wilkins Freeman and others. December 2016.
- *The Brushwood Boy*. Adapted from a story by Rudyard Kipling. April 2016.
- *Sherlock Holmes and the Five Orange Pips*. Adapted from a story by Arthur Conan Doyle. November 2015.
- "*Blue and Green*" & *Other Colors*. Adapted from the writings of Virginia Woolf. Spring 2015.
 - *A Feline Romance*. Original play. Spring 2015.
 - *Mrs. Bathurst*. Adapted from a story by Rudyard Kipling. Spring 2015.
 - *Thumbelina*. Adapted from a story by Hans Christian Andersen. Directed by Kurt Lanning. November 2014.
- *The Thought Body*. Adapted from *Real Ghost Stories* by W. T. Stead. Directed by Kurt Lanning. October 2014.
- *The Flowered Tomb*. Translated and adapted from *La Dame aux camélias* by Alexandre Dumas fils. March 2014.
 - *Pelleas and Melisande*. Translated and adapted from the original French text by Maurice Maeterlinck. November 2013.
 - *The Fall of Saul*. Three-episode drama adapted from I and II Samuel. September 2013.
 - *Pink Melon Joy*. Adapted from a work by Gertrude Stein. September 2013.
 - *Sherlock Holmes and the Blue Carbuncle*. Adapted from a story by Arthur Conan Doyle. Directed by Sheldon Slinkard. April 2013.
 - *Trees Hate Us*. Original play. February 2013.
 - *Mary Postgate*. Adapted from a story by Rudyard Kipling. November 2012.
 - *Children of the Zodiac*. Adapted from a story by Rudyard Kipling. Directed by Sheldon Slinkard. March 2012.
 - *Othello*. Adapted from Charles and Mary Lamb's re-telling of Shakespeare's tragedy. February 2012.
 - *The Five Little Peppers Merry Christmas*. Adapted from a children's book by Margaret Sidney. December 2011.
 - *Merlin and Vivien*. Adapted from *Idylls of the King* by Tennyson. Fall 2011.
 - *Sherlock Holmes and the Yellow Face*. Adapted from a story by Arthur Conan Doyle. Directed by Sheldon Slinkard. October 2011.
 - *Perps & Vics*. Original crime drama spoof. Directed by Sheldon Slinkard. Spring 2011.
 - *A Christmas Carol*. Adapted from the novel by Charles Dickens. December 2010.
 - *The Monkey's Paw*. Adapted from a story by W. W. Jacobs. October 2010.
 - *Vim and Vigor*. Original musical play. Spring 2010.
 - *The Pilgrim's Progress*. Adapted from a novel by John Bunyan. Spring 2010.
 - *Home on Deranged*. Adapted from the newspaper columns of Liz Scott. Fall 2009.
 - *Bathysphere*. Original musical play. Fall 2009.
 - *She*. Adapted from a novel by H. Rider Haggard. Directed by Ardith Morris. December 2008.
 - *Sherlock Holmes and the Adventure of the Engineer's Thumb*. Adapted from a short story by Arthur Conan Doyle. Fall 2007.

Julius Sneezer. Playwriting panel. South Central Modern Language Association, Houston (virtual).

October 2021.

Taste of Buffalo. Musical written with Timothy Smith. University production. Self-directed. Arkansas Tech Theatre Program. October 2019.

Portions of *Tammy's Snowy Night Ride*. Playwriting panel. South Central Modern Language Association, Little Rock. October 2019.

Script-writer for the musical *Helaine and the Little War*. Public Reading. Old State House Museum, Little Rock. October 2018.

Portions of *The Flowered Tomb* (translated and adapted from *La Dame aux camélias* by Alexandre Dumas fils). Playwriting panel. South Central Modern Language Association, San Antonio. October 2018.

Script-writer for the musical *Helaine and the Little War*. Public Reading. Arts and Science Center for Southeast Arkansas (Pine Bluff). March 2018.

Portions of *Concealed Carrie*, Episode 14: "The War with Potted Plant Continues." Playwriting panel. South Central Modern Language Association, Tulsa, OK. October 2017.

"Why Wild West." University production. Directed by Stephanie Freeman. *Yearning and Returning*. Arkansas Tech Theatre Program. April 2017.

"Summer Window." Playwriting panel. South Central Modern Language Association Convention, Dallas, TX. November 2016.

Script-writer for the musical *Little War in Little Rock*. Play development workshop. Arkansas New Play Festival, TheatreSquared (Fayetteville, AR). June 2016.

Selected from a nation-wide pool of playwrights for this two-week residency with theatre professionals.

Who's That Ghoul? University production. Self-directed with Robert Vork. Arkansas Tech Theatre Program. February 2015.

Trees Hate Us. Radio play available on-line through *Liminalities*, an on-line journal of the National Communication Association. 2013. (See Publications.)

Pelleas and Melisande. Translation of the original French text by Maurice Maeterlinck. Arkansas Tech University Theatre Program. October 2012.

The Witches' Quorum. Professional production. Directed by Steven Samuels. The Magnetic Field, Asheville, NC. June 2011.

Vim and Vigor. Radio play. Available on-line through *Liminalities*, an on-line journal of the National Communication Association. 2010. (See Publications.)

A Taste of Buffalo. Written with Timothy Smith. Concert reading. River Valley (AR) Play Series & Arkansas Tech University Theatre Program. Fall 2010.

A Taste of Buffalo. Written with Timothy Smith. Reading of selections. Russellville (AR) Music Club. September 2010.

Songs from *A Midsummer Dream*. Wrote music to accompany Shakespeare's text in the Arkansas Tech Theatre production of *A Midsummer Night's Dream*. February and March 2010.

The Witches' Quorum. Reading. The Magnetic Field, Asheville, NC. February 2010.

Salome. Translation of the original French text by Oscar Wilde. Readers theatre production. River Valley Play Series & Arkansas Tech University Theatre Program. November 2009.

The Witches' Quorum. Reading. Directed by Brian Olsen. Orange Hanky Productions, New York City. May 2009.

Who's That Ghoul? Concert reading. River Valley (AR) Play Series. November 2008.

"Why Wild West." Readers theatre production. Central States Communication Association (CSCA) Convention, Madison, WI. April 2008.

"Our Lady of Madison." Solo performance. Central States Communication Association (CSCA) Convention, Madison, WI. April 2008.

"The Strange Case of Misty Elsewhere." Reading. Mid-America Theatre Conference Playwriting Symposium, Kansas City, MO. February 2008.

"My Black Brother." Videotaped solo performance. Screened at seminars for those considering transracial adoption, Adoption Star Agency, New York State. 2006-?.

Temperance and Pantaloons: Amelia Bloomer. Solo performance adapted from the writings of Mrs. Bloomer. Directed by David R. Kilpatrick. Old Creamery Theatre, Amana, IA. April 2007.

The Feminist's Daughter. Translation of *Dévoilement devant notaire* by Dominick Parenteau-Lebeuf. Readers theatre production. Doc Bryan Hall, Arkansas Tech University, Russellville. March 2007.

The Witches' Quorum. Workshop production. Directed by Andréa Onstad. Corner Playhouse, Columbia, MO. January 2006.

"Our Lady of Kansas City." Solo Performance. Mid-America Theatre Conference (MATC) Playwriting Symposium, Kansas City, MO. March 2005.

"The Silent Adventures of Maria and Josie." Workshop production. *Voices Made Flesh*. Corner Playhouse, Columbia, MO. February 2005.

"My Black Brother." Solo Performance. Directed by M. Heather Carver. *Voices Made Flesh*. Corner Playhouse, Columbia, MO. February 2005.

The Ugly Tree. Showcase of selected scenes. Directed by James M. Miller. York Theatre, New York City. September 2004.

"Marie Antoinette and the Goat's Head." Production. Directed by Misty D. Funk. Hot Chicks Festival.

Camenaes Ensemble Theatre, Chicago. May 2004.

“My Black Brother.” Solo Performance. Central States Communication Association (CSCA) Convention, Cleveland. April 2004.

The Ugly Tree. Production. Directed by David R. Kilpatrick. Corner Playhouse, Columbia, MO. February 2004.

Mrs. Felton’s Moral Lesson. Staged reading. Directed by James Wm. Joseph. New Plays Festival. Metropolis Performing Arts Centre, Chicago. January 2004.

“The Feminist Yeti, or Why Is Janet So Strident?” Production. Directed by Tom Shade. Ten-Minute Play Festival. City Theatre, Wilmington, DE. July 2003.

Mrs. Felton’s Moral Lesson. Reading. Buffalo (NY) Ensemble Theatre. July 2003.

“The Feminist Yeti, or Why Is Janet So Strident?” Staged reading. Directed by Phyllis Ravel. Showcase of New Plays. Association for Theatre in Higher Education (ATHE) Conference, New York City. July 2003.

All I Want to Be Is Loved. Reading. Directed by Greg Romero. Rm. 120 Theatre Company, Austin, TX. July 2003.

A Taste of Buffalo. Concert reading. Directed by David R. Kilpatrick. Comedies in Concert Series. Missouri Summer Repertory Company, Columbia, MO. July 2003.

“Our Lady of Columbia.” Solo Performance. Directed by M. Heather Carver. Evening of Performances. Missouri Playwrights Workshop, Columbia, MO. April 2003.

“Hell’s Gatekeeper.” Reading. Mid-America Theatre Conference Playwriting Symposium, Indianapolis. March 2003.

A Vigil for Chandra Levy. Readers theatre production. Directed by Kristin Harrison. No Logos Theatre, Austin, TX. April 2002.

Bathysphere. Production. Directed by David Yeakle. New Works Festival. The University of Texas at Austin. April 2001.

“My Black Brother.” Solo Performance. Directed by Jacqueline Lawton and Allison Orr. Frontera Short Fringe Festival. Hyde Park Theatre, Austin, TX. January 2001.

Sonny and Cher. Workshop production. Players’ Theatre Group, Cleveland. December 1998.

“Marie Antoinette and the Goat’s Head.” Production. Directed by Rachel Goldberg. Virgin Play Festival. Players’ Theatre Group, Cleveland. March 1998.

The David J. Eshelman Theater. Television series. Local cable, Buffalo, New York. 1994-1995.

Wrote scripts, created artwork, and did vocal characterizations for numerous short animated films, including “Big City,” “La Loterie,” “The Killer with Two Humps,” “The Husband-Eating Cow,” and “Ethel Rosenberg: Martyr for the American Dream.”

THEATRICAL EXPERIENCE: DIRECTING

- *Mil lenguas / A Thousand Tongues*. A student-devised film about language. Arkansas Tech University Theatre Program. Spring 2021.
- Arkansas Radio Theatre productions, 2007-present.
 - *Unwanted Guests* (student-written horror plays). April 2022.
 - *Reflections from Russia*. February 2022.
 - *Concealed Carrie: Diamond State Crime Fighter*, Pilot-Episode 12, 19-25. 2014-on.*
 - *Mr. Hound's Life as a Dog*. November 2020.*
 - *The Masque of the Red Death*. Short story by Poe, adapted by Chelsea Mattas. October 2020.
 - *Mount Monologue III*. Student-written solo performances. September 2020.
 - *Lillian Russell's Entrée into Show Business*. February 2020.*
 - *Tammy's Snowy Night Ride*. November 2019.*
 - *William the Conqueror*. November 2019.*
 - *As You Like It*. Fall 2019.*
 - *Evangeline*, Parts 1 and 2. February 2019.*
 - *The Maltese Cat*. March 2018.*
 - *The Terrifying Journey of Arthur Gordon Pym*. February 2018.*
 - *"The Christmas Masquerade" and Other Tales*. December 2016.*
 - *The Brushwood Boy*. April 2016.*
 - *Right Here in Black and White: Jack London's News Reports of the Jeffries-Johnson Heavyweight Fight*. February 2016.
 - *The Millionaire's Proposal*. Short story by Lucy Maud Montgomery, adapted by Morgan Cheramie. January 2016.
 - *Sherlock Holmes and the Five Orange Pips*. November 2015.*
 - *"Blue and Green" & Other Colors*. Spring 2015.*
 - *A Feline Romance*. Spring 2015.*
 - *Mrs. Bathurst*. Spring 2015.*
 - *The Flowered Tomb*. March 2014.*
 - *Mount Monologue II*. Student-written solo performances. November 2013.
 - *Pelleas and Melisande*. November 2013.*
 - *Pink Melon Joy*. September 2013.*
 - *The Fall of Saul*. September 2013.*
 - *"Calico Pie" and Other Nonsense*. Poems and prose by Edward Lear. March 2013.
 - *"Elbow Grease" and Other Plays*. Student-written plays and solo performances. February 2013.
 - *Trees Hate Us*. February 2013.*
 - *Mary Postgate*. November 2012.*
 - *Mount Monologue*. Student-written solo performances. October 2012.
 - *Henry V*, Episodes 1 and 2. Adapted by and co-directed with James Moses. September 2012.
 - *Othello*. February 2012.*
 - *The Five Little Peppers Merry Christmas*. December 2011.*
 - *Merlin and Vivien*. Fall 2011.*
 - *A Christmas Carol*. December 2010.*
 - *The Monkey's Paw*. October 2010.*
 - *Tomorrow's a New Day*, a four-episode soap opera by ATU student Aaron D. Wallis. Fall 2010.
 - *Trifles* by Susan Glaspell. Spring 2010.

- *Vim and Vigor*. Spring 2010.*
- *The Pilgrim's Progress*. Spring 2010.*
- *Home on Deranged*. Fall 2009.*
- *Fallout, or Your Friend the Atom*, a new play by Catherine Pierce. Spring 2008.
- *Sherlock Holmes and the Adventure of the Engineer's Thumb*. Fall 2007.*

* --- See Selected Performance Writing section

- *The Bacchae*. Euripides' tragedy, retold by ATU students. Arkansas Tech University Theatre Program. Due to the pandemic, this play was live-streamed over Facebook, October 2020.
- *Julius Sneezer*. Short film parodying Shakespeare. Arkansas Tech University Theatre Program. April 2020. (See Selected Performance Writing.)
- *A Taste of Buffalo*. Arkansas Tech University Theatre Program. October 2019. (See Selected Performance Writing.)
- *The Body Project*. A student-devised theatrical experience about the human body. Arkansas Tech University Theatre Program. February 2016.
- *Who's That Ghoul?* Arkansas Tech University Theatre Program. February 2015. (See Selected Performance Writing.)
- *Mary Magdalene's Greatest Hits*. Adapted script from a medieval play. Arkansas Tech University Theatre Program. Fall 2014.
- *Live / Live Online*. A student-devised extravaganza about mediated technology and human relationships. Arkansas Tech University Theatre Program. March 2014.
- *Bourbon: A Play about an Arkansas Political Family*. Full-length drama by ATU student Jesse Lobbs. Arkansas Tech University Theatre Program. Fall 2013.
- *Pelleas and Melisande*. Arkansas Tech University Theatre Program. October 2012. (See Selected Performance Writing section.)
- *A Taste of Buffalo*. River Valley Play Series & ATU Theatre Program. Fall 2010. (See Selected Performance Writing section.)
- *Uncle-Father*, a new play Stanley Lombardo. River Valley Play Series. April 2010.
- *Salome*. River Valley Play Series & ATU Theatre Program. November 2009. (See Selected Performance Writing section.)
- *Two Plays about Family: "What Is Normal?" by Aaron Wallis and "Aunt Georgiana's Homegoing" by Anna Webb*. River Valley Play Series. January 2009.
- *Who's That Ghoul?* and "Helluva Deal." River Valley Play Series. November 2008. (See Selected Performance Writing section.)
- *Voices: A Play for Women* by Susan Griffin. Arkansas Tech University Theatre Program. October 2008.

- “Wolfboy,” a new play by Laramie Dean. Mid-America Theatre Conference Playwriting Symposium, Kansas City, MO. February 2008.
- “End of the Meal,” a new play by Tom Smith. Mid-America Theatre Conference Playwriting Symposium, Kansas City, MO. February 2008.
- *The Feminist’s Daughter*. Arkansas Tech University. March 2007. (See Selected Performance Writing section.)
- *Godspell*. Maplewood Barn Theatre, Columbia, MO. June 2006.
- “Do Us Part,” a new play by Judith Zivanovic. Mid-America Theatre Conference Playwriting Symposium, Chicago. March 2006.
- *Jukebox*, a new play by Andréa J. Onstad. Corner Playhouse, Columbia, MO. January 2006.
- “The Silent Adventures of Maria and Josie.” Corner Playhouse, Columbia, MO. February 2005. (See Selected Performance Writing section.)
- Artistic Director, Little Theater Company, Painesville, OH. Summer 2001.
Led two groups of children (ages 7-11 and 10-14) as they learned basic performance skills, devising their own plays for performance at the summer civic festival.
- *Sonny and Cher*. December 1998. (See Selected Performance Writing section.)

THEATRICAL EXPERIENCE: PRODUCING

Founder and Artistic Director, Arkansas Radio Theatre. 2007-present. Executive Producer, *Concealed Carrie: Diamond State Crime Fighter*. 2014-present.

The Pillowman, by Martin McDonagh. Directed by ATU students Chloe Charton and Faith Spencer. Arkansas Tech University. March 2020.

Dramaturg for *Nations*, a new musical by Charley Sandage. Reading at the Mountain View Meeting Place, Mountain View, AR. October 2019.

The Complete Works of William Shakespeare [abridged]. Directed by ATU students Holly Willmon and Nathan Yzaguirre. Arkansas Tech University. April 2019.

The Robber Bridegroom. Directed by Ardith Morris [her last ATU production]. Arkansas Tech University. February 2019.

All the White Reasons, monologues by ATU student Skylar Wierman. Directed by ATU student Summer Dantzler. Arkansas Tech University. November 2018.

The Playground King, a children’s play by ATU student Tanner Williams. Directed by Stephanie Freeman. Arkansas Tech University. October 2018.

Romeo and Juliet, by William Shakespeare. Directed by Ardith Morris. Arkansas Tech University. March 2018.

Rope, by Patrick Hamilton. Directed by ATU student Glen Poole. Arkansas Tech University. October 2017.

Yearning and Returning: New Plays by Arkansas Tech Playwrights. Arkansas Tech University. April 2017.

Co-producer. Student-Directed One-Acts. Arkansas Tech University. April 2016.

Crimes of the Heart, by Beth Henley. Directed by Ardith Morris. Arkansas Tech University. October 2015.

Gypsy Rover and “The All-Mother.” Student-written plays performed with *Who’s That Ghoul?* Arkansas Tech University. February 2015.

Founder and Curator, River Valley Play Series. 2008-2011.

New Play Showcase. Arkansas Tech University. February 2011.

Two Become One Performance Event: Multi-Character Plays Performed by Solo Interpreters. Arkansas Tech University. October 2009.

Evening of Shakespeare and Sappho. Norman Art Gallery, Arkansas Tech University. November 2007.

Managing Director, Missouri Playwrights Workshop (Columbia, MO). 2002-2004.

Production Manager, Mizzou New Play Series (Columbia, MO). October 2004.

THEATRICAL EXPERIENCE: PERFORMING (SELECTED)

Solo performance:

Presenter of Santa Claus. Santa Express, Main Street Russellville.

The Terrifying Voyage of Arthur Gordon Pym. Arkansas Radio Theatre. (See Selected Performance Writing section.)

Monologue and Sonnet. *Sonnets, Soliloquies, and Songs: A Performance Event Commemorating the Life of Shakespeare on the 400th Anniversary of His Death*. Arkansas Tech University.

Ecclesiastes. Arkansas Radio Theatre.

Vim and Vigor. Arkansas Radio Theatre. (See Selected Performance Writing section.)

“Test Date” by Brooke Hobby. *Two Become One Performance Event*. (See Producing section.)

Bathysphere. Arkansas Radio Theatre. (See Selected Performance Writing section.)

“Our Lady of [N-Town].” (See Selected Performance Writing section.)

“My Black Brother.” (See Selected Performance Writing section.)

Ensemble performance:

Dad in *Beauregard Bottoms* (thriller film). Arkansas Tech University.

Reader of “A Doctor’s Visit,” in *Reflections from Russia*. Arkansas Radio Theatre. (See

Directing
section.)

John Morgan in *Beshert*. Zoom reading for Hanukkahpalooza, Congregation Beth Shalom, Columbia, MO.

Louis St. Cyr in *Helaine and the Little War*. Old State House Museum, Little Rock. (See Selected Performance Writing section.)

Louis St. Cyr in *Helaine and the Little War*. Arts and Science Center for Southeast Arkansas (Pine Bluff). (See Selected Performance Writing section.)

Lord Montague in *Romeo and Juliet*. Arkansas Tech University.

Vice Principal Panch in *The 25th Annual Putnam County Spelling Bee*. Arkansas Tech University.

Performer in *Cautionary Tales for Children*. Arkansas Radio Theatre.

Narrator in *The Flowered Tomb*. Arkansas Radio Theatre.

Hortense Price in *Perps & Vics*. Arkansas Radio Theatre.

Lawrence Wordsworth in *Tomorrow's a New Day*. Arkansas Radio Theatre.

Czolgosz in *Assassins*. Arkansas Tech University.

Sergeant Drewyer in *Corps of Discovery*. Show Me Opera Company (Columbia, MO).

Steward in *Into the Woods*. Missouri Repertory Theatre (Columbia).

Mr. DePinna in *You Can't Take It with You*. Case Western Reserve University.

Clarence in *Richard III*. Case Western Reserve University.

Sterling in *Jeffrey*. Players' Theatre Group (Cleveland).

Wes Cronk in *Quilt*. Players' Theatre Group (Cleveland).

HONORS, AWARDS, & INTERVIEWS

- Interview on *Arts Scene*, KUAR NPR Radio. October 2021.
- Interview on *The Sonic Society*, audio drama site out of Halifax, Nova Scotia. October 2021.
- *A Taste of Buffalo*. Invited scene, Kennedy Center American College Theater Festival Region 6, Abilene, TX. February 2020.
- *Concealed Carrie* series featured in the *Arkansas Democrat-Gazette*: "Hiding in Plain Sight: An Arkansas-Made Radio Drama Is Right Under Your Nose" by Sean Clancy (18 November 2019)
- ATU Faculty Excellence in Scholarship / Creative Activities. Recipient, 2019. Nominee 2018, 2016
- Travel Grant, College of Arts and Humanities (Liberal and Fine Arts), Arkansas Tech University, February -2020, October 2018, October 2017, November 2016, October 2015, October 2013, October 2012, October 2011, February 2010, February 2008, November 2006
- Arkansas Humanities Council Grant for the Old State House reading of *Helaine and the Little War* (see Selected Performance Writing section)
- Scripts and recordings included in the Kipling Society Library, Haileybury and Imperial Service College in Hertfordshire, U.K. (archived scripts/broadcasts: *The Brushwood Boy*, *Children of the Zodiac*, *The Maltese Cat*, *Mary Postgate*, *Mrs. Bathurst*, and *William the Conqueror*)
- Numerous awards from the Kennedy Center American College Theater Festival for the ATU Theatre

Program's support of student playwriting, including two meritorious achievement awards for new play development (2018, 2013); also, *All the White Reasons* was a nominee for the 2019 John Cauble One-Act award (see Producing section)

- Musical, *A Taste of Buffalo*, accepted for Premiere Premieres Festival at MCL Chicago, 2016. (I was unfortunately unable to participate due to short notice and lack of funding)
- ATU Golden Suns Golf Team, Faculty Fan of the Week. 2016
- ATU Faculty Excellence in Teaching nominee. 2015
- ATU Student Government Association Professor of the Year nominee. 2014
- Professional Development Grant, Arkansas Tech University, October 2014, October 2013, October 2012, June 2011, April 2008
- One of the "20 to Watch in 2012", *Arkansas Democrat-Gazette River Valley and Ozark Edition*, January 2012
- Arkansas Blackboard Users Group (ArBUG) Diamond Award, 2012. Promising rating for Sph 2173: Business & Professional Speaking.
- Honors Designation, Comprehensive Examination, Department of Theatre, University of Missouri, April 2005
- Hangar Theatre Play Labs, Ithaca, New York, 2002 finalist and 2005 finalist
- James A. Michener Fellowship, University of Texas at Austin, 1999-2002
- Lilly Postdoctoral Fellowship, Valparaiso University, 2002 semi-finalist
- Jerome Fellowship, Minneapolis Playwrights' Center, 2002 finalist
- Phi Beta Kappa, inducted 1999
- Marc A. Klein Playwriting Award, 1998 honorable mention

SERVICE

South Central Modern Language Association Conference. Playwriting Special Session: Chair, 2021, 2019, 2018, 2017, 2016. Creative Non-Fiction Panel: Chair 2016, Secretary 2015. Gay & Lesbian Studies Panel: Chair 2014. Modern Drama Panel: Chair 2013, Secretary 2012.

Faculty Senate, Arkansas Tech University. 2020-present. 2017-2020, 2009-12. Chair of Senate, 2019-2020. Third term: member of Faculty Senate Budget Advisory Ad hoc Committee; Second term: member of Budget Advisory Committee, Every Student Counts Committee, and President's Communication Council; member of ad hoc committees on Ensuring Course Quality, Online Quality, and Free Speech; ex officio member of Salary and Benefits Committee; First term: member of ad hoc

committees on Adjunct Support, Salary and Benefits, Ethics, End of the Semester Scheduling, Communication, and Textbook Policy.

Arkansas Information Reading Service (AIRS). Radio plays made available on-line to visually-impaired Arkansans: *As You Like It*, *The Blood-Soaked Shoe*, “*Blue and Green*” & *Other Colors*, *The Body-Snatcher*, *The Brushwood Boy*, “*Calico Pie*” and *Other Nonsense*, *Cautionary Tales*, *Children of the Zodiac*, *A Christmas Carol*, “*Christmas Masquerade*” and *Other Stories*, *Concealed Carrie: Diamond State Crime Fighter* (Pilot and Episodes 1-25), *The Cryptid Killer*, “*Elbow Grease*” and *Other Plays*, *Evangeline* (Parts 1 and 2), *The Fall of Saul* (Episodes 1-3), *A Feline Romance*, *The Flowered Tomb*, *The Five Little Peppers Merry Christmas*, *Henry IV* (Episodes 1 & 2), *Home on Deranged*, *Lillian Russell’s Entrée into Show Business*, *The Maltese Cat*, *Mary Postgate*, *The Masque of the Red Death*, *Merlin and Vivien*, *The Millionaire’s Proposal*, *The Monkey’s Paw*, *Mount Monologue I-III*, *Mr. Hound’s Life As a Dog*, *Mrs. Bathurst*, *Othello*, *Pelleas and Melisande*, *Perps & Vics*, *The Pilgrim’s Progress*, *Pink Melon Joy*, *The Playground King*, *Poets’ Ponderings: Steve Gehrke, Right Here in Black and White* (Parts 1 and 2), *Tomorrow’s a New Day* (Episodes 1-4), *She*, *Sherlock Holmes and the Blue Carbuncle*, *Sherlock Holmes and the Engineer’s Thumb*, *Sherlock Holmes and the Five Orange Pips*, *Sherlock Holmes and the Yellow Face*, *Tammy’s Snowy Night Ride*, *The Terrifying Voyage of Arthur Gordon Pym* (Parts 1 and 2), *The Thought Body*, *Thumbelina*, *Trees Hate Us*, *Trifles*, *Vim and Vigor*, *Who Stole the Queen’s Tarts?*, *William the Conqueror*. 2010-present.

Organizer of Full Professor Events, ATU Well-Being Committee. 2021-present. Responsible for meetings and happy hours.

Co-presenter, Session on Shared Governance and Committee Work. New Faculty Academy, Arkansas Tech University. March 2021.

Shared Governance Committee, Co-Chair, Arkansas Tech University. 2019-21. Founding co-chair.

Kennedy Center American College Theater Festival Region 6 respondent. 2019-present.

Institutional Effectiveness and Efficiencies Committee, Arkansas Tech University. 2020.

Peer review committee, Communication and Journalism Department, Arkansas Tech University. Member, 2013-present. Chair, 2016-2019.

Professional Development Committee, Arkansas Tech University. Member, 2016-17.

Presenter, Panel on Diversity and Inclusion. New Faculty Academy, Arkansas Tech University. February 2017.

Presenter on theatre for local schools: Russellville (Sequoia Elementary 2015, 2017, and 2019; 3rd Grade GT 2016), Johnson County Westside High School (2015), Deer/Mt. Judea High School (2015), Western Yell County High School (2015), Danville High School (2015).

Salary, Benefits, & Awards Committee, Arkansas Tech University. Chair, 2013-2015.

Faculty Search Committee, Department of Communication, Arkansas Tech University. 2007, 2008, 2009, 2010, 2011, 2015.

Bridge to Excellence Program, Arkansas Tech University. New student mentor, 2007-2015.

Committee on Adjunct Support, Arkansas Tech University. Founder and member, 2011-2014.

Arkansas Tech University Arts and Humanities K-12 Initiative. Lecture on *The Crucible*, 2012.

Theatre Topics. Peer reviewer, 2011.

The New Sound: A Journal of Interdisciplinary Art & Literature. Peer reviewer for plays, 2011.

Faculty Speaker at Arkansas Tech University New Student Orientation. Fall 2010, Spring 2010, Fall 2011.

New Faculty Orientation Committee, Arkansas Tech University. 2007-2009.

O'Neill Playwrights Conference. Script reader, 2005.

Austin Film Festival Screenplay Competition. Script reader, 2000.

OTHER SKILLS

Fluency in French

Certified to teach Level 1 Yoga, YogaFit Program, Fall 2021.

Dossier available upon request.

Jay M. Hudkins

Professor

Department of Communication and Media Studies

Arkansas Tech University

Energy Center Building, Room 122

1815 Coliseum Drive, Russellville, AR 72801

Office Phone: 479-356-2026, Office E-mail: jhudkins@atu.edu

Home Phone: 254-258-2144, Personal E-mail: jmhudkins@gmail.com

Education

Texas A&M University: Ph.D. in Communication/Rhetoric, August 2011.

Baylor University: M.A. in Communication, August 1992.

Baylor University: B.S.E. in Speech Communication and English, August 1991.

TEACHING

Teaching Interests

Popular Culture and Communication (especially music, television, film, and social media)

Music and Communication

Legal Rhetoric (especially judicial philosophies, legal argumentation, and the rhetoric of judicial opinions and constitutional interpretation)

Rhetorical Criticism (especially of environmental and film rhetoric)

Political Rhetoric (especially presidential with respect to international relations theory)

Teaching Experience

Arkansas Tech University, Russellville, Arkansas

Professor, Department of Communication and Media Studies, 2021 – present.

Associate Professor, Department of Communication and Journalism, 2015 – 2021.

Assistant Professor, Department of Communication and Journalism, 2009 – 2015 (tenured February 2014).

Visiting Assistant Professor, Department of Speech, Theatre, and Journalism, 2008 – 2009.

McLennan Community College, Waco, Texas

Adjunct Lecturer, Department of Speech Communication, Summer 2008.

Baylor University, Waco, Texas

Full-time Lecturer, Department of Communication Studies, 2001 – 2008.
Assistant Director of Debate, Department of Communication Studies, 2001 – 2003.

Northwest Vista College, San Antonio, Texas

Adjunct Lecturer, Department of Speech, 2001.

Winston Churchill High School, San Antonio, Texas

Director of Debate, 1992 – 1998.
English Teacher, 1992 – 1994.

Baylor University, Waco, Texas

Summer Teaching Faculty, Baylor Summer Debate Institute, 1990 – 1998, 2001 – 2002.

Courses Taught and Developed

Arkansas Tech University, Undergraduate Courses:

SPH 2003	Public Speaking
COMM 2023	Communication Research and Writing
COMM 2173	Business and Professional Speaking
SPH 3033	Interviewing Principles and Practices
SPH 3033	Interviewing Principles and Practices
SPH 3073	Group Communication
SPH 4003	Human Communication Theory
COMM 4053	Communication and Music
COMM 4053	Communication and Popular Culture
COMM 4053	Music as Communication
COMM 4053	Myths, Heroes, and American Film
COMM 4053	Myths, Heroes, and Communication
COMM 4053	Popular Culture
COMM 4053	Popular Culture and Communication
COMM 4123	Persuasive Theory and Audience Analysis
SPH 4053	Legal Communication
SPH 4053	Music, Communication, and Politics
SPH 4053	Rhetoric of Music
COMM 4701	Special Methods in Speech Education
SPH 4991	Social Media Strategies
SPH 4993	Advanced Interviewing
SPH 4993	New Media Communication in Athletics
SPH 4993	Rhetorical Theory
SPH 4993	Rhetoric of Film
SPH 4993	Theories in Human Communication
SPH 4993	Webpage Design for Communication Majors

Arkansas Tech University, Graduate Courses:

COMM 5053	Communication and Popular Culture
COMM 5053	Music as Communication
COMM 5053	Myths, Heroes, and American Film
SPH 5003	Human Communication Theory
SPH 5053	Legal Communication
SPH 5053	Music, Communication, and Politics

Baylor University, Undergraduate Courses:

Argumentation, Discussion, and Debate
 Corporate Advocacy and Public Policy
 Mass Communication Campaigns
 Public Speaking
 Small Group Communication
 Speech for Business/Professional Students

Other Teaching, Undergraduate Courses:

Business and Professional Speaking, McLennan Community College
 Interpersonal Communication, McLennan Community College
 Public Speaking, Northwest Vista College

Other Teaching, Undergraduate Projects:

Supervisor, Carson Norwood, Freshman Undergraduate’s Research Paper Presentation at the “Richard Macksey National Undergraduate Humanities Research Symposium” at Johns Hopkins University (April 24-25, 2021).

Supervisor, Hayden Walker, Junior Undergraduate’s Research Paper Presentation at the “Senior Thesis and Honors Program” at Arkansas Tech University (March 20, 2014).

Co-Supervisor, Senior Thesis, Haley Smith (Spring 2012); University of Arkansas Law School, 2012.

Other Teaching, Graduate Projects:

Committee Member for Michelle Stacy’s Graduate Thesis (Spring 2018).

Teaching Awards

“Certificate of Appreciation,” Tech Loyalty Fund, (2016). Donation made in my name by Shannon Osborne.

“Certificate of Appreciation,” Tech Loyalty Fund, (2013). Donation made in my name by Annie George.

“Senior Day” Football Award Recipient (2011). Honorary recognition given by a senior player to the most important teacher from his college years. Awarded by Kelby Parks.

“Certificate of Appreciation,” Tech Loyalty Fund, (2011). Donation made in my name by Kelby Parks.

“Senior Day” Football Award Recipient (2010). Honorary recognition given by a senior player to the most important teacher from his college years. Awarded by C.J. Hunter.

Outstanding Teacher Award (1997). Honorary award given by a *summa cum laude* graduate to the most important teacher from his or her elementary, middle, or high school years. Winston Churchill High School, San Antonio, Texas. Awarded by Jessica Connelly, Valedictorian.

Outstanding Teacher Award (1996). Honorary award given by a *summa cum laude* graduate to the most important teacher from his or her elementary, middle, or high school years. Winston Churchill High School, San Antonio, Texas. Awarded by Joey Theis, Valedictorian.

Outstanding Teacher Award (1993). Honorary award given by a *summa cum laude* graduate to the most important teacher from his or her elementary, middle, or high school years. Winston Churchill High School, San Antonio, Texas. Awarded by Rebecca Gelfond, Valedictorian.

SCHOLARSHIP

Dissertation

Hudkins, Jay M. *The Supreme Court's Chief Umpire: Judging the Legal Rhetoric and Judicial Philosophy of John G. Roberts, Jr.* (Doctoral dissertation). Completed June 2011; Ph.D. conferred August 2011.

Articles, Peer Reviewed

Hudkins, Jay M. “Presidential Actions and the ‘Bully Pulpit’: Crisis Creation or Crisis Response?” *Florida Communication Journal* 41 (2013): 29-36.

Book Reviews, Unsolicited

Hudkins, Jay M. “Douglas M. Brattebo, Tom Lansford, Jack Covarrubias, and Robert J. Pauly, Jr., *Culture, Rhetoric, and Voting: The Presidential Election of 2012* [book review].” *Presidential Studies Quarterly* 47 (2017): 840-841. **[peer reviewed]**.

Hudkins, Jay M. “Jeffrey P. Mehlretter Drury, *Speaking with the People's Voice: How Presidents Invoke Public Opinion* [book review].” *Presidential Studies Quarterly* 45 (2015): 408-410. **[peer reviewed]**.

Book Reviews, Solicited

Hudkins, Jay M. “Brian S. Hoffman, *Naked: A Cultural History of American Nudism* (book review).” *The Popular Studies Cultural Journal* 4 (2016): 474-477. **[peer reviewed]**.

Hudkins, Jay M. “Michael J. Sandel, *Public Philosophy: Essays on Morality in Politics* (book review).” *Rhetoric & Public Affairs* 12 (2009): 134-137.

Current Projects

Papers in Process, Co-Author with an Undergraduate Student:

Hudkins, Jay M., and Carson Norwood. "Genre Criticism of Disease Rhetoric: President Obama's and President Trump's Attempts at Consoling an Anxious Nation." Submitting to *Communication Monographs* (Fall 2022)

Conference Presentations and Invited Talks

Invited Presentations:

"Democracy and the Informed Citizen." Invited panelist for discussion on "Arkansas and The Media: The Future and Relevance of Journalism in Our Democracy," hosted by Arkansas Tech University and the Arkansas Humanities

Council and funded by the Pulitzer Prize and the Mellon Foundation's Democracy and the Informed Citizen Project. Arkansas Tech University (April 16, 2018).

"Preparing for a Residency Position Interview." (August 6, 2018). Seminar facilitated for fourth-year medical students (M4s) enrolled in the College of Medicine at the University of Arkansas for Medical Sciences, Little Rock, Arkansas. Dr. Sara G. Tariq, MD, FACP.

"Preparing for a Residency Position Interview." (August 22, 2017). Seminar facilitated for fourth-year medical students (M4s) enrolled in the College of Medicine at the University of Arkansas for Medical Sciences, Little Rock, Arkansas. Dr. Sara G. Tariq, MD, FACP.

"Preparing for a Residency Position Interview." (August 16, 2016). Seminar facilitated for fourth-year medical students (M4s) enrolled in the College of Medicine at the University of Arkansas for Medical Sciences, Little Rock, Arkansas. Dr. Sara G. Tariq, MD, FACP.

"Preparing for a Residency Position Interview." (August 18, 2015). Seminar facilitated for fourth-year medical students (M4s) enrolled in the College of Medicine at the University of Arkansas for Medical Sciences, Little Rock, Arkansas. Dr. Sara G. Tariq, MD, FACP.

"Preparing for a Residency Position Interview." (August 11, 2014). Seminar facilitated for fourth-year medical students (M4s) enrolled in the College of Medicine at the University of Arkansas for Medical Sciences, Little Rock, Arkansas. Seminar organizer: Dr. Sara G. Tariq, MD, FACP.

"Preparing for the Job Selection Interview" (November 2012). Seminar presenter for the Advance Track/ACCELERATE Program, Arkansas Tech University, Russellville, AR.

"Environmental Stewardship and Film: A Critical Examination of *Monsters, Inc.*" (September 2006). Paper presented at Faculty Scholar's Day, Baylor University, Waco, Texas.

"Terrorism Meets Texas: President George W. Bush's Use of the Frontier Myth as a Rhetorical Strategy for Explaining the September 11, 2001, Tragedy" (March 2004). Paper presented at Faculty Scholar's Day, Baylor University, Waco, TX.

Invited Talks:

Post-performance interviewer for Mr. Jesse Lobbs, playwright, and Dr. Tom DeBlack, Professor of History, for *Bourbon: A Play about an Arkansas Political Family*, performed October 30, 2013, as a production of the Arkansas Tech University Theatre.

Interviewer for Dr. Steve Gehrke, poet, for the Arkansas Radio Theatre (April 2013; air date March 2014).

Post-performance interviewer for Dr. David Eshelman, writer and lyricist, and Dr. Timothy Smith, music composer, for *A Taste of Buffalo*, performed September 30, 2010, as part of the River Valley Play Series.

Post-performance interviewer for Dr. Stanley Lombardo, writer, for *Uncle-Father*, performed April 15, 2010, as part of the River Valley Play Series.

“Successful Interviews: When the Recruiter’s Office is a Job Fair Booth.” (October 2006). Invited lecture presented to the Texas A&M Business Students’ Association.

“An Inside Look: Interviewing from an Interviewer’s Perspective.” (October 2005). Invited lecture presented to the Texas A&M Business Students’ Association.

“Public Speaking: Unlocking the Doors to Your Future” (June 2005). Invited lecture and training seminar for the officers of the Texas chapters of the Family, Career, and Community Leaders of America.

“Nonverbal Communication” (October 2003). Invited presentation before the administrators of the Waco Independent School District.

Pedagogical Presentations:

“Famous Speeches of the 1960s” (June 2016). Seminar presenter for K-12 Summer Teacher Institute for Arkansas’ High School Teachers, Arkansas Tech University, Russellville, AR.

“Historical Letters and Addresses” (July 2012). Seminar presenter for K-12 Summer Teacher Institute for Arkansas’ High School Teachers, Arkansas Tech University, Russellville, AR.

“A Study of the Arguments, Legal Concepts, and Effects of Selected Majority/Concurring and Dissenting Opinions” (July 2012). Seminar presenter for K-12 Summer Institute for Arkansas’ High School Teachers, Arkansas Tech University, Russellville, AR.

“Teaching Small Group Communication as a Service-Learning Course” (November 2007). Short course proposal competitively selected for presentation and facilitation at the annual meeting of the National Communication Association, Chicago, Illinois.

Competitively-Selected Convention Presentations:

“Pepe the Frog: Internet Memes as a ‘Dose of Digital Ugly’ in Presidential Politics.” (November 2018). Communication and Law Division, National Communication Association, Salt Lake City, Utah.

“Free Speech in the Digital Age.” (November 2018). Communication and Law Division, National Communication Association, Salt Lake City, Utah.

“Tweeting Authoritarianism: The 140-Character Rhetoric of Donald J. Trump.” (November 2017). Freedom of Expression Division, National Communication Association, Dallas, Texas.

“The Framers, the Ratifiers, and the States: The Struggle for a National Supreme Court.” (November 2016). Argumentation and Forensics Division, National Communication Association, Philadelphia, Pennsylvania.

“Saving Rhetorical Appeals for the Environmental Movements: A Critical Analysis of *Monster’s, Inc.*” (March 2013). Humanities Education and Research Association, Houston, Texas.

“The President, the Faculty, Power, and the Presence/Absence Dialectic” (November 2006). Organizational Communication Division, National Communication Association, San Antonio, Texas.

“Reframing Environmental Discourse for the Twenty-first Century: A Critical Analysis of *Monster’s, Inc.*” (November 2006). Media Ecology Division, National Communication Association, San Antonio, Texas.

“In Defense of the Great Society: A Neo-Classical Criticism of Lyndon B. Johnson’s Inaugural Address” (November 2006). Public Address Division, National Communication Association, San Antonio, Texas.

“The President, the Faculty, Power, and the Presence/Absence Dialectic” (November 2005). Language and Social Interaction Division, National Communication Association, Dallas, Texas. **“Top Student Paper” and Bostrum Award Nominee.**

“Organizational Discourse in Higher Education: A Critical Analysis of the Dialectic of Presence and Absence” (November 2005). National Communication Association, Boston, Massachusetts.

“Organizational Discourse in Higher Education: A Critical Analysis of the Dialectic of Presence and Absence” (January 2005). Paper Development Workshop, Nuevo Dia Conference, Tempe, Arizona.

“Terrorism Meets Texas: President George W. Bush’s Use of the Frontier Myth as a Rhetorical Strategy for Explaining the September 11, 2001, Tragedy” (November 2004). National Communication Association, Chicago, Illinois.

“The Summer of Discontent: Sense Making and Networks in Higher Education” (April 2004). Paper Development Workshop, Nuevo Dia Conference, Austin, Texas.

SERVICE

University Service

Arkansas Tech University:

Appointed Member, Online Quality Committee Working Group, Spring 2020 – 2021.

Director, Interdisciplinary Research Center, for the College of Arts and Humanities, Fall 2018 – Fall 2020.

Elected Member, Academic Appeals Committee, Fall 2017 – Spring 2018.

Appointed Member, Academic Appeals Committee, Fall 2015 – Spring 2016.

Appointed Representative, Department of Communication and Journalism, Licensure Review for Speech and Drama Secondary Education Major for Arkansas Department of Education, 2015.

Elected Member, Student Affairs Committee, Fall 2012 – 2013.

Appointed Member, Committee on Adjunct Support, 2012 – 2013.
Ambassador, Tech Loyalty Fund, 2010 – 2016.
Appointed Member, Tech Loyalty Fund Committee, 2010 – 2016.

Arkansas Tech University Department of Communication and Media Studies:

Undergraduate Advisor, 2008 – present.
Content-Area Supervisor for Speech Education Students, 2009 – 2021.
Content-Area Supervisor Responsible for Gaining Degree Certification Approval for Education Degree for Drama/Speech Grades 7-12, Course Alignment with Arkansas Department of Education Content Competencies (Spring 2015).
Departmental Tenure and Promotion Committee, 2022 – present.
Departmental Peer Review Committee, Spring 2015 – present.
Member, Speech Search Committee, Spring 2015, Spring 2014, Spring and Fall 2013, Spring 2009.
Department Representative, Ad Hoc Program Dismissal Committee, Spring 2012.
Department Representative, Grade Appeal Committee, Spring 2010.

Baylor University:

Script Recorder for Audio Tours, Baylor University's Mayborn Museum Complex, 2007 – 2008.
Speech Writer for President John F. Lilley, President, Baylor University, 2006 – 2007.

- Rotary Club Address on Community Involvement between Baylor University and Waco (Fall 2006).
- Faculty/Staff Annual Address (Fall 2006).
- Commencement Address (Summer 2006).

Book Proposal Reviewer, Baylor University Press, 2006 – 2008.
Appointed Committee Member, Baylor University Press, 2004 – 2008.

Professional Activities and Service

Appointed Panelist to Arkansas Department of Education Speech and Social Studies 7-12 program review, Spring 2016.

Manuscript Peer Reviewer, *Business and Professional Communication Quarterly*, Fall 2014 – Spring 2020.

Editorial Board Member, *Journal of the International Parliamentary Debate Association*, Fall 2016 – present.

Editorial Board Member, *Iowa Journal of Communication*, Spring 2013 – present.

Community Service

Confirmand Mentor, Second Presbyterian Church, Little Rock, Arkansas, Fall 2015 – Spring 2016.

Deacon, Second Presbyterian Church, Little Rock, Arkansas, 2015 – 2018.

Graduate, Citizen's Police Academy, Russellville Police Department, 2011.

Co-Chair, Friends of the Depot Omelet Breakfast, Downtown Fall Festival, Russellville, Arkansas, 2011, 2012.

Invited Critic for "Informational Speaking" Contest, Regional Competition for the Family, Career, and Community Leaders of America, February 2007.

Consultant for Waco (Texas) Independent School District, 2003.

- Dr. Jerry Major, Superintendent: Wrote script and prepared speaker for a videotaped address for a recruitment mini-DVD, "Bridging the Future for Students Today."
- Robbie Edwards, Director of Human Resources. Revised script and prepared speaker for a videotaped address for a recruitment mini-DVD, "Bridging the Future for Students Today."
- Dr. Mark Diaz, Associate Superintendent for School Improvement. Advised speaker on his videotaped presentation, "New Teacher Orientation."

Revised: May
2022

CURRICULUM VITA

Alexis Zoe Johnson, Ph.D.
Assistant Professor of Communication, Arkansas Tech University
Energy Center 131
Ajohnson93@atu.edu
(708) 772-2626

EDUCATION

Doctor of Philosophy (Communication Studies, May 2016)
University of Nebraska-Lincoln (UNL), Lincoln, NE
Primary Area: Interpersonal and Family Communication
Secondary Area: Health Communication
Dissertation: Evaluating family caregivers' memorable messages of social support in the context of cancer.

Dissertation Advisor: Dr. Jody Koenig Kellas
Dissertation Committee: Dr. Dawn O. Braithwaite, Dr. Jordan Soliz, Dr. Wayne Babchuk
Master of the Arts (Communication Studies, August 2011)
Northeastern Illinois University

Chicago, Illinois
Primary Area: Communication, Media, and Theatre
Advisor: Dr. Tony Adams
Bachelor of the Arts (Communication Studies, August 2009, High Distinction in the Major)
The University of Illinois at Chicago
Chicago, Illinois

Primary Area: Interpersonal and Mediated Communication

ACADEMIC APPOINTMENTS

Assistant Professor (August 2015-Present)
Department of Communication and Journalism, Arkansas Tech University (ATU), Russellville, AR
Assistant Professor at Arkansas Governor's School (AGS) (Summer, 2019)
Taught Area II for Gifted Students

Arkansas Tech University, Russellville, AR

Graduate Teaching Assistant (August 2011-August 2015)

Department of Communication Studies, UNL, Lincoln, NE

Graduate Assistant (December 2009-May 2011)

Department of Institutional Research, Northeastern Illinois University, Chicago, IL

Graduate Assistant (February 2010-May 2010)

Department of Communication, Media, and Theatre, Northeastern Illinois University, Chicago, IL

REFEREED JOURNAL PUBLICATIONS

Johnson, A.Z. (Revise and Resubmit March 2020). Living in Silence in a World Full of Noise: An Autoethnography of Hearing Impairment. *Journal of Autoethnography* (Special Issue).

Alexis Z. Johnson, Ph.D. | Page 2

Kellas, J.K., Castle, K., Johnson, A.Z., Cohen, M. (2019). Cancer as Communal: Understanding Communication

and Relationships from the Perspectives of Survivors, Family Caregivers, and Health Care Providers, *Health Communication*, DOI: 10.1080/10410236.2019.168395

Kellas, J.K., Castle, K., Johnson, A.Z., Cohen, M. (2017). Communicatively Constructing the Bright and Dark

Sides of Hope: Family Caregivers' Experiences During End of Life Cancer Care. *Behavioral Sciences*. 7(2). 33-45.

BOOK CHAPTERS / BOOKS

Johnson, A.Z. (2018). An Autoethnographic Account of Navigating Patienthood as a Person with Hearing Impairment. In: Kellet, P., *Narrating Patienthood: Engaging Diverse Voices on Health Communication and The Patient Experience*. Lexington Books. pp. 133-148.

Utah, C. & Waters, A.Z. (2014). Confronting Critical Thinking Challenges "in" the College Classroom. In Shedlesky & Beaudry (Eds.), *Cases on Teaching Critical Thinking through Visual Representation Strategies* (pp. 140-156). Hershey, PA: IGI Global.

GRANT ADMINISTRATION

Johnson, A.Z., Toland, M. (2018). Surviving Illness: The Effectiveness of Health Campaign Communication Strategies in Rural Populations. Professional Development Grant, College of Arts and Humanities, Arkansas

Tech University, Awarded: \$500 for focus group research on rural health campaigns.

Johnson, A.Z. (2017). Board Games as Pedagogy in the Classroom. Professional Development Grant, College of Arts and Humanities, Arkansas Tech University. Awarded: \$1,200 for paper presentation at Central

States Communication Association.

PROFESSIONAL SERVICE AND CIVIC ACTIVITIES

Ethics Committee Member (Spring 2020-Present)

St. Marys Hospital

Russellville, Arkansas

The primary purpose a healthcare ethics committee is to consider, debate, study, or take action on ethical issues

that arise in patient care.

Spiritual Communication Chair and Program Planner (Spring 2019-Present)

National Communication Association

The primary purpose of the Spirituality Communication Division is to promote an understanding of spirituality

from a communication perspective. Within this division, spirituality is grounded in three basic understandings:

First, communication is the spiritual pathway through which individuals and groups make sense of the uncertainties and mysteries of everyday life. Second, spiritual communication has the capacity to unite diverse

communities through the recognition of our interconnectedness. Third, spirituality, broadly defined, provides a

template for examining and attempting to live a meaningful life through myriad experiences, practices, beliefs,

and traditions. The division encourages a diverse range of theories, methodologies, pedagogies, and practices,

and when relevant, the division encourages submitters to consider the applied implications of their work.

Responsibilities include reviewing submission to the division and working toward promoting our division.

Spiritual Communication Vice-Chair Elect (Fall 2018-Fall 2019)

National Communication Association

The primary purpose of the Spirituality Communication Division is to promote an understanding of spirituality

from a communication perspective. Within this division, spirituality is grounded in three basic understandings:

Alexis Z. Johnson, Ph.D. | Page 3

First, communication is the spiritual pathway through which individuals and groups make sense of the uncertainties and mysteries of everyday life. Second, spiritual communication has the capacity to unite diverse

communities through the recognition of our interconnectedness. Third, spirituality, broadly defined, provides a

template for examining and attempting to live a meaningful life through myriad experiences, practices, beliefs,

and traditions. The division encourages a diverse range of theories, methodologies, pedagogies, and practices,

and when relevant, the division encourages submitters to consider the applied implications of their work.

Responsibilities include reviewing submission to the division and working toward promoting our division.

At-Large Legislative Assembly Member (Fall 2017-Present)

National Communication Association

The Legislative Assembly (LA) is the principal policy-making body of the association and is responsible for

managing its resources and affairs.

Graduate Student Association (GSA) (Fall 2013, Spring 2014)
 University of Nebraska-Lincoln
 Chair (Fall 2019)
 Spiritual Communication Division
 National Communication Association, Baltimore, MD.
 Chair (Fall 2018)
 Health Communication Division
 National Communication Association, Salt Lake City, UT.
 Chair (Fall 2013)
 "Ethnographic (Im) Possibilities", Ethnography Division
 National Communication, Washington, D.C.
 Chair (Fall, 2012)
 "Communication Challenges within Personal Relationships", Ethnography Division
 National Communication Association, Orlando, FL.
 Chair (Fall, 2011)
 Interpersonal Division
 National Communication Association, New Orleans, LA.
 Manuscript Reviewer (November 2012-2013 and November 2017-Present)
 Ethnography Division
 National Communication Association
 Manuscript Reviewer (November, 2017-Present)
 Spiritual Communication Division
 National Communication Association
 Manuscript Reviewer (November 2016- Present)
 GIFTS Division
 National Communication Association
 Manuscript Reviewer (November 2015)
 Health Communication Division
 National Communication Association
 Alexis Z. Johnson, Ph.D. | Page 4
 Manuscript Reviewer (Fall, 2010)
 Sexual Orientation and Gender Identity Caucus
 Central States Communication Association
 Textbook Reviewer
 McGraw Hill, 2018-2019
 McGraw Hill Faculty Focus Group Participant, 2018
 Professional Development (Fall 2014- Spring 2015)
 Preparing Future Faculty
 Partner Institution: Nebraska Wesleyan University
 Mentor: Dr. Karla Jensen.
 Vice President of the Communication Association (2008-2009)
 The University of Illinois at Chicago
 DEPARTMENTAL/UNIVERSITY SERVICE
 HLC Assessment for Speech (Spring, 2020-Fall 2020)
 Arkansas Tech University
 I reviewed and assessed speeches and criteria established for those speeches for our general education public speaking courses.
 ADHE Program Review of General Education (Fall, 2019)
 Arkansas Tech University
 I created the documents needed for our program review of COMM 1003: Introduction to Communication
 Professional Development Committee-Secretary (May 2019-Present)
 Arkansas Tech University
 3-Year Term
 Responsibilities include to review and recommend applications for Professional Development Grants and

Faculty Research Grants to the Vice President for Academic Affairs for funding. In addition, I take notes and am

responsible for creating meeting minutes.

Curriculum development (Summer, 2019)

Arkansas Tech University

I was tasked with adding Interpersonal Communication within our curriculum as well as revisiting our current

curriculum to ensure our program goals were being met with our current required courses.

Communication Society (Fall 2016-Present)

Arkansas Tech University

Currently serving as the Faculty Advisor/leader for a student organization established by myself and undergraduate communication students. Responsibilities include the development of organization constitution,

running elections, voting on procedures and events, and holding a leadership role for the society.

Honors Council (August 2016-May 2019)

Arkansas Tech University

Responsibilities include the development and revision of procedures and policies pertaining to the Honors Program.

Arkansas Tech Family Campaign (Fall 2016-Present)

Arkansas Tech University

Currently serving as an ambassador for the Communication and Journalism Department. My duties include

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raising money for our programs at Arkansas Tech University from our department.

Bridge to Excellence (Fall 2016- Spring 2019)

Arkansas Tech University

Served as a volunteer mentor to meet with mentees and discuss their needs. Was mentee's go-to-person for

whenever they had any questions regarding college-related issues. This is a leadership role for faculty at Arkansas Tech University.

Time out for Tech (Spring 2017, Spring 2018)

Arkansas Tech University

Talked to freshman and their parents about opportunities as a Communication Major.

Tech Open-House (Fall, 2016)

Arkansas Tech University

Representing the Communication and Journalism Department. Talked to freshman and their parents about their

opportunities as a Communication Major. I also developed our career pathways and course information on a

flyer for this event.

INVITED TALKS

Arkansas Tech On-Track Talk (Fall 2019)

Arkansas Tech University

Title of Presentation: Be the Master of your Communication

Presented information on how to connect to others through Interpersonal Communication and how to use communication effectively to lead others.

Arkansas Tech New Faculty Academy Talk (Spring, 2019)

Arkansas Tech University

Presenter to New Faculty on developing annual performance portfolios.

Utah State University Invited Talk (Spring, 2019)

Utah State University

Invited by: Dr. Kaitlin Phillips

Presenter for the Family Communication course over Coping after Loss in the Family System.

HIM Career Day (Spring 2018)

Arkansas Tech University

Invited presenter of a workshop entitled How to Network Interview, and Engage in Professional

Communication in your Career.
Arkansas Tech On-Track Talk (Fall, 2017)
Arkansas Tech University
Invited presenter of On-Track talk entitled Understanding Body Language and Nonverbal Social Cues During Interviews.
Undergraduate Research (Spring 2016-Present)
Facilitating undergraduate research for a student.
Arkansas Tech Brown Bag Series (Fall 2016-Present)
Presenter, and developer of brown bag series held for our students.
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University of Montevallo Invited Talk (Spring, 2017)
University of Montevallo
Invited guest lecturer for the Communication 200 Class at Montevallo University over Ethnographic Research Methods.
Arkansas Tech New Faculty Academy Talk (Spring, 2017).
Presenter to the New Faculty strategies on integrating diversity and inclusion in the classroom.
Arkansas Tech On-Track Talk (Fall, 2016).
Presenter of On-Track talk entitled Leading and Speaking Effectively in today's Technological, Global, and Diverse Workplace.
Webinar (Fall, 2014)
Presenter on book chapter Confronting Critical Thinking Challenges "in" the College Classroom to discuss critical thinking issues in undergraduate education.

COMPETITIVE CONFERENCE PAPER PRESENTATIONS

Johnson, A.Z. (2019, November). Surviving Womanhood Being Motherless. Paper presented in the Ethnography Division at the National Communication Association Annual Convention, Baltimore, MD.
Johnson, A.Z., Toland, M. (2019, November). Surviving Illness: The Effectiveness of Health Campaign Communication Strategies in Rural Populations. Paper presented in the Communication Roundtables at the National Communication Association Annual Convention, Baltimore, MD.
Johnson, A.Z. (2018, November). "Playing with Forgiveness: An Autoethnography of Forgiveness After Suicide"
Paper presented in the Ethnography Division at the National Communication Association Annual Convention, Salt Lake City, UT.
Johnson, A.Z., Phillips, K. (2018, November). "Playing at Being Fine: The Role of Memorable Messages for Siblings after Sibling Death". Paper presented in the Communication Roundtables at the National Communication Association Annual Convention, Salt Lake City, UT.
Johnson, A.Z. (2018, November). Paper presented in the Communication Roundtables at the National Communication Association Annual Convention, Salt Lake City, UT.
Johnson, A.Z. (2017, November). Leaving a Mark after Death: An Autoethnography of a Daughter Carrying on a Mother's Legacy. Paper presented in the Ethnography Division at the National Communication Association Annual Convention, Dallas, TX.
Johnson, A.Z. (2017, November). Evaluating Family Caregivers' Positive and Negative Memorable Messages from Social Support Networks in Cancer. Paper presented in the Family Communication Division at the National Communication Association Annual Convention, Dallas, TX.
Koenig Kellas, J., Castle, K. Johnson, A.Z., Cohen, M.Z. (2017, November). Communicatively Constructing the

Bright and Dark Side of Hope: Family Caregivers' Experiences During End of Life Cancer Care. Paper presented in the Family Communication Division at the National Communication Association Annual Convention, Dallas, TX.

Johnson, A.Z., Dunn, K. (2017, February). The Exploration of Lived Experiences for Girls Who Game: A Collaborative Ethnography. Paper presented in the Video Game Division at the Southwest Popular Culture Association Annual Convention, Albuquerque, NM.

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Johnson, A.Z. (2017, April). Games as Pedagogy in the Classroom. Paper presented at the Central States Association Annual Convention, Minneapolis, MN.

Johnson, A.Z. (2016, November). Silent Voices in the Darkness. Paper presented in the Ethnography Division at the National Communication Association Annual Convention, Philadelphia, PA.

Koenig Kellas, J., Castle, K. Johnson, A.Z., Cohen, M.Z. (2016, November). Cancer as Communal: Understanding communication and relationships from the perspectives of patients, survivors, family caregivers, and health care providers. Paper presented in the Family Communication Division at the National Communication Association Annual Convention, Philadelphia, PA.

Johnson, A.Z. (2015, November). Inheriting breast cancer: the story of genetic history and testing. Paper presented in the Ethnography Division at the National Communication Association Annual Convention, Las Vegas, NV.

Waters, A.Z. (2014, November). "Letting Go: An Autoethnography of Loss". Paper presented in the Ethnography Division at the National Communication Association Annual Convention, Chicago, IL.

Koenig Kellas, J., Castle, K., Waters, A.Z. (2014, November). Collaboratively Constructing Hope: Narratives and Hope Communication in the Context of Palliative Care. Paper presented in the Interpersonal Communication Division at the National Communication Association Annual Convention, Chicago, IL.

Waters, A.Z., Wertley, C. (2012, November). The Numerous Facets of the D20 (Twenty-sided die to those not in the know): An Ethnography of Geek Culture. Paper presented in the Ethnography Division at the National Communication Association Annual Convention, Orlando, FL.

Waters, A.Z. (2010, November). Cancer: The Hardest Word in the Dictionary to Say. Paper presented in the Ethnography Division at the National Communication Association Annual Convention, San Francisco, CA.

Waters, A.Z. (2010, February). The Sex Life in Your Second Life: An Ethnographic Study of the Oversexualization of Women on Second Life. Popular Culture Association/American Culture Association, Albuquerque, NM.

COMPETITIVE CONFERENCE PANEL PRESENTATIONS

Johnson, A.Z. (2019). Paper presented in the Communication Roundtables at the National Communication Association Annual Convention, Baltimore, MD.

Johnson, A.Z. (2018). Paper presented in the Health Communication Division Panel Narrating Patienthood: How Dimensions of Identity and Culture "Play" into Health Communication. The National Communication Association Annual Convention, Salt Lake City, UT.

Waters, A.Z., (2013, November). An Autoethnography of the Social Identity Crisis in Interfaith Families after Death. Panel presented in the Ethnography Division at the National Communication Association Annual

Convention, Washington, D.C.

SUMMARY OF TEACHING EXPERIENCES

Communication 4053: Narrative and Storytelling (Spring, 2019)

Department of Communication and Journalism, Arkansas Tech University

Course Overview: This is an upper-level course focused on studying narratives and narrative methodologies

within the discipline. Students learned how to craft autoethnographic work. Additionally, they learned the power of storytelling. Responsibilities included creating a syllabus, preparing lectures, assignments, and exams,

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grading, and facilitating discussion about how to craft evocative narratives. I developed this course in its entirety.

Communication 4053: Dark Side of Communication (Fall 2017, Fall, 2019)

Department of Communication and Journalism, Arkansas Tech University

Course Overview: This upper-level course provides students with theoretical information to understand the

nature of the dark side and aspects of communication such as lying, manipulation, abuse, deception.

Responsibilities included creating a syllabus, preparing lectures, assignments, and exams, grading, and facilitating discussion about how to effectively communicate with stakeholders in the biomedical field and about

health. I developed this course in its entirety.

Communication 4053: Health Communication (Spring 2017, 2018, 2020)

Department of Communication and Journalism, Arkansas Tech University

Course Overview: This upper-level course provides students with theoretical information on communication

between various stakeholders in the biomedical field and how we talk about illness and death. Students learn the

complex and dynamic nature of health communication. Responsibilities included creating a syllabus, preparing

lectures, assignments, and exams, grading, and facilitating discussion about how to effectively communicate

with stakeholders in the biomedical field and about health. I developed this course in its entirety.

Communication 4053: Health, Trauma, and Difficulty in the Media (Summer 2017)

Department of Communication and Journalism, Arkansas Tech University

Course Overview: This course focuses on how trauma, health, and difficult situations are conveyed within popular culture. Students

Communication 2003: Public Speaking E-Tech Course Development (Fall, 2016)

Department of Communication and Journalism, Arkansas Tech University

Course Overview: An introductory course that focuses on best practices and principles of public speaking. Students learn how to be competent and effective public speakers. The course was developed for the use of the

college of E-Tech and is an online course. Responsibilities included creating video lectures, creating assignments

and rubrics, creating a blackboard shell for other instructors to use, making notes and weekly emails for instructors teaching the course, creating exams, syllabus, calendar, and creating tools and powerpoints for

students.

Communication 4053: Family Communication (Fall, 2016, 2017, 2020)

Department of Communication and Journalism, Arkansas Tech University

Course Overview: This upper-level course provides students with theoretical information on communication

within family systems. Students learn the complex and dynamic nature of family relationships.

Responsibilities

included creating a syllabus, preparing lectures, assignments, and exams, grading, and facilitating discussion

about family communication practices. I developed this course in its entirety.

Communication 3003: Interpersonal Communication (Fall 2016-Present; Spring, 2016-Present)
Department of Communication and Journalism, Arkansas Tech University

Course Overview: This upper-level course provides students with theoretical information on communication

within our interpersonal relationships. Students learn the complex and dynamic nature of relationships. Responsibilities included creating a syllabus, preparing lectures, assignments, and exams, grading, and facilitating discussion about interpersonal communication. I developed this course in its entirety.

Communication 1003: Introduction to Communication (Fall, 2016- Fall, 2019; Spring, 2016-Fall, 2019)
Department of Communication and Journalism, Arkansas Tech University

Course Overview: This is an introductory course that provides an overview of the discipline of communication. Students learn about the various theories and implications of communication in

the field. Responsibilities included creating a syllabus, preparing lectures, assignments, exams, grading, and

facilitating discussion about a wide array of theories in the field.

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Communication 2173: Business and Professional Communication- Online and Face-to-Face (Fall, 2015-2016;

Spring, 2016-2017, Summer 2019)

Department of Communication and Journalism, Arkansas Tech University

Course Overview: Introductory course in business and professional development. Educates students on how to

develop their professional speaking and communication skills. Responsibilities included facilitating online discussion, grading speeches and papers, and creating a course timeline.

Communication 2003: Public Speaking- Online and Face-to-Face (Fall, 2015-Present, Spring 2018-Present,

Summer 2017-2019)

Department of Communication and Journalism, Arkansas Tech University

Course Overview: An introductory course that focuses on best practices and principles of public speaking. Students learn how to be competent and effective public speakers. Responsibilities included preparing lectures,

creating assignments and rubrics, creating exams, syllabus, calendar, and creating tools and powerpoints for students.

University of Nebraska Courses Taught:

- Communication 370: Family Communication (Fall, 2014).
- Communication 20: Small Group Communication and Problem Solving (Summer, 2013; Fall, 2013; Spring, 2014).

- Communication 286: Business and Professional Communication (Fall, 2011-2012; Spring, 2012 and 2015; Summer 2012).

- Communication 286x: Business and Professional Communication Online (Summer, 2014).

- Communication 109: Fundamentals of Human Communication (Fall, 2013).

- Communication 109: Fundamentals of Human Communication Online (Spring, 2014; Fall, 2014).

SPECIAL PROBLEM IN COMMUNICATION RESEARCH COORDINATOR

Special Problem Overview: This is an upper-level special problems course that allows the student to explore an

area of study that interests them and adds depth and another layer of theoretical information toward their study

in Communication. This course is designed to advance and promote more effective types of communication

strategies in a selected context. Students undertake an advanced research project that is worked on throughout

the semester over a specialized topic selected. I assist in creating a timeline, syllabus, description of how to

conduct research, and academic journal articles over the selected topic for them to read weekly. Students meet

directly with me and are under my guidance. Each area only has 1-5 students max who carry out research and

more advanced projects under specialized topics.

Communication 4993: Communication issues surrounding Immigration (Spring, 2020)

Department of Communication and Journalism, Arkansas Tech University

Student advisee: Magali Rivera-Cisneros

Communication 4993: Communication Internship (Spring, 2020)

Department of Communication and Journalism, Arkansas Tech University

Student advisee: Grace Hendre, Nikkita Sandifer

Communication 4993: Exploring LGBTQIA+ Communication (Fall, 2019)

Department of Communication and Journalism, Arkansas Tech University

Student advisee: Hunter Byles, Audrey Barnett

Communication 4993: Communication Specialists and Organizational Communication (Summer, 2019)

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Department of Communication and Journalism, Arkansas Tech University

Student Advisee: Yousha Gou

Communication 4993: Pharmaceutical Communication (Spring, 2019)

Department of Communication and Journalism, Arkansas Tech University

Student Advisee: Ashley Griffin

Communication 4993: Psychological Communication Studies (Spring, 2019)

Department of Communication and Journalism, Arkansas Tech University

Student Advisee: Shelby Jones

Communication 4993: Conspiracy Communication (Fall, 2018)

Department of Communication and Journalism, Arkansas Tech University

Student Advisee: Ashley Wilson, Wynter Breshaw, Holly Willmon

Communication 4993: Communication in Cancer (Spring, 2018)

Department of Communication and Journalism, Arkansas Tech University

Student Advisee: Seth Walker

[This project was especially meaningful as the student's brother-in-law was diagnosed with brain cancer.

This is

what motivated the larger project. This was one of the most career-altering experiences I have had and he

expressed how cathartic it was to be both in my Health Communication course and make sense of his story

surrounding cancer.]

Communication 4993: Marginalized Groups in Communication (Fall, 2018)

Department of Communication and Journalism, Arkansas Tech University

Student Advisee: Kirsten Dunn

Communication 4993: Relational Transgressions (Spring, 2018; Summer, 2017; Summer, 2019)

Department of Communication and Journalism, Arkansas Tech University

Student Advisee: Yousha Gou, Zachary Paquet, Cody Nowotny

Honors Thesis Advisor (Fall, 2019)

Perceptions of Body Image

Honors Thesis Advisee: Audrey Barnett

A D V I S I N G

Sarah Hammons (2019-Present)

Joseph Cullen (2019-Present)

Shelby Jones (2018-Present)

Aubree Snow (2018-Present)

Taelor Acord (2018-Present)

Magali Rivera Cisneros (2017-Present)

Nikkita Sandifer (2017-Present)

Amanda Jeffcoat (2017-Present)

Jandt Weary (2016-Present)

Starlene Sharp (2016-Present)

Grace Hendren (2016-Present)

Yousha Gou (2016-2019)

Zach Paquet (2017-2018)

Harris Brown (2017-2018)

Seth Walker (2016-2018)

Jamee Mires (2016-2018)

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Brittany Collins (2016-2018)

Faith Randalls (2016-2018)

PROFESSIONAL MEMBERSHIPS

National Communication Association (NCA)

Central States Association (CSCA)

Southwest Popular Culture Association (SWPCA/ACA)

Teaching Experience

Arkansas Tech University (Regular Faculty)

Department of Communication & Media Studies

Core Curriculum Courses:

COMM 4003: Capstone course: Human Communication Theory

3 credit hours per section, taught the sole section for spring 2017, 2018, 2019, 2020, 2021 [Only offered once per year. Redesigned as online course for spring 2021.

COMM 2003: Public Speaking

3 credit hours per section, taught five sections during the 2014 academic year, four sections for academic years 2015, 2016, and 2017, 2018, 2019, fall 2020, spring 2021, fall 2021

COMM 2003: Public Speaking – Summer Sessions

3 credit hours per section, have taught one section during the first session of summers 2015, 2016, 2017, and 2018.

COMM 2173: Business & Professional Speaking

3 credit hours per section, taught three sections during the spring 2015 semester, two sections for academic years, 2015, 2016, 2017, and 2018

Specialization Courses: Upper Division & Graduate Level Seminars

COMM 4053/5053: Seminar – Food, Culture & Communication

3 credit hours per section. Offered Fall of 2020 & 2021

A senior level seminar in which students explore food as a means of communication within and across culture. Students begin with an examination of their own familial food experiences, with subsequent expansion into power structures of the family table, the role of food during “hard times,” and the current pandemic, and the role of food in reifying and rectifying racial stereotyping.

COMM 4223: Upper Division Elective – Communication and Gender

3 credit hours per section.

Redesigned the course, offering it as a once-a-year seminar: spring 2015 and 2016, fall 2017 and 2018, spring 2021.

This class asks students to think critically about and beyond the categories of “women” and “men.” Students will actively contribute to discussions as we explore the intersection of gender with culture in such contexts as the workplace, sports, the media, families, and friendships. Students contribute to up-to-date knowledge through “Gender in the News,” briefings, review a research perspective through a journal article review, select a topic for researching and preparing a teaching module, and complete a portfolio dedicated to a specific gender topic of their choosing.

COMM 4053/5053: Seminar – Organizational Rhetoric

3 credit hours per section, taught one section during the fall semester of 2015.

A seminar designed to introduce students to critical analysis of organizational communication including organizational identification, organizational advocacy & legitimacy, issues management, and crisis communication.

COMM 4991: Special Problems – Visual Rhetoric of Ancient Egypt.

1 credit hour course developed for students interested in cultural/historical approaches to rhetoric.

General University – Wide Course:

TECH 1001: Orientation to the University

1 credit hour per section. Taught 1 section during the fall 2015 semester.

University of Kansas (Adjunct Instructor)

Department of Communication Studies

COMS 330: Effective Business Communication

3 credit hours per section, taught two sections during the 2012 academic year, two sections during the 2013 academic year.

COMS 130: Speaker-Audience Communication

3 credit hours per section, taught one section during the spring 2013 semester.

University of Kansas (Graduate Teaching Assistant – Instructor of Record)

Department of Communication Studies

COMS 130: Speaker-Audience Communication

3 credit hours per section, taught three sections during the fall 2006 semester, one section during the spring 2007 semester.

COMS 330: Effective Business Communication

3 credit hours per section, taught two sections during the spring 2007 semester, three sections each for academic years 2007, 2008, 2009, 2010, 2011.

COMS 310: Organizational Communication (Discussion Lab Facilitator)

3 credit hours per section with inclusive discussion section. Facilitated one lab for the spring semester of 2009.

University of Wisconsin – Stevens Point (Adjunct Instructor)

SP100: Public Speaking

3 credit hours per section, taught six sessions for 2004 academic year.

University of Wisconsin – Stevens Point (Graduate Instructional Assistant)

SP100: Public Speaking

3 credit hours per section. Assisted professor with once-a-week large lecture sessions and taught three-sections per week (six per year) of discussion and speech preparation lab, for the 2002, 2003 academic years.

University of New Mexico (Teaching Internship)

CJ 471: Internship – Communication Education

3 credit hours per section, taught one section of undergraduate public relations research and writing course during the spring 2002 semester.

Professional Development & Discipline Conference Presentations:

- Lee, S. & Jones, V. (2020, August). *Perceived message desirability is not good enough to explain first-person effect: Testing multiple moderating variables of first-person effect*. Paper was accepted for presentation at the annual meeting of the Association for Education in Journalism and Mass Communication, San Francisco, California (Virtual Conference due to Covid-19 Pandemic).
- Jones, V. (2020, March). *Towards the nineteenth amendment: Rhetoric, myth, and Elizabeth Cady Stanton*. Selected presentation for 2020 Interdisciplinary Research Series. Arkansas Tech University.
- Jones, V., Adkins, G., & Johnson, A. (2019, May). *Where in the world are Carmen and Waldo? They're earning degrees in Communication*. Selected presentation for "Tech Talks" 2019 Center for Excellence in Teaching and Learning (CETL). Arkansas Tech University.
- Jones, V. (2018, February). *Kenneth Burke and Malcom Cowley: Charting the a-musing implications of friendship through letters*. **Top Paper Panel** Kenneth Burke Interest Group, 2018 Southern States Communication Conference. Nashville, Tennessee.
- Jones, V. (2017, February). *Mircea Eliade's Sacred and Profane: A rhetorical analysis of the Santa Opera site*. Panel Presenter, 2017 Southwest Popular Culture Conference. Albuquerque, New Mexico.

- Jones, V. (2016, March) *The good woman speaking well*. 2016 Arkansas Tech Women's Leadership Conference. Russellville, Arkansas.
- Jones, V. (2014, Fall) *Managing speech anxiety*. Arkansas Tech Student Support Services speaker series. Russellville, Arkansas.
- Jones, V. (2011, November) *The silent meow: Menu Foods failed crisis communication during the 2006 pet food recall*. Scholar-to-Scholar session, National Communication Association Convention, New Orleans, Louisiana
- Jones, V. (2010, November) *The Combined Power of the Multitude": Elizabeth Cady Stanton's 'Address of Welcome' to the 1888 International Council of Women*. Scholar-to-Scholar session, National Communication Association Convention, San Francisco, California
- Jones, V. (2010, November) *Negotiating the tension of GTA identification*. Basic Course Division, National Communication Association Convention, San Francisco, California.
- Jones, V. (2010, April) *Rhetorical impressions of the Creation Science Museum*. Spot-Light Panel, Central States Communication Conference, Cincinnati, Ohio.
- Jones, V. (2009, April) *Framing satire as promise*. Kenneth Burke Society, Central States Communication Conference, St. Louis, Missouri.
- Jones, V. (2007, November) *Mysteries of Love and Eloquence: Eloquence, sex, and politics in the mid seventeenth century*. National Communication Association Convention, Chicago, Illinois
- Asbury, M.B., Jones, V. [co-presenters] (2007, November). *The "Law and Order" of using effective sources in a speech*. Great Ideas for Teaching Division, **Top ten GIFTS** [Great Ideas for Teaching Speech]. National Communication Association Convention, Chicago, Illinois
- Jones, V. (2002, May). *The art of dialogue: The importance of two-way symmetric communication in a school community*. Inter-Cultural Communication Conference, Albuquerque, New Mexico.

Invited Guest Presentations:

- Jones, V. (2019, August). *Career options for communication majors*. 2019 Arkansas Tech University, High School Counselor Workshop.
- Jones, V. (2018, February) *Products are pitched; people tell stories: A narrative approach to the traditional elevator pitch*. PRSSA (Public Relations Student Society of American), Arkansas Tech University Department of Communication and Journalism,
- Jones, V. (2016, March) “*The good woman speaking well.*” 2016 Arkansas Tech Women’s Leadership Conference. Russellville, Arkansas.
- Jones, V. (2014) *Managing speech anxiety*. Arkansas Tech Student Support Services speaker series. Russellville, Arkansas.
- Jones, V (2013, November) “*Traveling the road to redemption: Toyota Motor Corporation’s rhetoric of atonement as response to the 2010 recall crisis.*” invited speaker, Organizational Rhetoric seminar, University of Kansas, Department of Communication Studies.
- Jones, V (2012, September) *How to burke Burke*. Invited lecturer for Kenneth Burke segment – The Rhetorical Tradition undergraduate course, University of Kansas, Department of Communication Studies.

Publications

- Jones, V. (2019). Michael Osborn on Metaphor and Style. (Book Review). *Southern Journal of Communication*. 84: 3 DOI: 10.1080/1041794X.2018.1563801 Philadelphia, PA: Taylor & Francis.
- Asbury, M.B., **Jones, V.** (2018). The “Law and Order” of using effective sources in a speech. In Seiter, J.S., Peebles, J., & Sanders, M.L. (Ed). *Great Ideas for Teaching Students (G.I.F.T.S.) in Communication*. Boston, MA: Bedford/St. Martin’s.
- Jones, V. (2012). *Traveling the road to redemption: Toyota Motor Corporation’s rhetoric of atonement as response to the 2010 recall crisis*. Doctoral Dissertation (UMI: 3541670 The University of Kansas. ProQuest Dissertations and Theses.

Scholarship & Professional Development Awards

Top Paper Panel Southern Communication Association Conference	2018
Arkansas Tech University Professional Development Grant	2018
Co- Recipient Top Ten GIFTS (Great Ideas in Teaching Speech)	2007
National Communication Association Conference	
Outstanding Graduate Student (University of Wisconsin-Stevens Point)	2004
Departmental Nominee, Distinguished Master's Thesis (UWSP)	2004

Thesis Committee & Honors Project Mentoring Scholarship

Honors Program Project Mentor for McKenzie Blanchard	March 2022 – December 2023
Thesis committee for M.L.A. Candidate Jason Harmon	August 2021 – May 2022
Project committee for MA Multi-Media Candidate Sierra Cargill	Spring 2022

Professional Activities

Regional & National Service:

Elected/Appointed Positions:

Co-Program Planner, Kenneth Burke Society (SSCA)	
Annual Conference, Frisco TX. [conference online due to COVID]	2019 - 2020
Secretary/Treasurer, Kenneth Burke Society (CSCA)	2012 – 2013
Program Planner, Kenneth Burke Society (CSCA)	2010 – 2011
Annual Conference, Milwaukee WI.	
Assistant Program Planner, Kenneth Burke Society (CSCA)	2009 – 2010
Annual Conference, Cincinnati OH.	
President, Graduate Student Organization (GSO) University of Kansas	2009 – 2010
Vice-President, GSO, University of Kansas	2008 – 2009

Volunteer Service:

Reviewer – Taylor & Ford Publishers	May 2020
Forensic Judge – Southern Forensic Championship	January 2018
Southern Journal of Communication – Book Reviewer	2018 - 2020
Central States Communication Conference - Manuscript Reviewer	2008 – 2018
National Communication Association – Manuscript Reviewer	2008 – 2020
Western States Journal of Communication – Manuscript Reviewer	2016 – 2018
Wisconsin Department of Natural Resources Regional Public Speaking Contest – (UWSP) Judge	2002 - 2004

Institutional Level Service:

Elected to the ATU Academic Appeals Committee	August 2022 – May 2023
Appointment to the ATU Institutional Scholarship Appeals Committee	August 2019 - 2020

Department Representative: Inaugural First-Generation Student Institute	June, 2019
Committee Member: College of Arts & Humanities, Faculty & Staff Mentorship Award Committee	March, 2019
Department Representative: Tech Open House	2016 – Present
Department Representative: Time-Out for Tech	2015 – Present
Group Facilitator: “Developing leadership skills in Disadvantaged youth” – UWSP	Summer, 2003

Departmental Level Service:

Elected Chair of DPTC + Serving on Peer Review Committee	Fall 2021
Appointed by Chair to serve on the departmental revisioning committee	Fall 2021
Revised Communication Major information for department website.	Fall, 2020
Communication Curriculum Review Committee	Fall 2018 – current
ATU Radio Theatre – Character voice, “The Maltese Cat”	Summer 2017
Taught hospitalized colleague’s class for final quarter of semester	Fall 2016
Creator - departmental banner; worked with University Relations ` graphic designer	Fall 2016
Academic Advising: Eight to Ten students per year	2016 - Present
Brown Bag Sessions, Organizer, Presenter	2016
Revising Assessment Tool for General Education courses, co-chair	2016 - 2017
Academic Council Meetings - Representative on behalf of chair	2015 – 2016
Faculty Coordinator, ATU Oratory Competition	2016
Faculty meeting minutes recorder	2015 – 2016
Graduate Member, Documenting Student Learning, University of Kansas Center for Teaching Excellence	2010 - 2012
Planner & Facilitator, New Graduate Student Orientation University of Kansas, Department of Communication	2007 - 2011
Group Facilitator – “Developing leadership skills in Disadvantaged youth” – UWSP	Summer 2003

Professional Society Memberships:

National Communication Association (NCA)	2017 - Present
National Communication Association (student)	2006 - 2013
Southern States Communication Association (SSCA)	2017 – 2020
Central States Communication Association (student)	2005 – 2012

Christie Kellar, MA
813 S. Greenwich Ave.
Russellville, AR 72801
479-970-5652
ckellar1@atu.edu

2011 – Present

Coordinator of Broadcast Production/Broadcast Production Specialist/Visiting Lecturer of Journalism, Arkansas Tech University.

In the fall semester of 2011, I began working at Arkansas Tech University as the Broadcast Production Specialist. **In the fall semester of 2021**, I was promoted to Coordinator of Broadcast Production for Tech TV and KXRJ studios. My responsibilities for both positions consist of the following:

- Coordinates and oversees daily student newscasts.
- Organizes the set-up, testing, and placement of broadcast production equipment needed to conduct studio productions and during remote broadcasts.
- Operates programming and recording equipment during studio productions and remote broadcasts.
- Oversee all broadcast journalism practicums.
- Oversee a complex newsroom environment that collaborates with television, radio, and digital partners.
- Coordinate and oversee the broadcast schedule.
- Train and supervise student workers and graduate assistants on broadcast equipment.
- Train graduate assistants to supervise.
- Maintain and supervise media production trailer.
- Maintains and repairs broadcast production equipment and transmitter by troubleshooting, testing, adjusting, and replacing worn-out equipment.
- Prepares specifications for equipment purchases, recommends purchases to supervisor, and maintains supply inventory.
- Administer the broadcast journalism operating budget including recommending and coordinating purchases.
- Serves as the primary broadcast technology resource person.
- Keep up-to-date on new technological developments in the field, and keep senior administrators and faculty apprised.
- Plan for the future in line with the university mission.
- Mentor undergraduate students in obtaining internships.
- Oversee the implementation of FCC policies.
- Maintain FCC licensing and records.
- Keep up with royalty compliance to ASCAP, SESAC, and Sound Exchange. Submit logs for royalty compliance to BMI.
- Run weekly and nationally scheduled Emergency Alert System tests and maintain EAS logs for FCC compliance.

- Maintain department website.
- Work in collaboration with the department chair and dean to produce various media materials for public information, recruitment, and other purposes.
- Serve on the commencement committee and assist with video production for commencement.

Over the past decade, I have worked with and trained students on the following hardware and software:

FIELD EQUIPMENT	STUDIO EQUIPMENT	SOFTWARE
<ul style="list-style-type: none"> • Panasonic AG-HVX205 • JVC GY HM150U • Sony HXR NX5U • Sony PXW Z150 4K • MavicPro 2 • Light panels • Wireless Mics • Boom Mic • GoPro • Nikon DSLR • Syrp Genie Timelapse 	<ul style="list-style-type: none"> • Compix CG • BlackMagic Design UltraStudio Express • BlackMagic ATEM 2 M/E Production Studio 4K • TASCAM Audio Console • Ross 3-Play Replay • Yamaha MGP16X Mixing Console • BlackMagic Smart Videohub Route 	<ul style="list-style-type: none"> • Adobe Premiere Pro • Adobe Photoshop • Adobe After Effects • Final Cut • Adobe Animate • Adobe Lightroom • Adobe Illustrator • DRS 2006 • EZ News • ENPS • Inception News

In the Fall semester of 2012, I began teaching my first Journalism course, New Media News

Gathering.

New Media News Gathering Course Description: In this class, students will learn the step-by-step process of crafting a professional news story. This course teaches the core skills of writing and editing scripts, camera use and functions, and basic video editing. We will also spend time creating “voice-overs” and learning how to use “stand-ups” to help tell the story. Coursework is designed to help students learn how to gather information, then construct news packages for Tech TV and their social media site. The only way to acquire these skills is through practice; therefore, each student will rotate between photog, reporter, and editor positions within a designated group.

In the Spring semester of 2013, I also began teaching TV News Production.

TV News Production Course Description: In this course, students apply and build on the skills acquired from New Media News Gathering. Students will study the major components of a newscast, such as creating content for broadcast using Inception News software, scriptwriting, creating news packages, voice-overs, and VO/SOT’s. By the end of the semester, the student will better understand all elements that make up a newscast.

According to their field knowledge, students will produce Investigative, Hard News, Feature, NATs Pack, Multicultural Profile, and Community Issue packages. The students will rotate to a different position for each news package to get the practical experience needed. Each person in the group will be required to shoot video, write scripts and anchor intro, deliver a stand-up, and edit the final package. Also, a written and edited VO/SOT will be due the following week for each package turned in. All coursework is designed to prepare each student for the final project.

In the Fall semester of 2013, I continued to teach New Media News Gathering and added Advanced Video Editing to my courses.

Advanced Video Editing Course Description: In this class, students take a more in-depth look into the art of video post-production. Through demonstrations and hands-on experience, students learn advanced editing techniques with a comprehensive examination of Adobe Premiere Pro.

In the Spring of 2014, I’m still teaching Television News Production, and I developed the Backpack Journalism course.

Backpack Journalism Course Description: Journalism has been evolving for many years. Many TV stations are now looking for journalists that can take on several roles: reporter, camera operator, and editor. In this course, students will learn what it takes to be a solo journalist and apply those concepts through a practical learning method.

In the Fall of 2015, I developed a Video Résumé Building course.

Video Résumé Building Course Description: As a broadcast journalist, you will need a demo reel to showcase your talent and skill level to potential employers. Depending on the area of interest, your tape will include examples of reporting, camerawork, editing, or producing.

In the Summer of 2018, I began mentoring and teaching for Upward Bound at Arkansas Tech University. In Design and Film Multimedia, students learn the step-by-step process of crafting professional videos and delivering television content. This course teaches the fundamental skills of camera use, video editing using Adobe Premiere Pro CC, scriptwriting, on-air delivery, and studio equipment.

In the Fall of 2018, I was nominated and accepted as non-regular faculty to the Arkansas Tech University Graduate Faculty. The Graduate Council approved me to teach the following courses: JOUR 6133 Video Production for New Media, JOUR 6013 Visual Storytelling, and JOUR 5023 Social Media.

In the Fall of 2019, I began working with ATU's Director of Grants and Sponsored Programs to seek outside funding for studio renovations. I submitted a grant proposal for four hundred thousand dollars to update the studio and equipment from analog to HD.

In the Fall of 2020, I created and taught an intense hands-on training course for both graduates and undergraduates. Digital Media Production is a comprehensive equipment-based course, introducing students to the technical aspects of media equipment.

Digital Media Production Course Description: Students learn media production using the tools of cameras, film, audio production, lighting, drone photography, editing, and mobile TV production. This hands-on application will develop the physical and mental skills necessary to evolve in the TV production field.

Over the last six years, I have taught/created more than 20 Special Problems and Independent Study courses, including 3D Multimedia Animation, Special Effects with 3D Graphics, Advanced Videography, Advanced News Reporting, Television Management, and Intro to Illustrator.

2003 – Current

C.White Video Production

Contracted by advertising companies, cable companies, and local businesses to shoot video, edit, voice, and produce various videos.

2009 – 2011

KATV (ABC) Little Rock, AR

Editor

In this position, I was responsible for the following:

- Editing news packages, VO/SOT's, VO's for daily newscasts.
- I Integrated video during the live broadcast.
- Shoot video as a backup photographer during football games, extreme weather, and other incidents.

Scholarship

My scholarly activity includes engaging with students in a real-world technical setting. The goal is to promote journalistic creativity across multiple platforms. Throughout my career at Tech, I've assisted students in various projects and created courses to accommodate individual students in an area of particular interest. My focus is to bridge the gap between scholarship and practical

application by cultivating teaching opportunities; this ensures that students have the talents and skills to apply various crafts in the broadcast production industry. Some areas of application are; securing a crew and supervising students on the set of a professional video shoot, assisting a journalism student in the Fox News College Challenge, collaborating with the Director of Center for Community Engagement and Academic Outreach to create a promotional video for an Interdisciplinary Project-Based Learning course, designing/teaching more than 20 Special Problems and Independent Studies, aiding in mobile production broadcasts, and assisting producers in searching for relevant content to air on Tech TV.

In the fall of 2013, I was contacted by the New York company Hesterhouse Productions, requesting students to help with a music video. For three days, five students and I assisted with filming, lighting, and directing singer and songwriter Lance Carpenter's *12th and Gibson* music video.

In the fall of 2015, I advised and assisted a student in the Fox News College Challenge. Together, we researched new laws concerning concealed carry on public campuses, interviewed local law enforcement and professors, and shot b-roll.

In the fall of 2018, a student and I created a promotional video to document the progression of an Interdisciplinary Project-Based Learning course where ATU students teamed up with Denali Water Solutions for a semester.

Over the past six years, I have created and taught more than 20 Special Problems and Independent Study courses, including; Advanced Videography, Television Management, Advanced News Reporting, 3D Multimedia Animation, Special Effects with 3D Graphics, and Intro to Illustrator.

I've led students in multi-camera, live studio, and remote production over the past nine years. I've taught students how to create content, search relevant topics, and produce live broadcasts. My students' stories and packages air weekly on a live show. In conjunction with studio broadcast, I train students on mobile production broadcasts for studio and sporting events. Involving students in such activities gives them an "outside of the classroom" work experience. Because of my extensive hands-on training in the field, studio, and mobile production trailer, my students acquire a vast understanding of technology in the industry, giving them the tools they need to begin a career in multimedia immediately following graduation.

Professional Activity

Editor:

- "Soldier Cold Case Part 1 & Part 2" May 2010. KATV Channel 7 News.
- "Baby Alex Garland Co." May 2011. KATV Channel 7 News.
- "Hot Springs Prosecutor Tweener" July 2011. KATV Channel 7 News.
- "Hunger in Arkansas" July 2011. KATV Channel 7 News.

Videographer and Editor:

- "Tobacco Town 30 Second Commercial" June 2014. Suddenlink.
- "Trucks Unlimited 30 Second Commercial" August 2015. Suddenlink.
- "LeeAnn's Fine Jewelry 30 Second Commercial" April 2013, August 2016. Suddenlink.
- "Kitchen Krazy 30 Second Commercial" September 2016. Suddenlink.

Videographer:

- "Shooters" September 2017. Clarksville Cinema.
- "Cake House" September 2017. Clarksville Cinema.

- “American Wings” September 2017. Clarksville Cinema.
- “Repeat Boutique” May 2017. Clarksville Cinema.
- “Whitson Morgan” May 2017. Clarksville Cinema.
- “Coast to Coast Carports, Inc.” September 2017, July 2019. Clarksville Cinema.

Service

Videography, Photography, and Editing:

- “Texting & Driving PSA” January 2013. Suddenlink Cable.
- “Habitat for Humanity” September 2014
- “Russellville PD Recruitment” January 2015.
- “River Valley Food 4 Kids PSA” August 2016.
- “Junior Auxiliary Promo” February 2018, 2019, & 2020.
- Pottsville High School Volleyball team and senior photo and banners. August 2018.
- Graduation pictures for various ATU students.

Certifications

- Introduction to Adobe After Effects. July 2013
- Advanced Adobe After Effects. August 2014
- Introduction to Adobe Premiere. July 2015
- Advanced Adobe Premiere Pro. July 2015
- Introduction to Adobe Photoshop. July 2016
- Advanced Adobe Photoshop. July 2016
- Introduction to Illustrator. July 2018
- Drone Photography. July 2019

Education

Master of Arts in Multimedia Journalism

Arkansas Tech University, May 2011

Bachelor of Arts in Journalism Broadcast

Arkansas Tech University, May 2009

Sangki Lee, Ph. D.

Professor of Journalism
Director of Multi-Media Journalism Master Program
Department of Communication and Journalism
Energy Center Bldg., Room 102
1815 Coliseum Drive, Russellville, AR 72801
479.968.0640 / slee15@atu.edu

EDUCATION

- 2007 **Ph.D.** in Media Effects, Pennsylvania State University
2002 **M.A.** in Telecommunication Management, Michigan State University
1999 **M.A.** in Mass Communication, Sogang University, Seoul, South Korea
1997 **B.A.** in Mass Communication, Sogang University, Seoul, South Korea

PROFESSIONAL BACKGROUND

- Fall 2021 – Present Professor of Journalism, Arkansas Tech University
2014 – Spring 2021 Associate Professor of Journalism, Arkansas Tech University
2011 – Present Director of the Master of Arts in Multi-Media Journalism program,
Arkansas Tech University
2008 – Spring 2014 Assistant Professor of Journalism, Arkansas Tech University
2007 – Present Graduate Faculty, Arkansas Tech University
2007 – 2008 Visiting Assistant Professor of Journalism, Arkansas Tech University
2002 – 2005 Research Assistant, Pennsylvania State university
1997 – 1999 Teaching Assistant, Sogang University, Seoul, Korea
1992 – 1995 Staff Sergeant, Korean Army

SCHOLARLY ACTIVITIES

Journal Articles:

Oliver, M. B., Yang, H., Ramasubramanian, S., Kim, J., & Lee, S. (2008). Exploring a reinforcement model of perceived media influence on self and others. *Communication Research*, 35 (6), 745-769.

Bhattacharya, S., Helsel, J., Hu, Y., Lee, S., Kim, J., Kim, S., Michael, P. W., Park, J., Sager, S. S., Seo, S., Stark, C., & Yeo, B. Anne Hoag, Supervising Professor (2003). A literature review of computers and pedagogy for journalism and mass communication education. *Journalism and Mass Communication Educator* (under the section entitled “The Graduate Teaching Academy”), 57(4).

Book Chapter:

Lee, S. (2009). Subsidies for American newspaper industries. In Korea Press Foundation (Eds.), *Media regulation in newspaper industries* (pp.150-182). Korea Press Foundation: Seoul, South Korea (translated).

Journal Articles (Under Review):

Lee, S. & Jones, V. (2021). Perceived message desirability is not good enough to explain first-person effect: Testing multiple moderating variables of first-person effect. *International Journal of Communication*.

Lee, S. (2021). Attitude toward openness versus narcissistic traits: The way college students use Facebook and Instagram. *Southern Communication Journal*.

Competitively Selected Conference Presentations (National and International Level):

Lee, S. & Jones, V. (August, 2020). *Perceived message desirability is not good enough to explain first-person effect: Testing multiple moderating variables of first-person effect*. Paper was accepted for presentation at the annual meeting of the Association for Education in Journalism and Mass Communication, San Francisco, California (Virtual Conference due to Covid-19 Pandemic).

Lee, S. (May 2018). *Does social media context affect your estimations of media effects? Testing third-person effect in news consumption via online news sites and Facebook*. Paper was accepted for presentation at the annual meeting of the International Communication Association, Prague, Czech Republic.

Lee, S. (Aug. 2017). *Narcissism or Willingness: The way college students use Facebook and Instagram*. Paper was accepted for presentation at the annual meeting of the Association for Education in Journalism and Mass Communication, Chicago, Illinois.

- Lee, S. (Aug. 2009). *First-person perceptions and self-enhancement explanation*. Paper was accepted for presentation at the annual meeting of the Association for Education in Journalism and Mass Communication, Boston, Massachusetts.
- Lee, S. (Feb. 2007). *Is self-enhancement explanation valid to define first-person perceptions?* Paper was accepted for presentation at the Mid-winter Conference of the Association for Education in Journalism and Mass Communication, Reno, Nevada.
- Lee, S., Cho, Y-S. (Feb. 2007). *Motivational explanatory mechanism for third-person perceptions: Three empirical tests of self-enhancement explanation*. Paper was accepted for presentation at the Mid-winter Conference of the Association for Education in Journalism and Mass Communication, Reno, Nevada.
- Cho, Y-S., Lee, S., Lee, S. (Feb. 2007). *The abolition of the pilot edition and content diversity of front page in Korean newspaper*. Paper was accepted for presentation at the Mid-winter Conference of the Association for Education in Journalism and Mass Communication, Reno, Nevada.
- Lee, S., Shen, F. (Aug. 2005). *Party affiliation, political ad perceptions and political involvement: Evidence from the 2004 Presidential campaign*. Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, San Antonio, Texas.
- Oliver, M. B., Yang, H., Ramasubramanian, S., Kim, J., & Lee, S. (Aug. 2004). *Exploring a reinforcement model of perceived media influence on self and others*. Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Toronto, Canada.
- Oliver, M. B., Ramasubramanian, S., Yang, H., Kim, J., & Lee, S. (May 2004). *The importance of allowing for diversity of opinion in the examination of third-person perceptions*. Paper presented at the annual meeting of the International Communication Association, New Orleans, Louisiana.
- Lee, S., Yang, H., Kim, J., & Stavrositu, C. (May 2004). *Effects of multimedia and sensationalism on processing and perceptions of on-line news*. Paper presented at the annual meeting of the International Communication Association, New Orleans, Louisiana.
- Chung, D., Lee, S., & Lewis, N. (July 2002). *Loneliness and interpersonal relationship in computer-mediated communication*. Paper presented at the annual meeting of the International Communication Association, Seoul, South Korea.
- Lee, S., Choi, J., & Lee, J. (May 1998). *A critical study of channel-bundling strategies in cable television*. Paper presented at the Conference of Graduate Students, Korean Society for Journalism and Communication Studies.

Other Presentations:

Sangki Lee (Sep. 2005). *Motivational explanations for third- and first-person effects*. College of Communications Colloquium, Pennsylvania State University.

Kim, J., Lee, S., Seo, S., & Cole, C. (Apr. 2003). *The perceptions of race and crime in on-line news: White's evaluations and misidentification of criminal suspects*. Poster presented at the annual graduate research exhibition at the Pennsylvania State University.

Advised Research and Portfolio Projects (Final Project for Multi-Media Journalism Master Program):

Portfolio Project

Bell, Megan (2022). *Mental health in student-athletes in the NCAA*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://meganbell98.wixsite.com/student-athletes>

Brown, Tia (2022). *How essential is a college degree in modern day society?* Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://tbrown9827.wixsite.com/finalproject>

Logan, Ricci (2022). *How social media affects mental health*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://riccilogan2.wixsite.com/my-site-2>

Ashlock, Carly (2021). *The new era of Miss America 2.0*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://carlycopeland34.wixsite.com/new-era-miss-america>

Borges, Ana (2021). *Gun Culture*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://gun-culture.com/>

Elshrief, Lina (2021). *The Voiceless*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://linaelshrief91.wixsite.com/voiceless>

Hall, Dallas (2021). *The Local Smackdown: The Realism of Wrestling*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at www.thelocalsmackdown.com

Leonard, Stormi (2021). *Life in Crisis: The Multifaceted Opioid Crisis*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://stormileonard.wixsite.com/lifeincrisis>

Strader, Colton (2021). *Speedrunning*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://startingaconversation.squarespace.com/a-quick-look-at-beating-video-games-fast>

- Gamez, Taylor (2019). *Crystal Clear Arkansas*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://crystalcleararkansas.com/>
- Masoum, Suha (2019). *Technology generation*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://suhamasoum.wixsite.com/technogen>
- Mukai, Shun (2019). *I hate hunger*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://www.ihatehunger.com/>
- Quincy, Peyton (2019). *The untold story of Rashard Hollywood Higgins*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://yoshithao94.wixsite.com/theforgottenallies>
- Sumaili, Abdullah (2019). *Divorce in USA*, Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://sites.google.com/view/divorce123/home>
- Thao, Yoshia (2019). *The forgotten allies*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://yoshithao94.wixsite.com/theforgottenallies>
- Allen, Caly (2018). *Hot spring's bathers*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://www.hot Springsbathers.com/>
- Harper, Alexis (2018). *The opioid epidemic*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://alexharper23.wixsite.com/mysite>
- Quaid, Amber (2018). *Community Journalism in Arkansas*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://www.communityjournalismar.com/>
- Julme, C. (2017). *The urgency to tackle teenage pregnancy in Haiti*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://kaselezo.com/>
- Kendrick, T. (2017). *Blue collar america*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://www.bluecollaramerica.org/>
- Chen, Xin (2015). *Arkansas wine history*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://arkansaswinehistory.wordpress.com/arkansas-wine-location-and-how-to-make-wine/>
- Iksander (2015). *The shadow fighters*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://thestoryofshadowfighters.wordpress.com/>
- Tran, B. (2015). *Women's roles in major religions*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://womenandreligions.wordpress.com/>

- Blake, R. (2015). *From farm to feast*. Final graduation project, Arkansas Tech University, Russellville, AR.
- Aitkin, B. (2015). *Barbwire productions*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://barbaraaitken60.wix.com/barbwireproductions>
- Thone, C. (2015). *Made in Arkansas*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://www.madeinark.squarespace.com>
- Kelly, J. A. (2015). *Art of ink*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://artofink.wordpress.com/>
- Canard, N. (2015). *Preserving Arkansas*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <https://preservingarkansas.wordpress.com/>
- Lanning, C. (2014). *Running in the River Valley*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <http://finalportfolio2014tech.wordpress.com/>
- Moseby, C. (2014). *The perfect person: Mind, body, and sprit*. Final graduation project, Arkansas Tech University, Russellville, AR.
- York, R. (2014). *Homelessness in Russellville*. Final graduation project, Arkansas Tech University, Russellville, AR.
- Lacy, B. (2013). *Small town events*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <http://flappercot.wordpress.com/>
- Galvão, T. (2013). *Brazil: it is not just about Carnaval, it is not just about soccer*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <http://thatabaptistetiportfolio2013.wordpress.com/>
- Gilliam, J. (2013). *The alternative perspective*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <http://john-gilliam.com/>
- Montgomery, D. (2103). *Texting and driving*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <http://danielagradsuateportfolio.wordpress.com/>
- Slinkard, S. (2013). *History of equality and civil rights*. Final graduation project, Arkansas Tech University, Russellville, AR.
- Wallis, A. (2013). *Importance of Student Involvement and how to get involved*. Final graduation project, Arkansas Tech University, Russellville, AR. Available at <http://seniorprojectstudentinvolvement.wordpress.com/>

Research Project

- Farrell, M. (2012). *The use of music composited with video can cause a change in perception, mood and behavior*. Master Thesis, Arkansas Tech University, Russellville, AR.
- Fiaccone, D. (2012). *Pending Facebook public offering: An analysis of the potential effect of lower privacy standards and increasingly invasive advertising by age demographics on user engagement*. Master Thesis, Arkansas Tech University, Russellville, AR.
- Mattewes, B. N. (2011). *Effects of sexual self-schema and co-viewing on sexual products' advertisement: Ad affects and evaluations*. Master Thesis, Arkansas Tech University, Russellville, AR.
- Porche, K. M. (2011). *How television programs affect teen's perception, attitude, and behavior towards sex and pregnancy using the cultivation perspective: Focusing on two popular programs among teen girls such as '16 & Pregnant' and 'Teen Mom.'* Master Thesis, Arkansas Tech University, Russellville, AR.
- White, C. (2011). *Gender differences in motivations for using Facebook*. Master Thesis, Arkansas Tech University, Russellville, AR.
- Gilley, M. (2010). *Convergence of newsrooms and its effect on journalism education*. Master Thesis, Arkansas Tech University, Russellville, AR.

Manuscripts in Progress:

- Lee, S. *How social media influence people's perception of Covid-19 news and their decision to follow CDC guideline based on elaboration likelihood model*. (Working on research method)
- Lee, S. *Cultural variations of third-person perceptions: Focus on the level of self-enhancement motivation between USA and South Korea*. (Working on questionnaire)

Research Projects and Experiences:

Research Assistant to Prof. Fuyuan Shen, Pennsylvania State University, College of Communications, Fall 2005. *Advertising exposures and message types: Exploring the perceived effects of soft-money political ads*.

Responsibilities: Conducting a literature review, creating experiment materials, conducting a web-survey

Research Assistant to Prof. Fuyuan Shen, Pennsylvania State University, College of Communications, Spring 2005. *The effect of news frames and individual schemas on issue interpretations and attitude*.

Responsibilities: Conducting a literature review, conducting a survey, coding participants' responses, participating in discussions regarding study results

Research Assistant to Prof. Fuyuan Shen, Pennsylvania State University, College of Communications, Fall 2003. *Chronic accessibility and individual cognitions: Examining the effects of message frames in political advertisements.*

Responsibilities: Conducting a literature review, conducting a survey, coding participants' responses, participating in discussions regarding study results

Research Assistant to Prof. James W. Dearing, Michigan State University, Department of Communication, Fall 2000. *Michigan life science corridor indicators project.*

Responsibilities: Conducting a literature review, collecting data, analyzing data

Research Assistant to Dr. Yong Ho Chang, Sogang University (Korea), Department of Mass Communications, Fall 1998. *Investment model of visual media industry.*

Responsibilities: Conducting a literature review, collecting data, testing a model

Research Assistant to Dr. Yong Ho Chang, Sogang University (Korea), Department of Mass Communications, Fall 1998. *Integration of broadcasting and telecommunication: Model of demand supply in the program market.*

Responsibilities: Conducting a literature review, collecting data, analyzing data

Research-Related Skills:

Statistics and Spreadsheet software: SPSS, JMP, Minitab, Amos, Microsoft Excel.
Graphic and Web development software: Adobe Photoshop, Microsoft FrontPage, Macromedia Dream Weaver.

TEACHING

Teaching Interests:

Social and Psychological Effects of Mass Media, Mass Communication Theories, Communication Technologies, Social Media, and Media Industries

Teaching experiences:

Associate Professor of Journalism, Arkansas Tech University (Feb. 2015 to Present)

Assistant Professor of Journalism, Arkansas Tech University (Fall 2008 to Feb. 2014)

Visiting Assistant Professor of Journalism, Arkansas Tech University (Fall 2007 - Spring 2008)

Courses taught at Arkansas Tech University

- JOUR 6996 Professional Project
- JOUR 6991 Project or Thesis Research Continuation
- JOUR 6333 Professional Portfolio
- JOUR 6053 Media and Society
- JOUR 5193 Communication Research Methods
- JOUR 5123/4123 Laws of Communication
- JOUR 5083/4083 Computer Mediated Communication

- JOUR 5023/4023 Social Media
- JOUR 4883 Mass Communication Theory
- JOUR 2173 Introduction to Film
- JOUR 2153 Introduction to Telecommunication

Teaching Assistant, College of Communications, Pennsylvania State University (Fall 2002 – Fall 2005)

Courses assisted: COMM 385 Broadcast and Cable Programming, COMM 403 Law of Mass Communications, COMM423 Advertising Campaigns, COMM422 Advertising Media Planning

Responsible for supervising group projects, assessing students' performance, and updating new research findings and industry trends

Teaching Assistant, Department of Mass Communication, Sogang University, Seoul, South Korea (Spring 1997 – Fall 1998)

Courses assisted: Human Communications, Mass Communication Research Methods
Responsible for lecturing parts of classes, supervising group projects, and assessing students' performance

Teaching Related Contribution:

Developing JOUR 3000 level Social Media Principle course as a Social Media Minor requirement (Spring 2020 – Present)

Revised JOUR 5083/4083 Computer Mediated Communication course entirely and submitted a course title change request (Fall 2019)

Revised JOUR 5023/4023 Social Media course entirely (Spring 2019)

Developed two 8-week distant learning courses (online versions) for eTech: JOUR 4083 Computer Mediated Communications and JOUR 4123 Laws of Communication (Fall 2012)

Developed and submitted a course revision for JOUR 4083 Computer Mediated Communication (Spring 2012)

Developed course syllabus, structure, and evaluation plan for JOUR 6333 Professional Portfolio (Fall 2012)

Developed two 16-week distant learning courses (online versions) for eTech: JOUR 4083 Computer Mediated Communication and JOUR 4123 Laws of Communication (Spring 2011)

Worked as a graduate faculty for degree and course revisions for the Master of Arts in Multimedia Journalism (MMJR) degree (Fall 2010)

Teaching Related Coursework:

Communications Curriculum and Pedagogy (COMM 597A), a graduate seminar for doctoral students, College of Communications, Pennsylvania State University (Spring 2003)

SRVICE to INSTITUTION, PROFESSION, & CMMUNITY

Service to Institution:

Creating the MMJR Program Review Report for Arkansas Division of Higher Education (Fall 2021)

Program Representative, Graduate Exploration Fair, Arkansas Tech University (Fall 2021)

Program Representative, Virtual Open House, Graduate College, Arkansas Tech University (January 2021)

Member, Graduate Program Director Working Group, Arkansas Tech University (2021)

Advancing MMJR program website, Arkansas Tech University (2021)

Member, Department Promotion and Tenure Committee, Department of Communication and Journalism, Arkansas Tech University (2019 - Present)

Member, Social Media Minor Curriculum Review Committee, Arkansas Tech University (2018 – Present)

Member, Bachelor of Arts in Journalism Program Review, Arkansas Tech University (2018 – Present)

Chair, Multimedia Journalism Master Program Assessment Committee, Arkansas Tech University (Fall 2014 – Present)

Member, Graduate Faculty, Arkansas Tech University (Fall 2007 – Present)

Graduate Program Director, Multimedia Journalism Program, Arkansas Tech University (Fall 2014 – Present)

Member, Academic Contingency Planning Group, Arkansas Tech University (May 2020 – July 2020)

Member, College of Arts and Humanities Award Committee, Arkansas Tech University (March 2020)

Member, Academic Appeals Committee, Arkansas Tech University (2019 – 2020)

Member, Peer Review Committee, Department of Communication and Journalism, Arkansas Tech University (2014 – 2019)

Member (2 year term), Faculty Welfare Committee, Arkansas Tech University (Fall 2013 – Fall 2015)

Member, Search Committee for Assistant Professor of Public Relations, Arkansas Tech University (Fall 2013)

Member, Bachelor of Arts in Journalism Program Review, Arkansas Tech University (Fall 2013)

Member (1 year term), Faculty Welfare Committee, Arkansas Tech University (Fall 2012 – Spring 2013)

Member, Search Committee for Department Head of Speech, Theater, and Journalism (Spring 2012)

Member, Search Committee for Assistant Professor of Public Relations, Arkansas Tech University (Spring 2012)

Member, Search Committee for Assistant Professor of Print Journalism, Arkansas Tech University (Spring 2012)

Member, Program Dismissal Committee, Arkansas Tech University (Spring 2012)

Director, Multi-Media Journalism Master Program, Arkansas Tech University (Fall 2011 – Present)

Co-chair, Program Review Committee for the M.A. in Multimedia Journalism, Arkansas Tech University (Fall 2011 – Spring 2012)

Member, Search Committee for Assistant Professor of Public Relations, Arkansas Tech University (Spring 2011)

Coordinator, Program Assessment for the Department of Speech, Theater, and Journalism, Arkansas Tech University (Fall 2009 – Spring 2011)

Representative, Time out for Tech, Arkansas Tech University (Spring 2010)

Member, Search Committee for Assistant Professor of Multimedia, Arkansas Tech University (Spring 2009)

Representative, Time out for Tech, Arkansas Tech University (Spring 2009)

Judge, Graduate Projects Exhibition, Department of Speech, Theater, and Journalism, Arkansas Tech University (Spring 2008)

Member, Department Assessment Plan Committee, Department of Speech, Theater, and Journalism, Arkansas Tech University (Fall 2008 – Fall 2009)

Member, Crabaugh Scholarship Committee, Department of Speech, Theater, and Journalism, Arkansas Tech University (2007 – 2018)

Member, Hollabaugh Scholarship Committee, Department of Speech, Theater, and Journalism, Arkansas Tech University (2007 – 2018)

Service to Profession:

Peer Reviewer, Communication Theory and Methodology Division, Annual Conference, Association for Education in Journalism and Mass Communication (2020).

Peer Reviewer, Mass Communication Division, Annual Conference, Annual Conference, International Communication Association (2019).

Peer Reviewer, Communication Technology Division, Annual Conference, Association for Education in Journalism and Mass Communication (2011 – 2013)

Peer Reviewer, Entertainment Studies Interest Group, Annual Conference, Association for Education in Journalism and Mass Communication (2010 – 2012)

Service to Community:

Voluntary Bus Rider, School Bus Meal Deliveries during Pandemic, Crawford Elementary School, Russellville, AR (March 2020 – April 2020)

Judge, Three Divisions (Photographic Technology, Digital Photography, and Digital Video Production Divisions), River Valley Technology Challenge, Technology Student Association, Arkansas Department of Career Education (Spring 2019)

Volunteer staff, *Night to Shine*, the annual nation-wide event for the handicapped, Connect Church, Russellville AR (Feb 2019)

Member, Buddy Break for the handicapped, Connect Church, Russellville AR (Spring 2018 – Present)

Member, Band Booster, Roseville School District, Russellville AR (2107 – 2018)

Chair, Yearbook Committee, St. John Catholic School, Russellville AR (Fall 2012 – Fall 2013)

Coach, Arkansas Valley Soccer Association, Russellville, AR (Fall 2012 – Fall 2015)

A fund raiser, Cub Scout for Pack 210, Russellville, AR (Fall 2012)

A field helper, Arkansas Valley Soccer Association, Russellville, AR (Fall 2011 – Spring 2012)

Volunteer, Salvation Army, Russellville, AR (Winter 2011)

Volunteer, Watch Dog Program for Center Valley Elementary School, Russellville, AR (Fall 2011)

Member, Media Effects Research Group, College of Communications, Pennsylvania State University (Aug. 2004 – May 2007)

Member, Theatrical Club, Sogang University, South Korea (Mar. 1990 – Feb. 1997)

Student Representative, Student Council of Dept. of Mass Communication, Sogang University, South Korea (Mar. 1990 – Feb. 1991)

Editor, *In-Hun News*, In-Hun High School, South Korea (Mar. 1989 – Nov. 1989)

Professional Memberships:

Association for Education in Journalism and Mass Communication
International Communication Association

HONORS and AWARDS

Professional Development Fund, Arkansas Tech University (May 2018)

Travel Grant, College of Arts and Humanities, Arkansas Tech University (August 2009)

Travel Grant, College of Communications, Pennsylvania State University (August 2003, June 2004, August 2005, August 2006, December 2007)

Research Assistantship, Pennsylvania State University (2002 – 2005)

K.L. Klomprens Fellowship, Michigan State University (2002)

The College of Communication Arts and Sciences endowed Scholarship, Michigan State University (2002)

Scholarship for Academic Excellence, Graduate School, Sogang University, South Korea (Sept. 1998–Feb. 1999)

Scholarship for Academic Excellence, College of Social Science, Sogang University, South Korea (Mar. 1995–Feb. 1996)

Foreign Study Scholarship Award: Highest grades achieved in two semesters (1995)
Actual award: One month dedicated visit to W. Europe with faculty, College of Social Science, Sogang University (July 1996)

Colonel's Regimental Award for Excellent Drillmastership (Translated), Army of the Republic of Korea (Spring 1994)

Major-General's Award for Recruit Excellence (Translated), Army of the Republic of Korea (Spring 1992)

Student Council Fellowship, Department of Mass Communication, Sogang University, South Korea (Mar. 1990–Feb. 1991)

BIOGRAPHICAL SKETCH

NAME: Tommy L. Mumert
 POSITION TITLE/RANK: Assistant Professor of Journalism
 EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Arkansas State University	BS	05/1978	Journalism
Arkansas State University	MSMC	05/1986	Mass Communication

Positions and Employment

1977-1979 News reporter/photographer, Stone County Leader, Mountain View, Arkansas
 1979-1980 Graduate assistant, Arkansas State University, Jonesboro, Arkansas
 1980-1981 News reporter/photographer, Newport Daily Independent, Newport, Arkansas
 1981-1985 News reporter/photographer, Jonesboro Sun, Jonesboro, Arkansas
 1985-1986 Temporary Instructor of Journalism, Arkansas State University, Jonesboro, Arkansas
 1986-1989 Editor, Stuttgart Daily Leader, Stuttgart, Arkansas
 1989-1994 Instructor of Journalism, News Bureau Director, Arkansas Tech University
 1994-2007 Assistant Professor of Journalism, News Bureau Director, Arkansas Tech University
 2007-2022 Assistant Professor of Journalism. Arkansas Tech University

Scholarship

1989 Co-authored "Corrections Policies of Arkansas Newspapers: A Survey Approach" with Dr. Gilbert L. Fowler, Journalism Quarterly
 2016 Participant in Arkansas Attorney General's Freedom of Information Act Roadshow
 2018 Completed eTech Certification Course

Other Experience and Professional Memberships

2012-2022 Member, Southeast Journalism Conference Advisors
 1989-2022 Member, Arkansas College Media Association Advisors
 2001-2006 Publicity chairperson, Pope and Yell County Relay For Life
 2006-2012 Society of Professional Journalists
 2013-2015 Publicity chairperson, Pope and Yell County Relay For Life
 2017-2018 Publicity chairperson, Pope and Yell County Relay for Life

Honors and Leadership Positions

2005-06 Outstanding Club and Organization Advisor, Arkansas Tech University
 2010 Journalism Educator of Year, Arkansas Press Association
 2014 Relay For Life Contributions Award, American Cancer Society
 2017 Relay For Life Contributions Award, American Cancer Society

Teaching and Professional Service

JOUR 1411, 1421, 2411, 2421, 3411, 3421, 4411, 4421 Print Practicum
 JOUR 2143 Media Writing
 JOUR 3143 News Reporting
 JOUR 3153 Feature Writing
 JOUR 3163 News Photography
 JOUR 3173 Public Relations Writing
 JOUR 4033 Community Journalism
 JOUR 4053 Mass Communication Seminar
 JOUR 4073 Graphic Communication
 JOUR 4123 Laws of Communication
 JOUR 4143 Advanced Reporting

JOUR 4153 Editorial, Column and Review Writing
JOUR 4173 Public Relations Project
JOUR 4993 Special Problems in Journalism
JOUR 6173 Journalistic Writing for Multimedia

2005 Book review panel, St. Martin's-Bedfords, "Best Newspaper Writing"
2006-2014 Bridge to Excellence Mentor
2012-2020 Chair of departmental scholarship committee
2014 Judged Oklahoma Collegiate Press Association opinion writing entries
2015 Judged Southeast Journalism Conference "Best of South" opinion writing entries
2016 Judged Southeast Journalism Conference "Best of South" Journalism Research
Paper entries
2018-2021 Served as associate judge for Sigma Delta Chi Mark of Excellence national competition
(Public Service Television category, COVID-19 non-deadline reporting, 2021)
2020-2021 Volunteered as Academic Coach in new mentoring program through APEX Tutoring
Center

Synergistic Activities

Developed online course Community Journalism as part of eTech program.
Organized and hosted 2019 Arkansas College Media Association spring conference, which attracted more than 100 student journalists from 10 different colleges and universities in Arkansas.

Hanna E. Norton, Ph.D.
Professor of Journalism
Arkansas Tech University
Energy Center, Room 101-B
1815 Coliseum Drive, Russellville, AR 72801
(479) 498-6000 / hnorton@atu.edu

Education:

2001 Ph.D. in Mass Communication, The University of Georgia
1998 Master of Mass Communication, The University of Georgia
1994 A.B.J. (Bachelor of Arts in Journalism), The University of Georgia

University Positions

Professor of Journalism, *Arkansas Tech University*, Russellville, AR (August 2013-Present).
Associate Professor of Journalism, *Arkansas Tech University*, Russellville, AR (August 2007-June 2013).
Assistant Professor of Journalism, *Arkansas Tech University*, Russellville, AR (August 2001-June 2006).

- Formulate courses to provide a critical thinking experience utilizing service and team-based learning whenever possible. Provide students the opportunity to create, when appropriate, portfolio ready materials.
- Created a study abroad course for P.R. students to engage P.R. professionals in Dublin, Ireland, Spring 2017.
- Direct multiple graduate projects to successful completion.
- Form and advise a Society of Professional Journalists chapter at Arkansas Tech 2002-2007.
- Charter and advise student chapter of the Public Relations Student Society of America since 2005.
- Serve for 16 years as mentor in the Bridge to Excellence freshman mentoring program.
- Serve on numerous university committees (see page 7) and held the honor of chairing university-wide committees.
- See courses taught below (page 3).

Assistant Director, Center for Excellence in Teaching and Learning (CETL), *Arkansas Tech University*
Russellville, AR (Fall 2018- Present).

- Work with the Director to determine short and long-range planning, budget review, professional development days held in August, January and May, and other duties as assigned.
- Oversee the operations of the New Faculty Academy, which begins as a week-long program and carries through fall and spring semesters with twice monthly speakers through WebEx.
- Serve on the New Faculty Orientation Committee and CETL Advisory Board.

Dean of College of eTech, *Arkansas Tech University*,
Russellville, AR (July 2015- June 2018).

- In addition to responsibilities below, I determine vision and strategies to foster and continue the quality growth of the university's online presence. I then partner with constituents to increase the degree and quality of services offered to online students.
- Supervise a staff of 18 as they work collectively and individually on college efforts.
- Work with Professional Studies department members on initiatives benefitting students, faculty and staff.
- Oversee four budgets with expenditures of \$1.4 million.

- Administer the staffing and delivery of ~110 eight week class sections and semester long courses based on past enrollment and student success.
- Chair, HLC Persistence and Completion Academy, working with a committee of six others to fulfill the HLC's Quality Initiative Project, which examines and improves student success and retention.
- Chair, eTech Advisory Council, a committee of faculty members addressing concerns regarding online coursework and delivery.
- Seek grant and funding opportunities for the college.
- Teach one course per academic year, which is a personal preference and not a position requirement.

- Work directly with:
 - o Department Head for the Bachelor of Professional Studies program.
 - o Director for Online Partnership and Military Outreach as we develop further relationships leading to increased online enrollment.
 - o Instructional Design and Multimedia design staff (3) in their work with faculty developers and other constituents/clients.
 - o Administrator for implementation of state authorization and licensure requirements.
 - o Deans and Department Heads on course development and delivery questions and concerns.

Assistant Vice President for Academic Affairs, Arkansas Tech University,
Russellville, AR (May 2011- June 2017).

- Spearhead university-wide one-time and ongoing Academic Affairs initiatives.
- Oversee the development and delivery of 170 online courses for the university's expanded eTech online initiative in both 15 and eight-week formats, working with 107 distinct developers from all six university colleges.
- Implement an online certification program for faculty focusing on effective course design and teaching methods (both face-to-face and online).
- Collaborate with the Vice President for Academic Affairs to capitalize a ~\$450,000 budget for the design and delivery of online courses.
- Maximize an \$80,000 budget to support the delivery of instructional resources.
- Provide pedagogical support to developers and instructors as well as administrative support to Deans and Department Heads working with these individuals.
- Serve as Southern Regional Education Board (SREB) Electronic Campus Coordinator.
- Work with Instructional Designers to plan professional development for faculty/staff.
- Continually assess student and instructor satisfaction with division's efforts.

Department Head, Speech, Theatre and Journalism Department, Arkansas Tech University,
Russellville, AR (July 2010- May 2011).

- Manage a staff of 12 full-time faculty, multiple adjuncts, and support staff.
- Optimize departmental budget allowing for faculty development as well as managing operating expenses.
- Oversee four additional budgets ensuring resources are spent appropriately.
- Successfully re-design the Master of Arts in Multimedia Journalism Program curriculum. Process included exhaustive search of existing programs to seek unique curriculum and collaboration with faculty to devise five new courses including a professional portfolio as the capstone project.
- Began overhaul of departmental assessment plan that included a strategy to implement course mapping for all departmental courses.

- Devise all teaching schedules to ensure faculty and space concerns were considered and maximized.
- Conducted yearly evaluations of faculty and staff as well as organize peer review efforts within the department to prepare faculty for the tenure and promotion process.
- Attend meetings and disseminate appropriate information to faculty and departmental constituents.
- Teach half-time (two courses) each semester in the Public Relations sequence for Journalism majors.

Career Highlights:

-Chair of HLC Criteria 1- Mission in the university's reaffirmation of reaccreditation due in academic year 2020-2021.

I led and served with a team of eleven as we examined and compiled evidence to support the HLC Mission Criteria and sub-components. Criterion 1- Mission was met (no concerns and fulfilled accreditation expectations).

-Team Leader for Arkansas Tech's participation in HLC's Persistence and Completion Academy, beginning Fall 2015. This four-year initiative was intended to synthesize existing university retention efforts and work with university-wide constituents to create new efforts to improve the university's retention rates. The project served as our HLC Quality Initiative Project. It was successfully completed in spring 2020.

-Selected as Higher Learning Commission Peer Reviewer for Open and Standard Pathways (May 2014). I participated in Initial Peer Reviewer training in October 2014. I attend training at the annual conference whenever possible.

-Awarded Outstanding Faculty/Staff Advisor of the Year as Public Relations Student Society of America adviser, Arkansas Tech University, Spring 2013.

-Honored by alumna, Sarah Beth Phillips, through the establishment of Dr. Hanna Norton Public Relations Scholarship for students studying Public Relations at Arkansas Tech University, Fall 2011.

-Consultant for Communication Program at Tennessee Tech University (2010). Reviewed university documentation and visited the campus before compiling a comprehensive report on mechanisms to successfully develop the program's curriculum and faculty.

-Awarded Faculty Excellence Award in Teaching at Arkansas Tech University (nominated by faculty and determined by faculty committee), Spring 2009.

-Selected as one of the "Twenty to Watch in 2009" by the *River Valley and Ozark Edition* of the *Arkansas Democrat Gazette*, January 2009.

-Chair and Member of Faculty Senate (2006-2008) at Arkansas Tech University. Worked as liaison with faculty and administration on university policy items.

-Chair and Member of Professional Development Committee (2005-2008) at Arkansas Tech University. The committee managed a \$100,000 annual budget and awarded grants based on reviewed applications.

-Chair and Member of New Faculty Orientation Committee (2004-2008) at Arkansas Tech University. Revised existing program and developed new methods for incoming faculty to receive vital university information in a timely manner.

-Awarded Outstanding Advising Certificate of Merit (faculty academic advising category) by the National Academic Advising Association (NACADA), Spring 2008.

-Awarded Outstanding Faculty Academic Advising Award from the Arkansas Academic Advising Network (ArkaAN), Spring 2008.

-Awarded Professor of the Year for 2006-2007 academic year at Arkansas Tech University (nominated by SGA and voted by student body), Fall 2007.

Teaching Interests:

Public relations, graphic communication, ethics, film studies, photography, and all other areas of mass communication as they intersect with society.

Teaching Experience:

Professor of Journalism, *Arkansas Tech University*, Russellville, AR (July 2013-Present).

Associate Professor of Journalism, *Arkansas Tech University*, Russellville, AR (August 2007-June 2013).

Assistant Professor of Journalism, *Arkansas Tech University*, Russellville, AR (August 2001-June 2006).

Courses taught:

JOUR 1163- Basic Digital Photography,
JOUR 2133- Introduction to Mass Communication,
JOUR 2173- Introduction to Film,
JOUR 3173- Public Relations Principles,
JOUR 3273- Public Relations Writing,
JOUR 4033- Community Journalism,
JOUR 4043/5043- Journalism Ethics,
JOUR 4053- Seminar in Crisis Communication (Spring 2019)
JOUR 4073- Graphic Communication,
JOUR 4173- Public Relations Projects,
JOUR 4163/5163- Advanced Photography and Video,
JOUR 6133- Multimedia Publishing,

Teaching Assistant, *University of Georgia*, Athens, GA (August 1999-May 2001).

Graphic Communications-ADPR 3520. Responsible for all aspects of course, including design of syllabi and curricula, instruction, and evaluation.

Instructor, *Georgia Press Association*, Atlanta, GA (June 2000).

Taught two sessions of "Introductory QuarkXPress" to newspaper professionals from Georgia.

Teaching/Lab Assistant, *University of Georgia*, Athens, GA (September 1997-May 1999).

Graphic Communications-ADPR 3520. Assisted over 100 students with software and design questions during class periods and scheduled open labs; solely responsible for operating lab utilized by students enrolled in the 3520 course.

Teaching Related Contributions:

Co-organized discussions to revise journalism curriculum, Fall 2021-Present.

Assisted with revising TECH 1001 first year experience course in both face-to-face and online formats, Summer 2013.

Submitted degree and course revisions for the Master of Arts in Multimedia Journalism (MMJR) degree, Fall 2010. These changes included the addition of five new courses created and devised by journalism faculty members. Conducted exhaustive research of existing graduate journalism programs to conceptualize courses that would strengthen the program and could be successfully achieved with existing faculty.

Served as secondary reader for professional project requirements of the Master of Arts in Multimedia Journalism for: Meagan Gilley- Fall 2010; Brandi Matthews, Kearston Poche and Christie White- Spring 2011.

Submitted course revisions for JOUR 4163 Advanced Photography and Video class and program change to include JOUR 5193 Communication Research Methods as a graduate requirement for the Master of Multimedia Arts program, Fall 2008.

Created teaching materials (lesson plans, activities, quizzes, etc.) for the TECH 1001 freshmen orientation course with Dr. Susan Underwood, Summer 2008.

Advised professional project requirements of the Master of Arts in Multimedia Journalism for: Megan Toland- Fall 2008; Tim Diffey, Fall 2007- Spring 2008; Shane Magie, Fall 2006- Spring 2007; Sam Strasner, Spring 2006; John Hebard, Fall 2004- Spring 2005; Laura Richardson, Becky Moore and Angela Wisner, Spring 2003.

Developed course proposals for JOUR 3273 Public Relations Writing and JOUR 4073 Graphic Communication, Fall 2002.

Related Work Experience:

Contributing Photographer, *Arkansas Democrat-Gazette*- River Valley and Ozarks section, Conway, AR (July 2007-July 2009). Met with story subjects and created journalistically significant photographs to accompany stories.

Graphic Designer, *The Atkins Chronicle* and *Dover Times*, Atkins, AR and Dover, AR (January 2005-April 2007). Determined weekly paper length based on advertising ratio, determine advertising placement on each page, reviewed news budgets to determine appropriate stories for each page, scan and size corresponding artwork, design pages.

News Editor, *The Courier*, Russellville, AR (June 2004-August 2004 & December 2004). Reviewed Associated Press daily news items to determine stories to appear in paper, found accompanying artwork (photographs and informational graphics), designed pages, and proofread news pages.

Professional Associations (Past and Present):

POD (Professional and Organizational Development) Network, Team Based Learning Collaborative, National Association of Women, Arkansas Blackboard Users Group, Public Relations Society of America, Arkansas Academic Advising Network, Society of Professional Journalists, Association for Education in Journalism and Mass Communication, American Journalism Historians Association, National Communication Association.

Other Competencies:

Proficient with the following artistic design, presentation, and word processing programs: Adobe InDesign, Adobe Photoshop, Microsoft Word, Microsoft Excel, Microsoft Power Point.

Proficient with Blackboard course management system for online course development and course delivery.

Extensive experience in working with photographic black/white darkrooms and single lens reflex photography in 35 mm format.

Scholarly Interests:

Intersection of media and culture utilizing various methodologies including historical, audience, and textual research.

Completed Dissertation:

Norton, Hanna E. (2001) "Windows to the Soul: Women's Magazines, Personal Diaries, and Consumerism 1900-1910," Dissertation submitted and approved for the degree, Doctor of Philosophy, The University of Georgia; Athens, GA; December.

Publications:

Hatfield, L. J., Maxson, J., Shinaberger, J. M., Norton, H. E., DeMartino, C. H., Finley-Croswhite, A., & Gokcek, G. (2022) "Building Resilience in CTLs: Reflections on Practice." To Improve the Academy: A Journal of Educational Development, Vol 41, no. 1. doi: <https://doi.org/10.3998/tia.1676>

Kang, Seok, Kim, Y.R., & Hanna E. Norton (2008) "The influences of parental mediation and peer interaction during violent online game playing on Korean children's gaming activities and perceived danger." Asian Communication Research, Vol. 9.

Kang, Seok & Hanna E. Norton (2005) "College and Universities' Use of the WWW: A Public Relations Tool for School Excellence in the Digital Age." Public Relations Review, Winter 2006, Vol. 32, no. 4.

Kang, Seok & Hanna E. Norton (2003) "Nonprofit Organizations' Use of the World Wide Web: Are They Sufficiently Fulfilling Organizational Goals?" Public Relations Review, September 2004, Vol. 30, no. 3.

Conferences:

Austin, Christine and Hanna Norton (2018) "Accumulating Success: The Three Bucket Approach to Student Persistence." Higher Learning Commission Annual Conference: Chicago, IL; April.

Heiden, Elishia and Hanna Norton (2016) "Growing Gritty Students Together: An Interactive Approach to Student Success." Higher Learning Commission Annual Conference: Chicago, IL; April.

Hanna E. Norton (2015) "Communicating with a Community: How Journalism Students Craft Positive Change." Service Learning Symposium sponsored by ATU Center for Excellence in Teaching and Learning: Russellville, AR; December.

Heiden, Elishia and Hanna Norton (2015) "Through the Lens of GRIT: A Partnered Approach to Supplemental Instruction." Gateway Course Experience Conference sponsored by the John N. Gardner Institute: Charlotte, NC; April.

Hanna E. Norton (2014) "Building a Rigorous Faculty-Driven Online Curriculum: Lessons Learned and Future Steps." Teaching with Technology Symposium: Little Rock, AR; July.

- Varner, Monica, Norton, Hanna E and Jason Warnick (2014) "Plugging in to Quality Online Learning and Teaching: A Comparative Analysis of Online General Education Gateway Courses." Gateway Course Experience Conference sponsored by the John N. Gardner Institute: Indianapolis, IN; March.
- Hanna E. Norton (2013) Invited Panelist "Internet Innovations in Arkansas Higher Education." Connecting Arkansas Internet Conference: Little Rock, AR; September.
- Hanna E. Norton (2013) "Engaging Students in Team-Based, Project-Oriented Online Classes." Campus Technology Conference: San Diego, CA; May.
- Hanna E. Norton (2013) "Using Tegrity to Engage Students in Team-Based, Project-Oriented Online Classes." Tegrity Users Conference: Boston, MA; April.
- Mumert, Tommy and Hanna E. Norton (2013) "Blackboard Assignments: Teams or Individualized Approach?" Arkansas Blackboard Users Group Conference: Russellville, AR; April.
- Callaway, Rebecca and Hanna E. Norton (2012) "Reaching the 21st Century Non-Traditional Student." Arkansas Blackboard Users Group Conference: Little Rock, AR; April.
- Norton, Hanna E. (2011) "Reaching Adult Learners Online: A Case Study in Progress." Mid-South Distance Learning Conference: Little Rock, AR; October.
- Underwood, Susan and Hanna E. Norton (2008) "Helping Students Help Themselves: Developing, Gaining Approval, and Teaching a Required Freshmen Orientation Class." Student Affairs Administrators in Higher Education (NASPA), Region IV Conference: Tulsa, OK; November.
- Kang, Seok, Yim, Y.R. and Hanna E. Norton (2008) "The influences of parental mediation and peer interaction during violent online game playing on Korean children's gaming activities and perceived danger." international division, Broadcast Education Association: Las Vegas; April.
- Kang, Seok & Hanna E. Norton (2006) "College and Universities' Use of the WWW: A Public Relations Tool for School Excellence in the Digital Age." International Communication Association: Dresden, Germany; June.
- Norton, Hanna E. (2004) "The Not So 'Simple Life': Reality Programming and Cultural Concepts of Community." critical and cultural studies division, National Communication Association: Chicago, IL; November.
- Kang, Seok & Hanna E. Norton (2003) "Nonprofit Organizations' Use of the World Wide Web: Are They Sufficiently Fulfilling Organizational Goals?" public relations division, Association for Education in Journalism and Mass Communication: Kansas City, MO; August.
- Norton, Hanna E. (2003) "Recording a Consumer Oriented Past: Women's Thoughts on Leisure and Fashion, 1900-1910," Central States Communication Association: Omaha, NE; April.
- Norton, Hanna E. & Karen S. Miller (2000) "The Klan and the Press in Atlanta, 1919-1921: A Tale of Public Relations and Newspaper Opposition," history division, Association for Education in Journalism and Mass Communication: Phoenix, AZ; August.
- Norton, Hanna E. (2000) "Ethel Waters' Greatest Dramatic Role: Womanist Actress,"

Seventh Annual Women's Studies Student Symposium: Athens, GA; February.

Norton, Hanna E. (2000) "Turn of the Century Women and Magazines: An Interactive Approach," American Journalism Historians Association, Southeast Symposium: Tuscaloosa, AL; February.

Brooks, Dwight E. & Hanna E. Norton (2000) "Transforming Black Women Readers: Cigarette Ads in *Essence*," Qualitative Research in Education: Athens, GA; January.

Brooks, Dwight E. & Hanna E. Norton (1999) "Up in Smoke: Black Women and Cigarette Advertising in *Essence* Magazine," African American communication and culture division, National Communication Association: Chicago, IL; November.

Academic Reviews:

Reviewed three presentation proposals for the POD Network 2021 Conference. May 2021.

Chair, Criteria I-Mission for university's reaffirmation of reaccreditation. Fall 2017-November 2021.

Selected as Team Leader for Higher Learning Commission's Persistence and Completion Academy. May 2015-May 2020.

Selected as Higher Learning Commission Peer Reviewer for Open and Standard Pathways. May 2014-Present.

Reviewed "Exploring the Use of Social Media and How it Relates to Capacity Building in Nonprofit Organizations." for *Nonprofit Management and Leadership*. April 2011.

Consultant for Communication Program at Tennessee Tech University. Reviewed university documentation and visited the campus before compiling a comprehensive report on mechanisms to successfully develop the program's curriculum and faculty. November 2010.

Served on HLC Self-Study Criterion Two Sub-Committee that reviewed and prepared materials for section 2d. 2008-2009.

Reviewed Everett E. Dennis and Melvin L. DeFleur, *Understanding Mass Communication: Media Industries, Society, and Culture for the Digital Age* (Boston: Pearson, Allyn & Bacon). September 2008.

Reviewed Rodman, George, *Mass Media in a Changing World*, First Edition (Boston: McGraw Hill, 2006). March 2005.

Reviewed five papers for the mass communication and society division of the Association for Education in Journalism and Mass Communication for its 2003 national convention in Kansas City, April 2003.

Professional Seminars:

Team Based Learning Trainer-Consultant Program, Team Based Learning Collaborative, March-December 2018

(A maximum of 25 participants were selected from international applications).

Completed Quality Matters Courses: “Applying the Quality Matters Rubric” and “Quality Matters Peer Review,” January, February 2018.

“Institute for Engaged Leadership in Online Learning,” Online Learning Consortium, July-November 2016 (One of 52 participants selected from national applications).

“Leadership in Online Learning Mastery Series,” Online Learning Consortium, March-May 2015 (Successfully completed synchronous and asynchronous course focused on building strategic plans for online learning).

“A New Curriculum for a New Journalism,” The Poynter Institute, July 2010 (One of 20 participants selected from national applications).

“Reporting with the Internet for College Educators,” The Poynter Institute, May 2002 (One of 16 participants selected from national applications).

Grants:

Member of Multidisciplinary Laptop Project to refurbish donated laptops given to Guatemalan children in need. Worked with a student on public relations efforts to gain positive publicity for the project. September 2008-May 2009.

Awarded Faculty Research Grant through Arkansas Tech University. Research pursued via the grant: Kang, Seok & Hanna E. Norton “Internal Evaluations of Nonprofit Organizations’ Web Sites: An Examination of Employees’ Perspectives.” January 2004-October 2004.

Awarded Center for Humanities and Arts Dissertation Research Grant through the University of Georgia, October 2000.

Awarded University of Georgia Graduate School Dissertation Research Grant, October 2000.

Recipient of the Senator Paul J. Broun Scholarship through the University of Georgia, 1998-2000.

Artistic Work:

Submitted photographic work for the Community Art Show, sponsored by the River Valley Art Center, June 2015.

Participated with personal photography in the Faculty Art Show, sponsored by the Arkansas Tech University Art Department, October 2012, September-October 2010, September-October 2008, September-October 2006, November-December 2004.

Designed and submitted print advertisement to the Association of Educators in Journalism and Mass Communication’s annual national directory for Arkansas Tech’s Multi-Media Journalism Master’s Program, September 2003.

University & Community Activities:

University Service:

Invited Speaker, “Three Different Ways to Organize and Process Your Life,” delivered with Dr. Sarah Gordon and Ms. Lydia Rogers as part of Arkansas Tech University’s Well-Being Committee programming. (October 2021).

Invited Speaker “Efficiency Apps,” delivered with Dr. Christine Austin as part of Arkansas Tech University’s CETL programming (February 2021).

Academic Coach, APEX Tutoring Center, Arkansas Tech University (Fall 2020-Spring 2021).

Member, Well-Being Committee, Arkansas Tech University (Spring 2020-Present).

Member, Communications Working Group, Arkansas Tech University (Fall 2019-Spring 2020).

Member, Every Student Counts Academic Committee, Arkansas Tech University (Fall 2019-Spring 2021).

Member, CETL Advisory Board, Arkansas Tech University (Spring 2019-Present).

Member, New Faculty Orientation Committee, Arkansas Tech University (Fall 2018-Present).

Member, Academic Advising Council, Arkansas Tech University (December 2018-May 2019).

Invited Speaker, On Track talk, “Maximizing your Writing While Minimizing your Frustration,” as part of Arkansas Tech University’s Graduate On Track Program (October 2018).

Member, Journalism and Communication Departmental Peer Review Committee (Fall 2018-Present).

Invited Speaker, “Creating Effective Team Based Learning Classrooms” delivered as part of Arkansas Tech University’s Professional Development Day (May 2018).

Member, search committee for Associate Vice President for Student Affairs & Title IX Coordinator, Arkansas Tech University (Spring 2018).

Invited Speaker, “Social Media and Mental Health,” delivered with Ms. Janis Taylor as part of Arkansas Tech University’s On Track Program (March 2018).

Invited Speaker, “Team Based Learning: Not Just Group Think” delivered to Arkansas Tech University New Faculty Academy (October 2016, November 2017).

Member, Study Abroad Committee, Arkansas Tech University (Fall 2016-Present).

Member, search committee for Vice President for Enrollment Management, Arkansas Tech University (Fall 2017).

Chair, search committee for Dean of Engineering and Applied Sciences, Arkansas Tech University (Summer 2017).

Invited Speaker, “Unfriending your Social Media,” delivered with Ms. Janis Taylor as part of Arkansas Tech University’s On Track Program (September 2016).

Invited Speaker, “Making the Grade as a College Student,” delivered to undeclared freshmen as part of Arkansas Tech University’s Orientation Program (August 2016, August 2017).

Selected Participant, Inaugural Leadership Tech Cohort, Arkansas Tech University (Spring 2016-Spring 2018).

Member, Faculty Excellence Awards Committee, Arkansas Tech University (Spring 2016).

Member, search committee for Vice President for Advancement, Arkansas Tech University (Spring 2016).

Invited Speaker, "TedTalk: Monica Lewinsky's The Price of Shame," delivered with Ms. Janis Taylor as part of Arkansas Tech University's On Track Program (November 2015).

Invited Speaker, "Finding Yourself and Success in College," delivered to undeclared freshmen as part of Arkansas Tech University's Orientation Program (August 2015).

Advisor, University Title IX Support Program, Arkansas Tech University (Spring 2015-Spring 2020).

Member, University Health Care Committee, Arkansas Tech University (Spring 2015).

Member, Committee on Adjunct Support, Arkansas Tech University (Fall 2014-Spring 2015).

Member, International Women's Week Committee (Fall 2014-Spring 2015 & Fall 2019-Spring 2020).

Chair, sub-committee of Doctoral Load Committee, Arkansas Tech University (Fall 2014).

Co-Founder and Co-Director, Supplemental Instruction Program, Arkansas Tech University (Summer 2014-Spring 2016).

Chair, search committee for Library Director, Arkansas Tech University (Summer 2014).

Member, CETL Advisory Council, Arkansas Tech University (Spring 2014-Fall 2017).

Member, Assessment Committee, Arkansas Tech University (Spring 2014-Spring 2015).

University Liasion, Gateways to Completion initiative through the John Gardner Institute (Fall 2013-Spring 2016).

Chair, search committee for Director of Assessment and Institutional Research, Arkansas Tech University (Summer 2013).

Member, search committee for Director of Information Systems, Arkansas Tech University (Spring 2013).

Member, ADA Compliance Committee addressing concerns disability students face, devising accessibility plans and timelines for completion, Arkansas Tech University (Fall 2012-Present).

Member, Gender Equity Committee examining the university's Title IV compliance, Arkansas Tech University (Fall 2012-Present).

Member, Access Code Task Force, Arkansas Tech University (Fall 2012).

Member, Hazard Mitigation Planning Advisory Committee, Arkansas Tech University (Summer 2012).

Member, search committee for Assistant Professor of Professional Studies, Arkansas Tech University (Spring 2012).

Chair, College Student Personnel Departmental Peer Review Committee (Spring 2012).

Member, search committee for Associate Dean of Students for Student Success, Arkansas Tech University (Fall 2011).

Invited Speaker, "How to 'Make the Grade' as a College Student," delivered as part of Arkansas Tech University's Student Orientation Activities (July 2011).

Invited Speaker, "eTech Overview and website," delivered to Arkansas Tech Alumni Board (June 2011).

Member, Deans Council, Arkansas Tech University (Spring 2011-June 2018).

Chair, eTech Task Force, Arkansas Tech University (Spring 2011-Spring 2014).

Chair, Faculty Excellence Awards Selection Committee, Arkansas Tech University (Spring 2010).

Member, Curriculum Committee, Arkansas Tech University, (Fall 2010-Spring 2011).

Member, University Honors Council, Arkansas Tech University (Spring 2010-Spring 2011).

Member, Technology Committee, Arkansas Tech University (Spring 2010-Spring 2011).

Member, Parks, Recreation and Hospitality Administration Departmental Peer Review Committee (Spring 2010).

Member, ad hoc General Education Committee, Arkansas Tech University (Fall 2008-Spring 2009).

Member, search committee for Vice President of Academic Affairs, Arkansas Tech University (Spring 2008).

Member, Freshman Orientation Course Committee, Arkansas Tech University (Spring 2008).

Member, Higher Learning Commission Self-Study Committee and Steering Committee Member, Arkansas Tech University (Fall 2007-Fall 2011).

Member, Assessment Committee and General Education Sub-Committee, Arkansas Tech University (Fall 2007-Spring 2008).

Member, Rollin' Round the Rim Planning Committee, Arkansas Tech University (Fall 2007-Spring 2011).

Chair and Member, Faculty Senate, Arkansas Tech University (Fall 2006-Spring 2009), (elected to a three-year term beginning Fall 2006, served as chair during 2008-2009 academic year).

Member, Strategic Planning Council, Arkansas Tech University (Fall 2006-Fall 2010).

Member, Faculty/Staff Advisory Committee for the Arkansas Tech Loyalty Fund, (Fall 2006-Spring 2009).

Academic advisor to incoming freshmen, Academic Advising Center, Arkansas Tech University, (Summer 2006-Summer 2009).

Chair and Member, Professional Development Committee, Arkansas Tech University (Fall 2005-Spring 2009), (member beginning Fall 2005, served as chair during 2007-2008 academic year).

Member, Media Team, Challenging College Alcohol Abuse, Arkansas Tech University (Fall 2005-Spring 2008).

Member, search committee for Associate Dean of Student Services/Director of Retention Services, Arkansas Tech University (Summer 2005).

Member, search committee for Development Officer, Arkansas Tech University (Summer 2005).

Member, "Return to Glory" Faculty Fundraising Committee, Arkansas Tech University (Fall 2004).

Chair and Member, New Faculty Orientation Committee, Arkansas Tech University (Spring 2004-Summer 2008), (member beginning Spring 2004, served as Chair for 2008 activities).

Member, search committee for Dean of Students position, Arkansas Tech University (Spring 2004).

Member, task force in Arkansas Tech's participation with the American Association of State Colleges and Universities' Hallmarks of Excellence in the First Year of College Project (Spring 2003).

Community Service:

Board Member, Russellville Kiwanis Club (October 2016-September 2018).

Member, Russellville Kiwanis Club (April 2016-August 2021).

Invited Speaker, "Building Online Quality at Arkansas Tech University," delivered to the Russellville Kiwanis Club (March 2016).

Member, Leadership Russellville Class of 2014-2015, a program through the Russellville Chamber of Commerce (October 2014-June 2015).

Invited Speaker, "Why We Relay," delivered at the Pope Co. Relay For Life Survivors' Banquet (April 2013).

Invited Speaker, "What's Real/What's Not? Technology and the Ethics of Your 'Image'," delivered at Girls of Promise Conference, held at Arkansas Tech University (February 2013, February 2012).

Governing Board President, Big Brothers Big Sisters of North Central Arkansas (January 2011-December 2012).

Invited Speaker, "Benefits of Being Big," delivered for the Big Brothers Big Sisters "Big Breakfast" event (November 2011).

Invited Speaker, "Being Ever Present in Your Life," delivered to Arkansas Scholars recipients for the Russellville Chamber of Commerce (April 2011).

Publicity Co-Chair, Pope/Yell County Relay For Life Planning Committee (Fall 2010-Spring 2011).

Chair, CEO Search Committee, Big Brothers Big Sisters of North Central Arkansas (April-May 2010).

Volunteer, Cancer Prevention Study 3 (CPS-3) at the 2010 Pope/Yell County Relay For Life (May 2010).

Member, Governing Board (January 2010- December 2012) and Advisory Board (January 2010-May 2011), Big Brothers Big Sisters of North Central Arkansas.

Member, Pope/Yell County Relay For Life Planning Committee (Fall 2007-Spring 2011).

Publicity Chair, Pope/Yell County Relay For Life Planning Committee (Fall 2007-Spring 2008).

Member, River Valley United Way Board of Directors, (January 2007-September 2009);
Chair of Community Impact Committee (January 2008-January 2009).

Team captain, Journalists For Life (Relay For Life team with ATU Journalism students), Arkansas Tech University (Spring 2004-Spring 2006, Spring 2013-2015; team membership Spring 2003-Spring 2008, 2013).

Advisory Board Member, Big Brothers Big Sisters of North Central Arkansas (April 2002-December 2005).

BIOGRAPHICAL SKETCH

NAME: William Reeder

POSITION TITLE/RANK: Assistant Professor of Multimedia and Broadcast Journalism (Tenured)

EDUCATION/TRAINING

INSTITUTION AND LOCATION DEGREE Completion

Date FIELD OF STUDY

Arkansas Tech University

Arkansas Tech University

BA

MA

05/1996

12/2002

Broadcast Journalism

Multimedia Journalism

Positions and Employment

1997 Editor/Photographer KARK (NBC)

Little Rock, AR

1998 – 2002 Public Information Officer

Russellville Police Department

2002 – 2006 State Director of Communication

Arkansas Conference of the United Methodist Church

2002 – 2010 Marketing & Branding National Trainer/Advisor

United Methodist Communications, Nashville TN

2006 – 2007 Co-Founder: 7Villages (Social Media Company)

Exeter, NH

2006 – 2017 Founder/Owner: Soapbox Communication

Russellville, AR

2007 – 2022 Assistant Professor of Multimedia and Broadcast Journalism

Arkansas Tech University

Scholarship

2006 – 2017:

Soapbox Communication

Soapbox was a digital marketing company I created specializing in social media and video production.

Until 2017 I kept

an active client list around the United States, creating and implementing marketing plans.

2013 - 2018:

Cabin People

Cabin People was a multi-year writing and video project documenting rural life and traditional woodworking. This

project received significant YouTube success as well as being featured on the Discovery Channel.

2016:

Much Work to be Done, About Magazine:

Cover story on Fred Teague, Director of the homeless advocacy organization, The Russ Bus. The story chronicles Fred's

30-day quest to live as a homeless man in Russellville.

Ripples, About Magazine:

Cover story on Jerry McKaughan and CADDIS fly fishing club who bring trout fishing to the River Valley.

Permanent Marker, About Magazine:

Cover story on tattoos, their history, and the culture surrounding them.

2018:

Watershed

Documentary on the asylum seekers on the US Mexican Border and the humanitarian workers who care for them.

Wren's Song, About Magazine:

Cover story on Wren Whiteseven, the orphaned son of Irish immigrants who has brought the music of Ireland to

Russellville.

2019:

A Space in Between, Arkansas Life Magazine:

The story and history of the Subiaco Monastery and the Benedictine monks who have pledged their lives to the place.

2020:

A Ghost on the Black River, Arkansas Life Magazine:

The story and family history of the handle mill factory that was built by my grandmother's adopted family and powered

the community of Pocahontas, Arkansas for most of a century.

2021:

Teaching Technology Innovation Grant, In the fall of 2021 I was awarded the Teaching Technology Innovation

Grant for the amount of \$23,910.96 for Project Lighthouse. The project is based off the idea of creating six short,

cinema quality films designed for social media combined with long form podcasts that focus on topics on journalism, social media and understanding truth in the modern age.

BillyReeder.com, A full selection of independent writings, and video projects can be found on my website.

Other Experience and Professional Memberships

2006 – 2017 Owner: Soapbox Communications (Digital Marketing Company)

2017 – Owner: The Atkins Chronicle (newspaper)

The Dover Times (newspaper)

Honors and Leadership Positions

2014 – 2015 SGA Outstanding Professor of the Year

2014 – Department facilities committee chair

2021 – Recipient of the Teaching Technology and Innovation Grant

2021 – College of Arts and Humanities "Professor of the Game" Recipient

Teaching and Professional Service

JOUR 2133 – Introduction to Mass Communication

JOUR 2163 – Introduction to Digital Multimedia

JOUR 2173 – Introduction to Film

JOUR 1911, 1921, 2911, 2921, 3911, 3921, 4911, 4921 – Multimedia Practicum

JOUR 4053 – Advanced Multimedia

JOUR 4053 – After Effects

JOUR 4053 – Finding Creative Stories

JOUR 4083 – Computer Mediated Communication

JOUR 4173 – Public Relations Project

JOUR 4053/5053 – Divided and Entertained

JOUR 4023/5053 – Social Media

JOUR 4113/5113 – History of American Journalism

JOUR 6023 – Visual Storytelling

JOUR 6032 – Video Production for New Media

JOUR 6133 – Multimedia Publishing
Synergistic Activities
2008 – 2009 Human Resources Committee
2010 – Course Development: Visual Storytelling JOUR 6023
2010 – Course Development: Social Media JOUR 4023/5053
2010 – 2017 Bridge to Excellence Mentor
2010 – Search Committee: Journalism
2011 – Course Development: History of American Journalism JOUR 4113/5113
2011 – Search Committee: Journalism
2013 – Search Committee: Art
2014 – 2017 Seminar: Finding Creative Stories JOUR 4053
2014 – Search Committee: Journalism
2015 – Seminar: Advanced Multimedia JOUR 4053
2015 – Seminar: Divided and Entertained JOUR 4053
2016 – Search Committee: Art
2016 – Peer Review Committee: Art
2017 – Design for change presenter and judge
2017- 2022 – University Technology Committee Member
2021 - 2022 – Recipient of the \$25,000 Teaching Innovation Grant for Project Lighthouse

FRANCES M. ROBERSON

Tel: 479.970.8030 • froberson@atu.edu • 85 Hawkins Rd., Russellville, AR 72802

EDUCATION

Arkansas Tech University—Russellville, AR, Master of Arts in Teaching, 2016
Chapman University—Orange, CA, Master of Fine Arts in Film Production, 2008
Lyon College—Batesville, AR, Bachelor of Arts in Theatre with English minor, 1998

CERTIFICATIONS

Arkansas Department of Education: 7-12 English with Journalism endorsement, 2016

ACADEMIC

Assistant Professor of Theatre and Film/Theatre Director/Technical Director

08/2019–Present; Arkansas Tech University, Russellville, AR

Directing Theories and Techniques
Special Problems Course in Post-Production
Social Media Influencing
Special Problems Course in Screenwriting
Introduction to Theatre
Acting for the Camera
Scene Design
Stagecraft Techniques
Narrative Filmmaking Workshop
Viral & Digital Marketing
Advanced Directing
Theatrical Filmmaking Workshop
Various practicums

Secondary English Teacher: AP Language, English III, Pre-AP English II, Journalism

08/2016–05/2019; Atkins High School, Atkins, AR

AP Language
English III
Pre-AP English II
Journalism

Visiting Lecturer of Public Speaking

01/2013–05/2016; Arkansas Tech University, Russellville, AR

Public Speaking

THEATRE

TECHNICAL DIRECTING

<i>Three Viewings</i>	Arkansas Tech University	2021
<i>Mil Lenguas/A Thousand Tongues</i>	Arkansas Tech University	2021
<i>The Bacchae</i>	Arkansas Tech University	2020
<i>The Pillowman</i>	Arkansas Tech University	2020

A Taste of Buffalo Arkansas Tech University 2019

DESIGN

Costumes, *The Bacchae* Arkansas Tech University 2021

Lighting, *Tango* Harlequin Theatre, Batesville, AR 1996

DIRECTING

Clue Second Stage Theatre, Anaheim, CA 2001

I Dream Before I Take the Stand Hyde Park Players, Batesville, AR 1998

The Sleep Seeker Hyde Park Players, Batesville, AR 1997

TECHNICAL

Assistant Stage Manager, *Keely and Du* Vanguard Theatre Ensemble, Fullerton, CA 2000

Assistant Stage Manager, *Twelfth Night* Vanguard Theatre Ensemble, Fullerton, CA 2000

Assistant Stage Manager, *Lend Me a Tenor* Vanguard Theatre Ensemble, Fullerton, CA 2000

Stage Manager, *A Midsummer Nights Dream* Harlequin Theatre, Batesville, AR 1995

ACTING

A Bunch of B.S. Second Stage Theatre, Anaheim, CA 2001

Beggars' Opera Harlequin Theatre, Batesville, AR 1998

Electra Harlequin Theatre, Batesville, AR 1997

'Dentity Crisis Hyde Park Players, Batesville, AR 1996

FILM

JUDGING

Panelist ATU's University Honors Little Film Festival 2021

Panelist Global Film Challenge 2021

Panelist [48 Hour Film Project](#) 2015-2021

SUPERVISING

[RHS Confessional](#) Russellville High School Journalism Dept. 2016

DIRECTING

<i>Beauregard Bottoms</i>	Arkansas Tech University	2022
<i>I No Keen</i>	Arkansas Tech University	2021
<i>Small Town Wagers</i> (in production)	Diamond State Films	2021
<i>The Mount Nebo Chicken Fry</i> (HD short film)	Independent	2008
<i>Sweet Valentine</i> (HD Music Video)	Independent	2007
<i>Simple Pleasures</i> (16-mm short film)	Chapman University	2006

ART DEPARTMENT**MISC. MEDIA**

<i>Rape of Africa</i> (Still Photography)	Photographer: David LaChapelle Starring: Naomi Campbell	2007
<i>Nip Tuck Promo</i> (Hologram)	HSI	2007

COMMERCIALS

<i>JC Penney: Breakfast Club</i> (35-mm)	Directed by: David LaChapelle	2007
<i>MoveOn.org</i> (HD)	XOVR Films	2007
<i>Coca-Cola: Morning Routine</i> (35-mm) Recipient of the 2007 Coca-Cola Refreshing Filmmaker Award. Screened at over 20,000 theaters nationwide.	USC	2006
<i>Chipotle Spec</i> (HD)	Chapman University	2005
<i>Coca-Cola: The Reel Monkey</i> (35-mm) Recipient of the 2006 Coca-Cola Refreshing Filmmaker Award. Screened at over 20,000 theaters nationwide.	Chapman University	2005
<i>Cingular Spec</i> (35-mm)	Chapman University	2006
<i>Trojan Condoms Spec</i> (35-mm) Cecil Award Nomination for Best Commercial.	Chapman University	2006
<i>Coca-Cola: Kid Entrepreneur</i> (35-mm) Finalist of the Coca-Cola Refreshing Filmmaker Award.	Chapman University	2005

FEATURE FILMS

<i>God's Ears</i> (HD)	Grizzly Peak Films	2006
SHORT FILMS		
<i>Nothing but the Best</i> (35-mm)	Chapman University	2007
<i>Saturation</i> (35-mm)	USC	2006
<i>Drowning</i> (HD)	Independent	2006
<i>The Descendent</i> (16-mm) Nominated for a Cecil Award in Production Design	Chapman University	2006
<i>Pic Six</i> (Super 16-mm)	USA Network	2006
<i>Remnants of a Chinese Finger Trap</i> , (16-mm)	Chapman University	2005
<i>Dear Dada Ji</i> (16-mm) Starring Kumar Pallana	Chapman University	2005
<i>Purple Star</i> (35-mm) Leo Freedman Master's Fellowship Recipient	Chapman University	2005
<i>Mirakle</i> (Super 16-mm)	Emerson College	2005
<i>The Way of Dale</i> (35-mm) Dodge Grant recipient	Chapman University	2004
PRODUCING		
<i>NTT Docomo Commercial</i> (HD)	Art Center College of Design	2008
<i>Logical Highway</i> (24p)	Chapman University	2005
<i>Deus Ex</i> (24p)	Chapman University	2005
<i>Rib Shack</i> (16-mm) Dodge Grant recipient, 2005 Audience Favorite Film Award Recipient at the International Black Film Festival, and Honorable Mention for Best Film at the 2005 DIY Convention Film Festival in Los Angeles	Chapman University	2004
<i>The Other Side</i> (24p)	Chapman University	2004
INTERNING		
<i>Ten Items or Less</i> (35 mm) Starring Morgan Freeman and Paz Vega	Revelations Entertainment	2006

SERVICE

Theatre Fellowship, Arkansas Tech University. Supervisor, 2019-Present.

New Faculty Orientation Committee, Arkansas Tech University. Member, 2020-present.

CETL Badging Initiative Committee: Arkansas Tech University. Member, 2020-present.

Communication & Journalism Department Redesign Committee: Arkansas Tech University. Member, 2021-present.

Communication & Journalism Social Media Committee: Arkansas Tech University. Member, 2021-present.

48 Hour Film Project. Judge, 2015-present.

The Global Film Challenge. Judge, 2021.

University Honors Little Film Festival, Arkansas Tech University. Judge, April 2021.

Honors Project, Arkansas Tech University. Mentor, 2020.

Techionary, Arkansas Tech University. Special Event Host, 2019-2020.

Philippe van Houtte's *Les Chevaliers et les Dames de Cannes*—a special presentation of his students' experience at the Cannes Film Festival. (November 7, 2019)

Assisted the Advancement Division in hosting Ms. Gay Block's Art exhibition opening program, which was attended by Gov. Asa Hutchinson. (February 5, 2020)

Hosted a Q&A with Broadway star Bryan Terrell Clark for the Advanced Directing class and select other students by invitation. (February 27, 2020)

NAME: Toland, Megan Leigh

POSITION TITLE/RANK: Assistant Professor of Journalism

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
University of the Ozarks, Clarksville, Ark.		2002-2003	Mass Communication
Arkansas Tech University, Russellville, Ark.	B. A.	05/2006	Journalism-Broadcast
Arkansas Tech University, Russellville, Ark.	M.A.	12/2008	Journalism-Multi-Media

Positions and Employment

2008-2011 Adjunct Instructor of Communication, University of the Ozarks, Clarksville, Ark.

2009-2011 Program Coordinator, Big Brothers Big Sisters of NCA, Russellville, Ark.

2011-2013 Marketing Director, Russellville Area Chamber of Commerce, Russellville, Ark.

2012-2013 Adjunct Instructor of Journalism, Arkansas Tech University, Russellville, Ark.

2013-2014 Visiting Instructor of Journalism, Arkansas Tech University, Russellville, Ark.

2014- Assistant Professor of Journalism, Arkansas Tech University, Russellville, Ark.

Scholarship

Fall 2013 Completed *Online Certification Program* sponsored by the ATU e-Tech Division

Fall 2014 Spoke at Arkansas Association of Continuing Community and Workforce Education Fall Conference

Fall 2015 Presented at the PRSSA Fall Workshop Day

Summer 2016 Awarded a \$2500 Community Grant from Walmart

Spring 2016 Awarded a \$6,684 Student Interdisciplinary Research Grant

Fall 2016 Presented at the DECA-Central Arkansas Fall Mini Conference
Attended the PRSA International Conference. (Indianapolis)
Continued work on the Student Interdisciplinary Research project.

Spring 2017 Completed a book review for Oxford University Press.
Continued work on the Student Interdisciplinary Research project.

Summer 2017 Completed a book review for McGraw-Hill Education.

Fall 2017 Attended the PRSA International Conference. (Boston)

Spring 2018 Awarded a \$500 grant from the SPJ regional directors.

Fall 2018 Awarded a \$500 Faculty Research grant as the Co-PI

Spring 2019 Awarded a \$300 grant from the SPJ regional directors

Fall 2019 Completed a chapter review for Sage Publishing

Fall 2019 Awarded a \$350 grant from the SPJ regional directors

- Spring 2020 Awarded a Professional Development Grant for \$2,479.68 for PRSA 2020 International Conference
- Fall 2020 Approved for an eTech course development
- Spring 2021 Completed a course re-design with a professional development grant
- Fall 2021 Attended the SPJ annual conference
- Spring 2022 Completed Educause's training, Designing Hylfex Courses

Other Experience and Professional Memberships

- 2013- Professional work for local companies/organizations
- 2014- Member, Society of Professional Journalists
- 2014-21 Member, Public Relations Society of America

Honors and Leadership Positions

- 2015- Faculty Advisor, ATU Chapter of SPJ
- 2015 Volunteer of the Month, Big Brothers Big Sisters of Central Arkansas
- 2016 Oakland Heights Golden Star Award for ATU SPJ's volunteer efforts
- 2019 Two groups of senior students won a Prism Award, given by Arkansas PRSA
- 2019-20 Awarded Professor of the Year
- 2021 Three senior students won a Prism Award, given by Arkansas PRSA

Teaching and Professional Service

- RTV 2193 Video Editing
- RTV 2053 Newswriting
- RTV 3074 Broadcast Journalism
- COMM 2003 Public Speaking
- JOUR 2133 Introduction to Mass Communications
- JOUR 3173 Public Relations Principles
- JOUR 3173 Public Relations Principles (15-week online)
- JOUR 3173 Public Relations Principles (8-week online)
- JOUR 3273 Public Relations Writing
- JOUR 4173 Public Relations Project
- JOUR 4091 Internship
- JOUR 4993 Special Problems
- JOUR 4053 Seminar: Community PR Practices
- TECH 1001 Freshman Orientation

Service

Campus:

- Fall 2013 Served on a pre-accreditation self-study review committee
- Spring 2014 Participated in the *Women in the Workplace* luncheon
- Spring 2014 Secretary for the Journalism Curriculum Review Committee
- Spring 2014 Judge for the ATU Oratory Competition

Spring 2014 Publicity Coordinator for *Live/Live Online*, a play presented by the theatre department

Fall 2014 Bridge 2 Excellence mentor

Spring 2015 Judge for the ATU Oratory Competition

Spring 2015 Participated in the *Women in the Workplace* luncheon

Summer 2015 Served on the search committee for the Employer Relations Coordinator position

Fall 2015 Became faculty advisor for SPJ, Society of Professional Journalists

Fall 2015 Bridge 2 Excellence mentor

Fall 2015 Taught Tech 1001

Fall 2015 Served on the Enrollment and Marketing working group for the Strategic Planning Committee

Fall 2015 Hosted the International Education Week's International Fashion Show

Spring 2016 Communication and Journalism Academic Liaison

Spring 2016 Presented at Zeta Tau Alpha's weekly meeting

Spring 2016 Participated in the *Women in the Workplace* luncheon

Summer 2016 Worked at Academic Advising Center

Summer 2016 Presented at Admissions Office Student Worker training

Fall 2016 Worked at Academic Advising Center

Fall 2016 Bridge 2 Excellence mentor

Fall 2016 Taught Tech 1001

Fall 2016 Hosted the International Education Week's International Fashion Show

Fall 2016-18 Adjunct Support committee member

Fall 2016 New Faculty Peer Mentor

Fall 2016 Service Excellence committee member

Fall 2016 Served on the search committee for Game and Interactive Media position

Fall 2016 Served as faculty usher during the fall commencement ceremony

Spring 2017 MARCOMM internship committee member

Spring 2017 Identified as Campus Security Authority for ATU

Spring 2017 Spoke with Zeta Tau Alpha members at their weekly Bible study

Spring 2017 Participated in the *Women in the Workplace* luncheon

Spring 2017 Served on the search committee for Game and Interactive Media

Spring 2017 Served on the search committee for Health and Physical Education

Spring 2017 MARCOMM Internship committee member

Spring 2017 Served on the MARCOMM RFP committee

Summer 2017 Worked at Academic Advising Center

Fall 2017 Bridge 2 Excellence mentor

Fall 2017 Taught Tech 1001

Fall 2017 Co-chair of the Civic Action planning committee

Fall 2017-18 Student Affairs committee member

Fall 2017-20 HLC Criteria 1 committee member

Fall 2017 Served on the search committee for Health and Physical Education

Fall 2017 MARCOMM Internship committee member

Fall 2017 Hosted the International Education Week's International Fashion Show

Spring 2018 K-12 Initiative committee member

Spring 2018 Faculty Liaison board member for the Center for CEO

Spring 2018 Presented *Presentational & Professional Speaking* for OnTrack
 Spring 2018 Participated in the *Women in the Workplace* luncheon
 Spring 2018 MARCOMM Internship committee member
 Spring 2018 Arts and Humanities internship scholarship fundraiser committee
 Spring 2018 Served on the search committee for the Director of Career Services
 Fall 2018 Bridge 2 Excellence mentor
 Fall 2018 Presented *Speed Networking* for OnTrack
 Fall 2018 Hosted the International Education Week's International Fashion Show
 Fall 2018 Participated in the panel for the Career Services Employer Relations
 Coordinator position
 Spring 2019 Participated in the *Women in the Workplace* luncheon
 Spring 2019 Judge for the Women's Week essay contest
 Spring 2019 MARCOMM Internship committee member
 Summer 2019 Substitute for Arkansas Governor's School
 Summer 2019 Assisted JSHS Coordinator, Dr. Jessica Young, with communication and outreach
 Summer 2019 Attended Academic Majors Fair at the Inaugural First Generation Student Institute
 Fall 2019-20 Student Affairs committee member, Chair
 Fall 2019 Served on the search committee for the Dean of AH position
 Fall 2019 Hosted the International Education Week's International Fashion Show
 Spring 2020 Completed Campus Security Authority training
 Spring 2020 Participated in ATU Career Services/Career Fair Round Table Discussion
 Spring 2020 Participated in the HLC Criterion 1 Focus Group
 Spring 2020 Participated in the *Women in the Workplace* luncheon
 Spring 2020 Served on the search committee for the Human Resources Director
 Fall 2020 Began as an Academic Coach
 Fall 2020 Served on the search committee for Coordinator of Alumni Engagement
 Spring 2021 Served as the Publicity Committee chair for Mil Lenguas/A Thousand Tongues
 Spring 2021 Served on the Faculty Advising task force
 Fall 2021 Served as a guest on the ATU Live! Talk show produced by Residence Life
 Fall 2021 Hosted the International Education Week's International Fashion Show
 Fall 2021 Began serving as a mentor as part of the Career Services' pilot mentor program
 Fall 2021 Began serving on the ATU IRB
 Fall 2021 Served on the Hall of Distinction voting committee
 Fall 2021 Completed Campus Security Authority training
 Spring 2022 Began serving as a mentor for a student in the Honors program

Community:

2009-2012 Vacation Bible School Teacher, Second Baptist Church
 2010-2019 Big Sister to Destiny, Big Brothers Big Sisters
 2013-2015 Board member, Big Brothers Big Sisters

2013 Judge, Arkansas DECA Career Development competition and conference
2014-2016 Committee member, Russellville Area Chamber of Commerce Expo
2014 Judge, Russellville High School Marketing Program/DECA competition
2014 Coach and Secretary, *Women Run Arkansas* training program
2014 Chairman, Russellville Area Chamber of Commerce Membership Drive
2015 Judge, Arkansas DECA Career Development competition and conference
2015-2018 Committee member, Russellville Area Chamber of Commerce Education
2016-2017 Committee member, Connect Church Connect Café
2016-2018 Committee member, Connect Church Creative Team
2016 Judge, Sigma Delta Chi Journalism Awards
2016 Served as a Job Shadow Mentor to a Greenwood High School freshman
2016 Served as a Job Shadow Mentor to a Russellville High School senior
2016 Junior Runners Coach, *Women Run Arkansas* training program
2016 Committee member, Connect Church Fall Fest
2017 Judge, Arkansas DECA Career Development competition and conference
2017 Judge, Sigma Delta Chi Journalism Awards
2017 Committee member, Vacation Bible School
2018-2019 Committee member, Tim Tebow's *Night to Shine*, hosted by Connect Church
2018 Presented to Kidnections mentoring program
2018 Judge, Arkansas DECA Career Development competition and conference
2018 Judge, Sigma Delta Chi Journalism Awards
2018 Judge, Press Club of Long Island journalism contest
2018 Judge, Russellville High School Marketing Program/DECA competition
2018 Judge, Russellville High School Computer Business Applications honor
presentations
2019 Judge, Arkansas DECA Career Development competition and conference
2019 Judge, Sigma Delta Chi Journalism Awards
2019 Judge, Russellville High School Computer Business Applications honor
presentations
2019 Volunteer, free summer lunch program, Connect Church
2020 Volunteer, free summer lunch program, Connect Church
2021 Habitat for Humanity Pope County Board Member

Ongoing:

2014- Volunteer Preschool Teacher, Connect Church
2014- Committee member, ATU Connection
2021- Board member/Public Relations chair, Habitat for Humanity Pope County

Synergistic Activities

- 2014 Created a seminar course: Community PR Practices
- 2016 Created a seminar course: PR Tools and Techniques
- 2016-17 Interdisciplinary Research Project: Students Design for Change.
Working with faculty members representing Sociology, Engineering, and Physics.
Working with student workers representing Sociology, Engineering and Journalism.
Collaborating with Arkansas high school students and teachers. Goal is to raise awareness about the homeless population in our state and take action on a major need; which is better shelter.
- 2018- Research with Dr. Alexis Johnson to understand what health issues are important to the River Valley community and how we can raise awareness and facilitate more open conversations related to these issues. Our goal is to uncover specific events and health campaigns that are disseminated to the public and to measure the effectiveness of these campaigns and events.
Focus Groups held Fall 2018, Spring 2019, Fall 2019
Interviews conducted Spring 2019
- 2019 Research for course redesign: Jour 3173
- 2019 Research for assessment purposes: Jour 3173
- 2020 Partnered with SPJ and Google News Initiative to host a training for journalism students
- 2021 Partnered with local high schools to educate students on media literacy
- 2022 Partnered with SPJ and Google News Initiative to host a training for journalism students

Research Support/Grants:

Ongoing Research Support/Grants

- 2016 Attended Professional Development and Faculty Research workshop
- 2017 Attended "Strategic Approach to Proposal Writing" hosted by OSPUI
- 2018 Attended "Female Faculty Grant Panel" hosted by OSPUI
- 2019 Attended SPIN Grant Database workshop hosted by OSPUI

Completed Research Support/Grants

- 2016 \$6,684 Student Interdisciplinary Research Grant
- 2016 \$2500 Walmart Community Grant
- 2017 \$500 SPJ Regional Grant
- 2018 \$300 SPJ Regional Grant
- 2019 \$500 Faculty Research Grant
- 2019 \$350 SPJ Regional Grant

Curriculum Vitae

Thomas Allen Vaughn
Department of Speech, Theatre, and Journalism
123 Energy
Arkansas Tech University
Russellville AR, 72801
(479) 964-3257
tvaughn@atu.edu

EDUCATIONAL HISTORY

Doctor of Philosophy
Speech Communication 1998

Indiana University
Bloomington, Indiana

Master of Arts
Communication 1992

University of Arkansas
Fayetteville, Arkansas

Bachelor of Arts
Communication 1990

University of Arkansas
Fayetteville, Arkansas

PROFESSIONAL APPOINTMENTS

Professor
Spring 2016-Present

Department of Communication and
Journalism, Arkansas Tech University

Associate Professor
Fall 2010 to Spring 2016

Department of Speech, Theatre and
Journalism, Arkansas Tech University

Assistant Professor
Fall 2003 to Spring 2010

Department of Speech, Theatre and
Journalism, Arkansas Tech University

Visiting Professor
Fall 2002 to Spring 2003

Department of Speech
Wabash College

Assistant Professor
Fall 1997 to Spring 2002

Department of Speech
Wabash College

Lecturer
Fall 1996 to Spring 1997

Department of Speech Communication
Indiana University

Associate Instructor
Fall 1992 to Spring 1996

Department of Speech Communication
Indiana University

Teaching Assistant
Spring 1991 to Fall 1992

Department of Communication
University of Arkansas

SAMPLE COURSES:

Contemporary Rhetorical Theory
Rhetorical Criticism
Communication Theory
Public Speaking
Persuasion
Resistance Discourse
Gender and Communication
Cultures and Traditions
Communication Education
Agitation and Control
Apocalyptic Rhetoric
Rhetoric of Horror

Argumentation and Debate
Rhetoric of Documentary
Philosophy of Literary Form
The Anatomy of National Crises
Interpersonal Communication
Media Criticism
Organizational Cultures
Classical Rhetoric
Business Communication
Group Communication
Communication Theory
Conspiracy Rhetoric

PUBLICATIONS

Thomas Vaughn, *The Ethereal Transit Society*. Bad Dream Entertainment: Seattle, 2020.

Thomas Vaughn, "Taking out the Garbage," *Shadowy Natures*, Ed. Rebecca Rowland, Dark Ink, 2020.

Thomas Vaughn, "Gut Truck," ZNB Press, 2020.

Thomas Vaughn, "The Sarcoline Scarf," *Allegory*, 34, 2019.

Thomas Vaughn, "Luther's Foreskin," *Strange Stories 1*, Forty-Two Books, 2019.

Thomas Vaughn, "The Tulpa," *Dig Two Graves*, Death's Head Press, 2019.

Thomas Vaughn, "Tower of Babel," *Thuggish Itch: Theme Park*, 2019

Thomas Vaughn, "The Friendly Man," *Doorbells at Dusk*, 2018.

Thomas Vaughn, "Old Stumpy," *Deciduous Tales*, 2, 2018.

Thomas Vaughn, "The Serpent's Head," *Oklahoma Pagan Quarterly*, 2018.

Thomas Vaughn, "Exodus Arkansas," *Postcards From the Void*, Darkwater Syndicate, 2018.

Thomas Vaughn, "A Safe Place," *With Painted Words*, 2018.

Thomas Vaughn, "The Book of Life," *Riddled with Arrows*, 2.3, 2018.

Thomas Vaughn, "Sound Technology and the Immobilization in Public Visions of Buster

Keaton," *American Communication Journal* 10 (2008): 1-9.

Thomas Vaughn, "Gender Transgression Viewed Through the Lens of Monstrosity and Resurrection," *The Review of Communication* 4 (2004) 308-311.

Thomas Vaughn, "Regulating Sport Rationality through the Moral Controversy of Extreme Fighting," *Case Studies in Sport Communication*, eds. Robert Brown and Daniel O'Rourke (Praeger: Westport, CT, 2003) 105-124.

Thomas Vaughn, rev. of *Irony's Edge: The Theory and Politics of Irony*, by Linda Hutcheon in the *Quarterly Journal of Speech* 82 (1996): 428-30.

Thomas Vaughn, "Voices of Sexual Distortion: Birth, Rape, and Self-Annihilation Metaphors in the *Alien Trilogy*," *Quarterly Journal of Speech* 81 (1995): 423-35.

Thomas Vaughn, "Booting-Up the Boys: The Place of Indoctrination in *Prelude to War*," *Journal of Communication Studies* 11 (1992): 23-33.

Thomas Vaughn, rev. of *Casing a Promised Land*, by H.L. Goodall in *Journal of Communication Studies*, 10 (1991): 56-58.

CONVENTION PAPERS

"Religious Satire as Sophistic Form: The Critique of Faith-Based Mysticism in Second Century Rome," presented at the National Communication Association Convention, Washington DC, Fall, 2013.

"Tracing the Transformation of Christianity from Spiritual Idealism to Political Ideology in the Roman Empire," presented at the National Communication Association Convention, Washington DC, Fall, 2013.

"They Came From Above: Cloaking Technophobia in the rhetoric of Civil Liberties in Rand Paul's Filibuster," presented at the National Communication Association Convention, Washington DC, Fall, 2013.

"American Sexuality Under Siege: Exploring the Literary Form of the Defense of Marriage Act," presented at the South Central Modern Language Association Convention, New Orleans, Fall, 2013.

"Mythic Allegories in the Research of Thomas Frenzt," presented at the Southern States Communication Association Convention, New Orleans, Fall 2012.

"Why the Pagans Failed: The Rhetorical Collision between Christianity and Hellenism," presented at the Southern Communication Association Convention, New Orleans, Fall 2011.

- “Is the President a Citizen: Contested Knowledge and the Performance of the Public Sphere,” presented at the Southern States Communication Association Convention, Memphis, Spring 2010.
- “The Shifting Cartography of the Healthy Body in Bloodsports: Normalizing Pain in Competitive Mixed Martial Arts Fighting,” presented at the National Communication Association Convention, San Diego, Fall 2008.
- “Performing Blasphemy: The Use of Satire in Lucian’s Attacks on Religion,” presented at the Southern Communication Association Convention, Savanna GA, Spring 2008.
- “Celsus and Origen Contest for the Soul of an Empire: The Rhetoric of the Early Christian Conflict with Hellenism,” presented at the Southern Communication Association Convention, Savanna GA, Spring 2008.
- “*Aporia* and the Disintegrating Nation-State: A Position Paper over the Challenges to United States Policy in Iraq,” presented at the National Communication Association Convention, Chicago, Fall 2007.
- “Between the Soul and the State: The Nexus between Hellenism and Religious Empire,” presented at the National Communication Association Convention, San Antonio, Fall 2006.
- “The Stone at the Heart of Hellenism: Tracing the Figural Cartography of the Divine Nation,” presented at the National Communication Association Convention, San Antonio, Fall 2006.
- “Was Jesus a Sophist? And, Other Reflections on the Nexus Between Christianity and Hellenism in Classical Pedagogy,” presented at the National Communication Association Convention, Boston, Fall 2005.
- “Tracing the Anatomy of the Feminine Prosthetic at the All-male Institution,” presented at the National Communication Association Convention, San Antonio, 2006.
- “The (Dis)closure of Cinematic Inscriptions: Representing Feminist Aesthetics in Yvonne Rainer’s *Privilege*,” presented at the National Communication Association Convention, New Orleans, Fall, 2002.
- “Regulating Sport Rationality in America through the Moral Controversy of Extreme Fighting” presented at the National Communication Association Convention, Chicago, Fall, 2001.

- “The Rhetoric of Avant Garde Cinema and Feminist Aesthetics,” presented at the Southern States Communication Association Convention, New Orleans, Spring, 2001.
- “Killing the Silent Clown: Keaton and the Sound Barrier,” presented at the Conference on Film Comedy, Iola Kansas, Fall, 2000.
- “Masculinity Under Siege: The All-Male Education as Subcultural Interrogation,” presented at the National Communication Association Convention, Chicago, Fall, 1999.
- “Buster Keaton and the Standardization of Masculine Resistance,” presented at the National Communication Association Convention, Chicago, Fall, 1999.
- “The Recovery of Comic Derision for Contemporary Culture,” presented at the National Communication Association Convention, New York, Fall, 1998.
- “Sexuality as Critical Epistemology in the Sociobiology of Helen Fisher,” presented at the National Communication Association Convention, New York, Fall, 1998.
- “The Shifting Voice: The Renovation of the Subject From Ong to Bakhtin,” presented at the National Communication Association Convention, New York, Fall, 1998.
- “The Standardization of Courtship Patterns in the Silent Comedy of Buster Keaton,” presented at the Speech Communication Association Convention, San Diego, Fall, 1996.
- “Moral Panic, Urban Youth Gangs, and the Rhetoric of Containment,” presented at the Cultural Studies Conference, Bloomington IN, Spring, 1996 with John Lucaites.
- “The Silent Cacophony: Buster Keaton’s *The General* as Public Critique,” presented at the Speech Communication Association Convention, San Antonio, Fall, 1995.
- “The Tragic Rhetoric of the Moral Panic: Urban Youth Gangs, Black Male Identity, and the New Racism,” presented at the Southern Speech Communication Association Convention, New Orleans, Spring, 1995 with John Lucaites.
- “An Incendiary Ego: Mobilization of the Subject in Nat Turner’s *Confessions*,” presented at the Central States Communication Association Convention, Indianapolis, Spring, 1995.
- “Rupturing Transcendence in Buster Keaton’s *Seven Chances*: The Negation of the Mass Subject in 1920’s Cinema,” presented at the Speech Communication Association Convention, New Orleans, Fall, 1994.
- “Of Love and Madness: An Analysis of *Helter Skelter*,” presented at the Speech

Communication Association Convention, New Orleans, Fall, 1994.

“*Anatomy of Love and the Sex Contract: Comic Disruption of Gender Distinctions in the Sociobiology of Helen Fisher*,” presented at the Southern States Communication Association Convention, New Orleans, Fall, 1994.

“The Land That Time Forgot: The Location of Natural Law Within the Hyper-ego in Jesse Helms’ *The Uniting of the Silent Majority*,” presented at the Speech Communication Association Convention, Miami, Fall, 1993.

“Examining the Biological Basis of Rhetoric in the Work of Kenneth Burke,” presented at the Central States Communication Association/Southern States Communication Association Convention, Lexington, Spring, 1993.

“Savage Material: The Monomyth in Romero’s *Dead Trilogy*,” presented at the Speech Communication Association Convention, Chicago, Fall, 1992.

“Booting up the Boys: The *Place of Indoctrination in Prelude to War*,” presented at the Southern States Communication Association Convention, San Antonio, Spring, 1992.

“Face-to-Face Over the Radio: An Examination of the Relational Content of Country Music,” presented at the Arkansas State Communication Association Convention, Little Rock, Fall, 1991.

INVITED PRESENTATIONS

“The Relationship Between Aesthetics and Rhetoric,” presented at the Wabash College Colloquium Series, Winter, 2000.

“The Incendiary Ego in Nat Turner’s *Confessions*,” presented at the Ides of August, Wabash College, Summer, 1998.

“Introduction to the Life of Buster Keaton,” presented at Wabash College, Spring, 1998.

HONORS

Dark Regions Writing Contest, 2019
Second Place

Top Four Paper in Feminist and Women’s Studies
National Communication Association 2002

Byron K. Trippett Research Grant
Wabash College 1999

Byron K. Trippett Research Grant

Wabash College 1998

Virginia Gunderson Top Paper Award
Indiana University 1995

Virginia Gunderson Top Paper Award
Indiana University 1994

Top Four Paper in Rhetoric and Public Address
Speech Communication Association 1993

Top Debut Paper in Rhetoric and Public Address
Speech Communication Association 1992

SERVICE AND APPOINTMENTS (Selected)

Convention Panel Chair and Respondent
National Communication Association Convention
2008

Reviewer for the American Studies Division
National Communication Association Convention
2008

Director of Forensics
Arkansas Tech University
2005-Present

Co-authorship of Public Speaking and Introduction to Rhetorical Criticism Workbook
Published by the Wabash College Bookstore
2000-2003

Faculty Advisor to the Speech and Debate Program
Wabash College, (Rotating appointment every third semester)

Faculty Advisor to the Parliamentary Union
Wabash College, (Rotating appointment every third semester)

Lecture Planning and Implementation Committee
Wabash College, 2000-2002

Academic Policy Committee
Wabash College, 1999-2000

Gender Affairs Committee
Wabash College, 1998-2000

Occasional Reviewer, *Women's Studies in Communication*

Arkansas State Communication Association

Editorial Assistant, *Journal of Communication
Studies*, 1991.

DEGREE AUDIT CHECK LIST (BA-SMEI) Social Media Influencing

2023-24

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3 ✓
SCIENCE		4 ✓
SCIENCE		4 ✓
US HIST/GOVT		3 ✓
SOC SCI		3 ✓
SOC SCI		3 ✓
FINE ART/HUM		3 ✓
FINE ART/HUM		3 ✓
SOC SCI or FINE ART/HUM		3 ✓
TECH 1001 ♦		1 ✓
TOTAL GEN ED HOURS		36
Electives		
UP 3, 3, 3, 4, 9, 5, 3, 3		
UP - 4, 9, 4		
(29 LD)		
(19 UD) ✓		
TOTAL ELECTIVE HOURS		54

Student's Name		
T#		
Major Requirements		Hrs
COMM/ JOUR	1023 4823	
COMM	3133	
JOUR	3173 4023	
TH	3263 4393 4293	
SMEI	3 HRS (3 UD)	
	JOUR 2143 4073	27 30
	COMM 3003 3163 3263	3
	TH 3803 4563	
COMM/JOUR 2 TH Internship or Practicum		
	3 HRS Performance	3
TH 2103, COMM 2003, COMM 2013, COMM 2043		
TOTAL MAJOR HOURS		30
TOTAL HOURS		

Final Check:

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

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


** Satisfying Gen Ed

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

44

DOWNLOAD PDF 

General Information

Navigate this section: 

- Introduction
- Academic Calendar
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- Fees & Expenses
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- Financial Aid
- Scholarships
- Regulations & Procedures
- Graduation Requirements
- General Education Requirements
- University Honors
- College Distinction
- Military Science
- Catalog PDF 

Bachelor of Arts in Social Media Influencing

DEPARTMENT
HOMEPAGE

Social Influencing degree anticipates and parallels trends taking place in the professional world, namely, the problem that messages are no longer controlled by the messenger. Film companies, manufacturers, public agencies, for example, no longer maintain control over their own brand because what influences public perception is not merely the result of advertising, but those who can influence that perception "socially." This program teaches students how to be social influencers-professionals that assist employers in creating perceptions of their products or services. Historically, this has taken the form of testimonials, product placements in film or television, and celebrity advocates. With the rise of alternative media, broadcast platforms, and new technologies, social influencers have replaced old-style tactics of perception formation.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
USHG 1XXX U S HISTORY & GOVERNMENT ¹	3	SS 1XXX Social Science Courses ¹	3
MATH 1XXX MATHEMATICS ¹	3	SCIL 1XXX SCIENCE WITH LABORATORY ¹	4
COMM 1023 or JOUR 1023	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
TECH 1001 Orientation to the University	1	Elective	3
Elective	3	Total Hours	16
Total Hours	16		

Sophomore

Fall	Credits	Spring	Credits
<u>SCIL 1XXX SCIENCE WITH LABORATORY</u> ¹	4	<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3
Performance Course ⁴	3	<u>SS 1XXX Social Science Courses</u> ^{1,2}	3
<u>TH 3263 Narrative Film Production</u>	3	Social Media Influencing Elective ³	3
<u>SS 1XXX Social Science Courses</u> ¹	3	Elective	6
Elective	3	Total Hours	15
Total Hours	16		

Junior

Fall	Credits	Spring	Credits
<u>JOUR 3173 Public Relations Principles</u>	3	<u>COMM 3133 Digital Civility</u>	3
Social Media Influencing Elective ³	3	TH 4393	3
Elective	9	Elective (3000-4000 level)	4
Total Hours	15	Elective	5
		Total Hours	15

Senior

Fall	Credits	Spring	Credits
<u>JOUR 4023 Social Media</u>	3	COMM 4823 / JOUR 4823	3
Elective (3000-4000 level)	9	Elective (3000- 4000 level)	6
Elective	3	Elective	3
Total Hours	15	Total Hours	12

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

² Certain electives and social sciences are recommended based on student's emphasis.

³ Social Media Influencing Electives include: COMM/JOUR/TH Internship or Practicum, JOUR 2143 Media Writing, JOUR 4073

Graphic Communication, COMM 3003 Interpersonal Communication, COMM 3163 Writing for Performance, COMM 3263 Podcast/Radio Theatre Writing, TH 4563 Sound Design for Moving Image, TH 3803 Directing Theories and Techniques, and other courses approved by advisor.

⁴ Performance courses include: TH 2703 Acting Theories and Techniques, COMM 2003 Public Speaking, COMM 2013 Voice and Diction, and COMM 3063 Oral Interpretation.



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.5 Letters of Notification and Letters of Intent, Academic Affairs: Dr. Julie Furst-Bowe
Type Action
Recommended Action Motion to approve the programs as presented.

- Memorandum BOT 10.20.22 LONs and LOIs.pdf (109 KB)
- L_of_N - Cert Prof Business Admin Cole (003).pdf (292 KB)
- L_of_N - Cert Prof Microsoft Apps Cole.pdf (291 KB)
- L_of_N- Adv Cert Entrepreneurship Cole.pdf (293 KB)
- Lof_N - Adv Cert Data Analytics-Cole.pdf (293 KB)
- LOI BA Social Media Influencing (002).pdf (263 KB)
- LOI GC Org Leadership.pdf (630 KB)
- LOI MA Org Leadership.pdf (367 KB)
- LON BA OL Add Mil Lead Option.pdf (331 KB)
- LON CP Broadcast Journalism.pdf (350 KB)
- LON CP Diversity Studies.pdf (349 KB)
- LON CP Print Journalism.pdf (346 KB)
- LON CP Public Relations.pdf (346 KB)
- LON CP Teaching English to Speakers of Other Languages.pdf (344 KB)
- LON MS SCS Add Option 100 Online.pdf (381 KB)
- LON Reconf BS HPE WF Option.pdf (1,460 KB)
- LON Revision Ms Information Tech.pdf (463 KB)
- LON Title Change Add Option MS SCS.pdf (496 KB)
- LON Title Change BA OL IOP.pdf (327 KB)
- LON Title Change BA Rehab Sci.pdf (330 KB)
- New Program BA Social Media Influencing (002).pdf (29,078 KB)
- New Program GC Org Leadership.pdf (5,541 KB)
- New Program MA Org Leadership.pdf (18,253 KB)

Motion & Voting

Motion to approve the programs as presented.

Motion by Jim Smith, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux

MEMO

RE: BA in Social Media Influencing/BA in Digital Content Creation

The BA in Digital Content Creation was passed through Curriculum Committee, Faculty Senate, and the Board of Trustees as a program addition of BA in Social Media Influencing, however, ADHE requested us not propose the new program and reconfigure two existing programs. The change to reconfiguration of existing degrees, BA in Communication and BA in Journalism, to be the BA in Digital Content Creation was later approved by the ADHE Coordinating Board.

LETTER OF NOTIFICATION

Program Reconfiguration

Creation of a new degree program by combining a portion of the curriculum of two or more existing degrees. This action will not affect the approval of the degrees that were reconfigured. (Degree A and Degree B reconfigured to create Degree C. Degrees A and B will remain unchanged).

Required information:

1. Current degree title(s)

Bachelor of Arts in Communication and Bachelor of Arts in Communication Theatre and Film Production Option
Bachelor of Arts in Journalism

2. Degree code(s)

1830 (Communication)
1560 (Journalism)

3. CIP code(s) of the degree(s) in which curriculum will be used.

09.0101 (Communication)
09.0401 (Journalism)

4. Proposed degree title

Bachelor of Arts in Digital Content Creation

5. CIP code

09.0102 (Mass Communication / Media Studies)

6. % online (if applicable)

~10%

7. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

COMM/JOUR 1023 Exploration of Comm/Media. This course offers an overview of the modern communication and media landscape. Students will explore and be exposed to the different avenues that a professional life in communication and media may take, such as journalism, social media, public relations, filmmaking and broadcasting. In addition, students will examine the deeper knowledge of communication ranging from theory, crisis communication, rhetoric and interpersonal communication.

COMM/JOUR 4823 Senior Capstone. This class provides an opportunity to generate an original work of research or aesthetic performance to be distributed and consumed with the digital sphere. It provides an overview of the field of communication studies, through interpersonal, media, and

performance. Students will then select a topic dealing with the practice of communication and create an original work that will stand as their capstone project. Students will also be expected to workshop one another's projects.

These new introductory and capstone courses will be instituted to build connections among the disciplines housed within the Communication and Media Studies Department, especially with regard to media usage. They are required in all programs within the department, not just this one.

8. Effective date, term, and academic year

Effective: 8/1/2023, 2023 Fall Term, and 2023-24 Academic Year

9. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

This program would enable students to coordinate social media efforts, with special emphasis on content creation.

The need for people trained in the tools and delivery models for social media can be demonstrated by the way in which public officials and spokespersons for companies have moved away from traditional models of information dissemination using digital platforms and social media, thereby reshaping the field of media studies. ATU is positioned strongly to meet this new digital environment by blending the traditional disciplines of communication, theatre, speech, and journalism with the latest trends in digital tools and technologies. This degree recognizes that while traditional careers within journalism and media are disappearing, they are being reborn in the new economy as digitally embedded in businesses, media corporations, and governmental agencies. Providing students with old and new skillsets will have a profound effect on their ability to participate in the emerging political, cultural, and economic landscapes that are transforming communities and the nation at large. From a broader business perspective, the program will teach students the problem-solving and organizational skills entrenched in those new environments, so they can more easily influence the outcomes and the directions of those employers. Further, given the current financial imperatives of ATU, this degree makes use of the courses in the Communication and Media Studies curricula, and with its relatively small credit hour requirements, it could easily be paired with other majors for those who imagine careers as digital creators within specific fields or markets.

According to the Bureau of Labor Statistics: Employment in media and communication occupations is projected to grow 14 percent from 2020 to 2030, faster than the average for all occupations, and will result in about 151,500 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms.

The median annual wage for media and communication workers (such as announcers, interpreters and translators, and technical writers) was \$61,310 in May 2020, which was higher than the median annual wage for all occupations of \$41,950. Media and communication equipment workers (such as broadcast and sound engineering technicians, film and video editors, and photographers) had a

median annual wage of \$50,870 in May 2020, higher than the median annual wage for all occupations in the economy.

Many of our graduates are already getting jobs as media managers for companies. This program could help to prepare these students more directly for the changing landscape of information and public relations.

Program Learning Outcome 1: Students will demonstrate understanding of public relations principles and the ability to plan a campaign.

Program Learning Outcome 2: Students will employ fundamental film-making skills including plot structure, shot planning, camera work, and editing.

Program Learning Outcome 3: Students will use theories related to the functioning of social media communication.

Program Learning Outcome 4: Students will employ digital communication effectively and ethically.

Program Learning Outcome 5: Students will build, leverage, and monetize an online presence.

Projected Enrollment

Year 1 - 25

Year 2 - 35

Year 3 - 55

Projected Graduates

Year 3 - 5

Year 4 - 13

Year 5 - 20

COMMUNICATION

BACHELOR OF ARTS IN COMMUNICATION

The communication major offers a communication option and a theatre & film production option. Both options require 30 semester hours selected from departmental course offerings. Eighteen hours of the 30-hour major must be upper division level.

Major Options

Communication
Theatre and Film Production

Certificates

Certificate of Proficiency in Technical and Professional Communications

BACHELOR OF ARTS IN COMMUNICATION

Those students choosing the speech option must take:

- COMM 1003 Introduction to Communication
- COMM 1023 Exploration of Media and Communication or JOUR 1023 Exploration of Media and Communication
- COMM 2003 Public Speaking
- COMM 3003 Interpersonal Communication
- COMM 3123 Argumentation *or* COMM 3133 Digital Civility
- COMM 3513 Media Criticism
- COMM 4823 Communication Capstone

Students choosing the speech option, in consultation with an advisor, can design a program in one of the following areas of emphasis:

- 1 .communication for the professions
- 2 .language and culture
- 3 .organizational communication
- 4 .performance studies

Curriculum

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

Freshman

Fall	Credits
ENGL 1013 Composition I ¹	3
USHG 1XXX U.S. History and Government ¹	3
SCIL 1XXX Science with Laboratory ¹	4
COMM 1003 Introduction to Communication	3
TECH 1001 Orientation to the University	1
COMM 1023 Exploration of Media and Communication or JOUR 1023 Exploration of Media and Communication	3
Total Hours	17

Spring	Credits
ENGL 1023 Composition II ¹	3
SS 1XXX Social Science Courses ^{1,2}	3
MATH XXXX ¹	3

Spring	Credits
Elective	6
Total Hours	15

Sophomore

Fall	Credits
SCIL 1XXX Science with Laboratory ¹	4
COMM 2003 Public Speaking	3
COMM Elective	3
Elective	6
Total Hours	16

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3
SS 1XXX Social Science Courses ^{1, 2}	3
COMM 3123 Argumentation or COMM 3133 Digital Civility	3
Elective	6
Total Hours	15

Junior

Fall	Credits
COMM 3003 Interpersonal Communication	3
COMM 3513 Media Criticism	3
COMM Elective (3000-4000 level)	3
Elective	6
Total Hours	15

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3
COMM Elective (3000- 4000 level)	3
Elective (3000-4000 level)	6
Elective	3
Total Hours	15

Senior

Fall	Credits
COMM 4823 Communication Capstone	3

Communication

Fall	Credits
Elective (3000-4000 level)	12
Total Hours	15

Spring	Credits
COMM Elective	3
COMM Elective (3000- 4000 level)	3
Elective (3000-4000 level)	1
Elective	5
Total Hours	12

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

²Certain electives and social sciences are recommended based on student's emphasis.

BACHELOR OF ARTS IN COMMUNICATION - THEATRE AND FILM PRODUCTION

Those students choosing the Theatre and Film Production option must take:

- COMM 1023 Exploration of Media and Communication or JOUR 1023 Exploration of Media and Communication
- COMM 3163 Writing for Performance
- COMM 4823 Communication Capstone
- TH 2703 Acting Theories and Techniques
- TH 3263 Narrative Film Production
- TH 3513 Stagecraft Techniques
- TH 3803 Directing Theories and Techniques

Curriculum

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

Freshman

Fall	Credits
ENGL 1013 Composition I ¹	3
SCIL 1XXX Science with Laboratory ¹	4
COMM 1023 Exploration of Media and Communication or JOUR 1023 Exploration of Media and Communication	3
SS 1XXX Social Science Courses ^{1,3}	3
TH 2703 Acting Theories and Techniques	3
TECH 1001 Orientation to the University	1
Total Hours	17

Spring	Credits
ENGL 1023 Composition II ¹	3
COMM 3163 Writing for Performance	3
MATH XXXX ¹	3
USHG 1XXX U.S. History and Government ¹	3

Spring	Credits
Elective ³	3
Total Hours	15

Sophomore

Fall	Credits
SS 1XXX Social Science Courses ^{1,3}	3
SCIL 1XXX Science with Laboratory ¹	4
TH 3263 Narrative Film Production	3
Theatre Practicum	1
Elective ³	6
Total Hours	17

Spring	Credits
SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communication Courses ^{1,3}	3
FAH 1XXX Fine Arts and Humanities Courses ^{1,3}	3
TH 3513 Stagecraft Techniques	3
Elective ³	6
Total Hours	15

Junior

Fall	Credits
FAH 1XXX Fine Arts and Humanities Courses ^{1,3}	3
TH Elective (3000-4000 level) ²	3
Elective ⁴	9
Total Hours	15

Spring	Credits
TH 3803 Directing Theories and Techniques	3
TH Elective (3000-4000 level) ²	3
Elective ⁴	9
Total Hours	15

Senior

Fall	Credits
Theatre Practicum	1

Communication

Fall	Credits
COMM 4823 Communication Capstone	3
Elective ⁴	11
Total Hours	15

Spring	Credits
Theatre Practicum	1
TH Elective (3000-4000 level) ²	3
Elective ⁴	7
Total Hours	11

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

²A maximum of seven hours of theatre practicum courses may be counted toward the thirty-three hour major.

³Certain electives and social sciences are recommended based on student's emphasis.

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



Division of Higher Education


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Jacob Oliva
Secretary

Ken Warden, Ed.D.
Commissioner

August 4, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Assistant Commissioner of Academic Affairs

Re: Arkansas Tech University
Program Approvals

On July 28, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Program Deletion

Bachelor of Science in Life Science & Earth Science (DC 9300; CIP 13.1322; 124-125 credit hours; Spring 2027 (12/18/2026))

Bachelor of Science in Chemistry Education (DC 3720; CIP 13.1323; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Science in Physics Education (DC 9030; CIP 13.1329; 120 credit hours; Spring 2027 (12/15/2026))

Bachelor of Arts in Public History (DC 5440; CIP 54.0105; 120 credit hours; Fall 2024 (9/1/2024))

Program Reconfiguration

Bachelor of Arts in Communication (DC 1830; CIP 09.0101; 120 credit hours) and Bachelor of Arts in Journalism (DC 1560; CIP 09.0401; 120 credit hours) reconfigured to create Bachelor of Arts in Digital Content Creation (DC 4145; CIP 09.0102; 120 credit hours; 10% online; Fall 2023 (8/1/2023))

General Education Core – 35 credit hours

Major Requirements

COMM/JOUR 1023 Communication and Media Exploration

COMM 3133	Digital Civility
JOUR 3173	Public Relations Principles
JOUR 4023	Social Media
TH 3263	Narrative Film Production

TH 4393 Social Media Influencing
COMM/JOUR 4823 Senior Capstone
Complete 3-credit hours from the following:
COMM 2003 Public Speaking
COMM 2013 Voice & Diction
COMM 3063 Oral Interpretation
TH 2703 Acting Theories and Techniques

Complete 6-credit hours from the following:
COMM 3003 Interpersonal Communication
COMM 3163 Writing for Performance
COMM 3263 Podcast / Radio Theatre Writing
JOUR 2143 Media Writing
JOUR 4073 Graphic Communication
TH 3803 Directing Theories and Techniques
TH 4563 Sound Design for Moving Images

JOUR or TH Internship

JOUR or TH Practicum

Other courses/seminars as approved by instructor

Electives

35 credit hours of Directed Electives

19 credit hours of Upper-Level Electives

Italics = New Courses

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Dr. Jeanine Myers



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3827 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Ken Warden, Ed.D.
Commissioner

November 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Assistant Commissioner of Academic Affairs

Re: Arkansas Tech University
Program Approvals

On October 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Existing Program Offered by Distance Education

Graduate Certificate in Information Technology (DC 6357; CIP 11.0103; 18 credit hours; 100% online; Spring 2024)

Bachelor of Science in Health Information Management (DC 2700; CIP 51.0706; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

New Certificate

Certificate of Proficiency in Digital Content Creation (DC 1186; CIP 09.0102; 12 credit hours; Summer 2023 (6/1/2023))

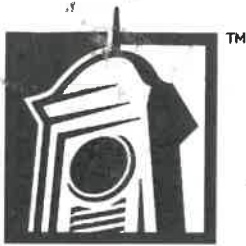
JOUR 4023 Social Media
TH 3263 Narrative Film Production
TH 4293 Social Media Influencing

Choose one of the following:

COMM 2003 Public Speaking
COMM 2013 Voice & Diction
COMM 3063 Oral Interpretation
TH 2703 Acting Theories and Techniques

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Dr. Jeanine Myers



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Arts and Humanities/Professional Studies	6/02/2022

Title	Signature	Date
Department Head	[Housed in A&H Dean's Office]	
Dean Dr. Jeffrey Cass	<i>Jeffrey Cass</i>	6/02/22
Assessment Dr. Christine Austin	<i>Christine Austin</i>	8/1/22
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	<i>[Signature]</i>	—
Vice President for Academic Affairs Dr. Furst-Bowe	<i>[Signature]</i>	10/26/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
IPBL 1999-1993	1993	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
INTRO TO DIVERSITY STUDIES		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
INTRO TO DIVERSITY STUDIES		

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

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

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

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)?
 N/A

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?

This course introduces the topic of diversity from a local to a global perspective using a holistic, interdisciplinary approach. This course encourages self-exploration and prepares the learner to work in a understand the need for diverse experiences and environments. In addition to an analysis of

majority/minority relationships in a multicultural context, the primary topics of race, ethnicity, age, gender, class, sexual orientation, disability, and religion are explored.

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.

IPBL ~~1999~~ 1993

Intro to Diversity Studies

Course Description (D)

This course introduces the topic of diversity from a local to a global perspective using an interdisciplinary approach. This course encourages self-exploration and prepares the learner to explore and experience diverse environments. Topics include race, class, gender, identity, and ethnicity.

1. No ACTS course number
2. NO Cross-listing
3. Fall
4. Prerequisites: None

5. Co-requisites: None
6. Description – listed above
7. Class will be a three (3) hour course.
8. No Course Fees

(E)

Instructor:

Email:

Phone:

Office:

Office Hours:

(F) Required Texts: This is an open educational resource course and no text will be required. Resources for the course are accessible through the ATU library.

(G) Bibliography: Primary and Secondary resources will be available through free access from OER offered through the ATU library (<https://libguides.atu.edu/OER>)

(H) Rationale:

The Diversity Studies Certificate fulfills a critical gap in the ArkansasTech University academic curriculum by focusing on diverse and multicultural populations— including the study of power, privilege, and discrimination—and teaches students to practice civic engagement by enacting positive equitable change locally and globally. Students will take a core introduction course (3 hours), and three elective courses (9 hours) from a pre-approved list of courses. This certificate prepares students for diverse workplaces and multicultural environments, pushing them to be action-oriented, ethical leaders and requiring them to apply curricular knowledge directly to project-based learning to help their communities resolve conflicts.

The Diversity Studies Certificate will also fulfill a Core Component and Subcomponent of the Higher Learning Commission Criterion: first, that “[t]he institution provides opportunities for civic engagement in a diverse, multicultural society and globally-connected world, as appropriate within its mission and for the constituencies it serves” (1.C); second, that “the education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world” (3.B.3). The Diversity Studies Certificate aligns with the ATU Mission “as a responsive campus community providing opportunities for progressive intellectual development and civic engagement.” Furthermore, the diversity studies program enacts Phase 2.2 of the ATU Strategic Plan for Inclusive Excellence: “Encourage diversity, equity, inclusion, and social justice content throughout existing and potential curricula in both undergraduate and graduate-level programs.” As well, through its entirely online delivery, these certificates support the institution’s Strategic Plan Goal 2.4: “The University, through the College of eTech and in collaboration with other Colleges [...] will propose additional online educational opportunities [...]”

(I) Course Objectives

- Students will be introduced to the complexities of diversity through the study of identity determinants, such as race, class, ethnicity, gender, and sexuality.
- Students will study contemporary issues related to diversity within larger historical frameworks.
- Students will formulate and evaluate strategies for social engagement.
- Students will articulate the connection of diversity to their own lives.

(II) General Education Objective.

This course is not part of the general education core. However, it does address many of the general education objectives for ethical perspectives, critical thinking, civic engagement, and arts and humanities.

(K-L)

Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	59 - Below

Assessment methods

- (20%) Discussion Board Posts
- (15%) Archival Research Analysis
- (10%) Quizzes
- (20%) Midterm Test
- (20%) Current Events Paper
- (15%) Personal Journal

Discussion Board Posts (20%)

Each week, write a discussion board post of approximately 200-250 words about at least one of the assigned readings. You are required to respond to at least two of your peers.

Archival Research Analysis (15%)

Using the bibliography, select one source and write a 3-4 page paper analyzing the document.

Quizzes (10%)

There will be two short quizzes. Each quiz will be worth five percent of your final course grade. Quizzes will assess your understanding of the readings and the concepts we discuss in class. Each quiz will take approximately 15 minutes.

Midterm (20%)

There will be an open-book, open-note take midterm that will be worth ten percent of your final course grade.

Current Events Paper (20%)

Write a 4-5 page paper about a current event of your choosing. In your paper, explain how the current event relates to issues of diversity. Contextualize your chosen event with relevant information about its history and describe how the current event relates to themes examined in this course. Your paper must cite at least three sources, and at least one of those sources needs to be from this class. Potential topics might address sports, politics, or popular culture. Questions for consideration include: How does this current event reinforce or challenge dominant conceptions of diversity? What are the implications of the chosen event for those who are differently abled, are from low-income populations, or are immigrants?

Personal Journal (15%)

Critical reflective, personal essay on weekly topic, current event related topic or discussion board. (Total of six (6) – 300 word minimum)

COURSE CONTENT

Weekly Assignments, Discussion Board Forums, Chat Sessions, Quizzes, and Exams

The weekly assignments, discussion board forums, chat sessions, quizzes, and exams will be made available in the Course Content section of Blackboard. The submission due date for each is shown in the Course Schedule below and in the Course Content section of your course. All assignments must be submitted by **11:59 p.m.**, on the assigned due date, unless you have received prior permission from the instructor to submit them late. In the event that the instructor changes the due dates, a notice will be posted in the Announcements section in Blackboard.

Participation in Discussion Board Forums and Chat Sessions

Students will be expected to participate in these collaboration activities. Feel free to express thoughts and ideas pertinent to the discussion. Courteous and civil discourse is expected and abusive or inappropriate comments will not be tolerated. Credit will be awarded throughout the term for continual, substantive participation in the discussion board forum.

COURSE POLICIES

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic “F” for the test/assignment in question and possibly an “F” for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an “F” for excessive absences or non-performance. It

is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

The deadline for dropping this course with a “W” is **(add date)**. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F”. Tech now has a very lenient withdrawal policy which eliminates the deadlines for receiving a “WP” (withdrawn with passing) or “WF” (withdrawn with failing) and has extended the period for withdrawing with just a “W” until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Disability Services

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

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>.

(M) Course Content

- Week 1: Course Overview - Introduction
- Week 2: What is Diversity?
- Week 3: Topics in Gendered Diversity
- Week 4: Topics in Gendered Diversity
- Week 5: Topics in Gendered Diversity
- Week 6: Topics in Class
- Week 7: Topics in Class
- Week 8: Topics in Class
- Week 9: Topics in Race & Ethnicity

Week 10: Topics in Race & Ethnicity
Week 11: Topics in Race & Ethnicity
Week 12: Topics on Disabilities
Week 13: Topics on Disabilities
Week 14: Topics on Disabilities
Week 15: Open Discussion
Week 16: Wrap



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
English and World Languages	7/31/2022

Title	Signature	Date
Department Head Emily Hoffman	<i>Emily Hoffman</i>	07-31-22
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	7/29/22
Assessment	<i>Chris Clark</i>	8/1/22
Registrar	<i>Sammy Luann</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>Justin</i>	10/26/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title: Certificate of Proficiency in Diversity Studies

LETTER OF NOTIFICATION – 8

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

An undergraduate certificate program consisting of 6-21 semester credit hours. The curriculum, list of required courses, new course descriptions, the goals, objectives and student learning outcomes, projected annual enrollment, and justification/need for offering the new program must be submitted with the Letter of Notification. If the certificate program is designed for professional certification or licensure, documentation of appropriate agency/board initial review/approval also must be submitted.

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: Jeffrey Cass, Dean of Arts and Humanities; Emily Hoffman, Head, English and World Languages
3. Phone number/e-mail address: Cass: (479)-968-2074 [jcass@atu.edu]; Hoffman: (479)-264-5143 [ehoffman1@atu.edu]
4. Proposed effective date: Fall 2023
5. Name of proposed Undergraduate Certificate of Proficiency (Program must consist of 6-21 semester credit hours): 15 SCH
6. Proposed CIP Code: 30.2301
7. Reason for proposed program implementation: The online diversity studies certificate fulfills a critical gap in the Arkansas Tech University academic curriculum by focusing on diverse and multicultural populations and teaches students to practice civic engagement by enacting positive equitable change locally and globally. Students will take a core introduction course (3 credit hours), and a series of elective courses from the themes listed below (12 credit hours), for a total of 15 hours. This certificate prepares students for diverse workplaces and multicultural environments; pushes them to be action-oriented, ethical leaders; and requires them to apply curriculum knowledge directly to consider solutions that help their communities resolve conflicts.
8. Provide the following: [See below]
 - a. Curriculum outline - List of courses in new program – Underline required courses

2. Coursework (Required 3 hrs):	
IPBL 1999 ¹⁹⁹³ <u>Introduction to Diversity Studies</u>	3 hrs
<u>Diversity Studies Electives*</u>	12 hrs
TOTAL	15 hrs

Electives: (Select 4)

Improving Engagement (select one)

ANTH 2003: Cultural Anthropology
ENGL 2003: Introduction to World Literature
HIST 4143: Native American History
PS 4643/OL 4643: Org. Globalization and Diversity

Recent Enrollment

84
49
18
17

Semester

Spring 2022
Spring 2022
Spring 2020
Fall 2020

Uncovering Bias (select one)

ENGL 4723: Teaching People of Other Cultures	16	Spring 2022
HIST 4123: African American History	7	Spring 2022
PSY 3083: Psychology of Women	50	Spring 2022
SOC 4023: Sociology of Gender	41	Spring 2022

Diversity, Equity, Inclusion, and Belonging in Work and Society (select one)

COMM 3013: Intercultural Communication	25	Spring 2022
ECON 3013: Economics of Labor Relations	29	Spring 2020
GEOG 2023: Human Geography	9	Fall 2021
RP 3013: Inclusive Recreation	8	Fall 2021

Cultural Environments (select one)

HIST 4133: Latinos in the United States	20	Spring 2021
PHIL 2023: Buddhist Philosophy	22	Spring 2018
PSY 2133: Cross-Cultural Psychology	12	Spring 2013
SOC 4003: Minority Relations	47	Spring 2022

* The Dean of the College of Arts & Humanities may approve, as requested, additional upper-level courses for inclusion in the certificate curriculum that primarily deal with African-American, Latin-American/Hispanic-American, Woman & Gender Studies, or Culture and Diversity Studies in the fields of history, literature, culture, or representation as reflected in both the course title and the content of the course syllabus. **The program will be housed in the Department of English and World Languages.**

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

Fifteen (15) hours

c. New courses and new course descriptions:

IPBL 1999 Introduction to Diversity Studies

This course introduces the topic of diversity from a local to a global perspective using an interdisciplinary approach. This course encourages self-exploration and prepares the learner to explore and experience diverse environments. Topics include race, class, gender, identity, and ethnicity.

d. Program goals and objectives

1. To align program coursework with University Strategic Plan that “increase[s] opportunities for high-impact practices, experiential learning, and student engagement” (Goal 2, Item 2)

2. To ensure that students receiving the certificate have been introduced to the basics of diversity, equity, inclusion, and belonging, as well as having been grounded in the four components of the curriculum (improving engagement, uncovering bias, DEIB, and Cultural Environments).

3. To implement a DEIB curriculum in the certificate that is portable for employment. This goal also aligns with the University Strategic Plan, which, as the President indicates in her letter, “consider[s] external drivers such as enrollment, job market analysis for local, regional, state and global demands, post-pandemic effects, new business models for efficiencies and others.”

e. Expected student learning outcomes

1. Understand and articulate key concepts in diversity within multiple contexts, including race, class, gender, identity, and ethnicity.

2. Explain and interpret different frames of cultural reference and social constructions of identity, including a reflection of one's own and others' bias.
3. Apply diversity concepts to course materials that enable the pursuit of alternative perspectives.
4. Interact with diverse groups and demonstrate meaningful collaboration.

f. Documentation that program meets employer needs

Experts in the field of diversity and inclusion have recommend that colleges and universities offer more “diversity/equity/inclusion/racism education” (Benjamin Reese) and open the university to a “space for listening, learning and expansion of understanding the lived experience of all” (Adrianna Kezar). A specific diversity studies program is a statement to current and potential Black, Latinx, LGBTQ+, and disabled students that their perspectives and lives are not only valued on a campus and that those perspectives have an academic tradition respected on campus, but one that is a practical consideration for all students, whatever their background. For employers, it is no longer sufficient merely to show empathy with diversity groups, it is becoming necessary to demonstrate ability in working within and managing diverse groups (<https://www.weforum.org/agenda/2022/04/skills-build-diversity-equality-inclusion-belonging/>). Having ATU graduates who have exposure to the four basic categories in the certificate—Improving Engagement, Uncovering Bias, DEIB in Work and Society, and Cultural Environments—will provide a set of skills to function successfully within a range of social and cultural contexts, and will have a practical effect in their ability to function in the marketplace, whatever their field.

g. Student demand (projected enrollment) for proposed program:

Given the rising number of diversity services at Arkansas Tech University, the increased numbers of underrepresented groups at the institution (<https://www.atu.edu/diversity/>), and the additional student organization that provide assistance to LGBTQ+ and other underrepresented students, there should be considerable interest in a diversity certificate. This situation is becoming the enrollment reality for all institutions of higher learning, nationally and regionally, and is a major retention issue. A conservative estimate is that 15-20 students would be enrolled in the program by the second semester of implementation.

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

None required

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

University of Arkansas, Purdue University, Case Western Reserve University, University of Pennsylvania, University of Central Arkansas. Institution used as model—Cornell University.

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

2033

9. Institutional curriculum committee review/approval date:

August 12, 2022

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

Students will be able to complete the program online with proper rotation of courses and scheduling of courses in both face-to-face and online modalities.

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


No off-campus site projected

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

None at this point

[DOWNLOAD PDF](#)

General Information

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[Catalog PDF](#)

Certificate of Proficiency in Diversity Studies

DEPARTMENT
HOMEPAGE

The Certificate of Proficiency in Diversity Studies prepares students for diverse workplaces and multicultural environments. Teaching students to apply curriculum knowledge directly to consider solutions to help their communities resolve conflicts; thus, to be action-oriented and ethical leaders.

The Certificate of Proficiency in Diversity Studies requires the following 15 semester credit hours:

- IPBL 1993
- Twelve (12) hours of Diversity Studies Electives*

ELECTIVES: (select 4)

Improving Engagement (select one)

- [ANTH 2003 Cultural Anthropology](#)
- [ENGL 2003 Introduction to World Literature](#)
- [HIST 4143 Native American History](#)
- [PS 4643 Organizational Globalization and Diversity/OL 4643 Organizational Globalization and Diversity](#)

Uncovering Bias (select one)

- [ENGL 4723 Teaching People of Other Cultures](#)
- [HIST 4123 African American History](#)
- [PSY 3083 Psychology of Women](#)
- [SOC 4023 Sociology of Gender](#)

Diversity, Equity, Inclusion, and Belonging in Work and Society (select one)

- [COMM 3013 Intercultural Communication](#)
- [ECON 3013 Economics of Labor Relations](#)
- [GEOG 2023 Human Geography](#)
- [RP 3013 Inclusive Recreation](#)

Cultural Environments (select one)

- [HIST 4133 Latinos in the United States](#)
- [PHIL 2023 Buddhist Philosophy](#)
- [PSY 2133 Cross-Cultural Psychology](#)
- [SOC 4003 Minority Relations](#)

* The Dean of the College of Arts & Humanities may approve, as requested, additional upper-level courses for inclusion in the certificate curriculum that primarily deal with African-American, Latin-American/Hispanic-American, Woman & Gender Studies, or Culture and Diversity Studies in the fields of history, literature, culture, or representation as reflected in both the course title and the content of the course syllabus.



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.5 Letters of Notification and Letters of Intent, Academic Affairs: Dr. Julie Furst-Bowe
Type Action
Recommended Action Motion to approve the programs as presented.

- Memorandum BOT 10.20.22 LONs and LOIs.pdf (109 KB)
- L_of_N - Cert Prof Business Admin Cole (003).pdf (292 KB)
- L_of_N - Cert Prof Microsoft Apps Cole.pdf (291 KB)
- L_of_N- Adv Cert Entrepreneurship Cole.pdf (293 KB)
- Lof_N - Adv Cert Data Analytics-Cole.pdf (293 KB)
- LOI BA Social Media Influencing (002).pdf (263 KB)
- LOI GC Org Leadership.pdf (630 KB)
- LOI MA Org Leadership.pdf (367 KB)
- LON BA OL Add Mil Lead Option.pdf (331 KB)
- LON CP Broadcast Journalism.pdf (350 KB)
- LON CP Diversity Studies.pdf (349 KB)
- LON CP Print Journalism.pdf (346 KB)
- LON CP Public Relations.pdf (346 KB)
- LON CP Teaching English to Speakers of Other Languages.pdf (344 KB)
- LON MS SCS Add Option 100 Online.pdf (381 KB)
- LON Reconf BS HPE WF Option.pdf (1,460 KB)
- LON Revision Ms Information Tech.pdf (463 KB)
- LON Title Change Add Option MS SCS.pdf (496 KB)
- LON Title Change BA OL IOP.pdf (327 KB)
- LON Title Change BA Rehab Sci.pdf (330 KB)
- New Program BA Social Media Influencing (002).pdf (29,078 KB)
- New Program GC Org Leadership.pdf (5,541 KB)
- New Program MA Org Leadership.pdf (18,253 KB)

Motion & Voting

Motion to approve the programs as presented.

Motion by Jim Smith, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

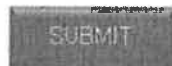
Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*



Please save and upload this form and supporting documents to: [File Transfer System](#)

Certificate of Proficiency in Diversity Studies

Curriculum 15 total hours

IPBL 1993 Introduction to Diversity Studies

12 hours of Diversity Studies Electives:

Select one course from each of the 4 categories:

Improving Engagement (select one of the following)

ANTH 2003: Cultural Anthropology

ENGL 2003: Introduction to World Literature

HIST 4143: Native American History

PS 4643/OL 4643: Organizational Globalization and Diversity

Uncovering Bias (select one of the following)

ENGL 4723: Teaching People of Other Cultures

HIST 4123: African American History

PSY 3083: Psychology of Women

SOC 4023: Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following)

COMM 3013: Intercultural Communication

ECON 3013: Economics of Labor Relations

GEOG 2023: Human Geography

RP 3013: Inclusive Recreation

Cultural Environments (select one of the following)

HIST 4133: Latinos in the United States

PHIL 2023: Buddhist Philosophy

PSY 2133: Cross-Cultural Psychology

SOC 4003: Minority Relations



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Maria Markham, Ph.D.
Director

February 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Interim Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On January 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Curriculum Revision

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online) changed to Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online) changed to Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online) changed to Master of Science in Information Technology (DC 6285; CIP 11.0103; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

INFT 6991	Internship
INFT 6000-level Electives	

Added Courses

INFT 6993	Internship
INFT 5603	Principles of Data Science (optional)
INFT 5803	Principles of Cybersecurity (optional)

INFT 5983	Special Topics (optional)
INFT 6103	Visual Programming (optional)
INFT 6603	Adv Data Science and Machine Learning (optional)
INFT 6803	Adv Cybersecurity (optional)
INFT 6903	Emerging Trends (optional)

Delete Option, Emphasis, Concentration, or Minor

Bachelor of Arts in Journalism: Broadcast Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Print Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Public Relations option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Communications option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Fine Arts option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Science in Information Technology: Computer Based Instruction option (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Summer 2023 (6/1/2023))

Existing Program Offered by Distance Education

Master of Arts in History (DC 5360; CIP 54.0101; 30 credit hours; 100% online; Spring 2023)

Master of Liberal Arts (DC 5960; CIP 24.0101; 30 credit hours; 100% online; Spring 2023)

New Certificate

Advanced Certificate in Data Analytics (DC 3135; CIP 52.1301; 24 credit hours; 62% online; Summer 2023 (6/1/2023))

MATH 1113 College Algebra (or math ACT score of 22 or higher)

BUAD 2003 Business Information Systems

MATH 2223 Quantitative Business Analysis

STAT 2163 Introduction to Statistical Methods OR

PSY 2053 Statistics for the Behavioral Sciences

BDA 2003 Business Problem Solving

BDA 2023 Introduction to Data Visualization

Select 2 courses (6 credit hours) from the following:

BDA 3003 Data Analytics Apps Development

BDA 3013 Business Spreadsheet Modeling

BDA 3033 Data Modeling and Management

BDA 3053 Business Data Analysis

Advanced Certificate in Entrepreneurship (DC 3165; CIP 52.0701; 27-28 credit hours; 78% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
BLAW 2033	Legal Environment of Business
ECON 2013	Principles of Economics II
MGMT 3003	Management and Organizational Behavior
MGMT 4053	Small Business Management
MGMT 4063	Entrepreneurial Development
MKT 3043	Principles of Marketing

Certificate of Proficiency in Broadcast Journalism (DC 1056; CIP 09.0402; 12 credit hours; 50% online; Summer 2023 (6/1/2023))

<i>JOUR 2253</i>	<i>Basic Video Editing</i>
JOUR 3183	Digital News Writing
JOUR 3193	New Media News Gathering
JOUR 4133	Digital New Production

Italics = New Course

Certificate of Proficiency in Print Journalism (DC 1061; CIP 09.0401; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 2143	Media Writing
JOUR 3143	News Reporting
JOUR 3153	Feature Writing
JOUR 4143	Advanced Reporting

Certificate of Proficiency in Public Relations Journalism (DC 1205; CIP 09.0900; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 3173	Public Relations Principles
JOUR 3273	Public Relations Writing
JOUR 4073	Graphic Communication
JOUR 4173	Public Relations Project

Certificate of Proficiency in Business Administration (DC 1645; CIP 52.0201; 12-13 credit hours; 100% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
ECON 2003	Principles of Economics I OR
ECON 2103	Honors Principles of Economics I OR
ECON 2013	Principles of Economics II

Certificate of Proficiency in Diversity Studies (DC 1066; CIP 30.2301; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

IPBL 1993	Introduction to Diversity Studies
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Improving Engagement (select one of the following):

ANTH 2003 Cultural Anthropology
ENGL 2003 Introduction to World Literature
HIST 4143 Native American History
PS 4643/OL 4643 Organizational Globalization and Diversity

Uncovering Bias (select one of the following):

ENGL 4723 Teaching People of Other Cultures
HIST 4123 African American History
PSY 3083 Psychology of Women
SOC 4023 Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following):

COMM 3013 Intercultural Communication
ECON 3013 Economics of Labor Relations
GEOG 2023 Human Geography
RP 3013 Inclusive Recreation

Cultural Environments (select one of the following):

HIST 4133 Latinos in the United States
PHIL 2023 Buddhist Philosophy
PSY 2133 Cross-Cultural Psychology
SOC 4003 Minority Relations

Certificate of Proficiency in Microsoft Applications (DC 1071; CIP 52.0204; 9 credit hours; 67% online; Summer 2023 (6/1/2023))

BUAD 2003 Business Information Systems
BDA 2003 Business Problem Solving
MGMT 3173 Advanced Microsoft Techniques

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (DC 4335; CIP 13.1401; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

TESL/ENGL 5023 Second Language Acquisition
TESL/ENGL 5703 Teaching English as a Second Language
TESL/ENGL 5713 ESL Assessment
TESL/ENGL 5723 Teaching People of Other Cultures
TESL 6003 Linguistics for ESL Teachers

New Option, Emphasis, Concentration, or Minor

Master of Science in Kinesiology, Strength, and Conditioning: Sport Science option (DC 6306; CIP 31.0599; 33 credit hours; 100% online; Summer 2023 (6/1/2023))

PE 6033 Exercise Physiology
PE 6043 Motor Learning & Control
PE 6053 Biomechanics
PE 6083 Research methods and Statistics OR
EDFD 6003 Educational Research
SCS 6013 Measurement and Evaluation in Strength and Conditioning
SCS 6033 Strength & Conditioning Program Design & Development
SCS 6063 Trends in Sports Nutrition & Metabolism
SCS 6003 *Sport Psychology*
SCS 6103 Professional Project

Select 2 courses (6 credit hours) from the following:

MATH 5173	Advanced Biostatistics
PE 6063	Current Issues in Coaching & Athletics
PE 6073	Exercise & Sport Behavior
PE 6891-3	Independent Study
SCS 6023	Scientific Foundations of Strength & Conditioning
SCS 6083	Instructional Strategies for Strength Coaches
SCS 6093	Exercise Science Seminar

Bachelor of Arts in Organizational Leadership: Military Leadership concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

POLS 2043	Comparative Government
POLS 2413	International Relations
POLS 3013	Recent American Foreign & Military Policy
POLS 3473	National Security Policy
POLS 3053	Introduction to Public Administration
POLS XXXX	Upper-Division Political Science elective (3000-4000 level)

Program Reconfiguration

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science (DC 2495; CIP 31.0505; 120-122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
ECON 2003	Principles of Economics
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Classes

Major Requirements

HES 1003	<i>Intro Exercise Programming</i>
HES 2003	<i>Field-Based Experiences in Health & Exercise Science</i>
HES 2013	<i>Weight training for CPT, Sport Coach, and PE</i>
HES 2023	<i>Endurance Conditioning</i>
HES 2043	<i>Applied Fitness Assessment and Development</i>
HES 3003	<i>Exercise Prescription</i>
HES 3023	<i>Exercise Behavior and Adherence</i>

HES 4003	Senior Seminar
HES 4012	Health & Exercise Science Internship (Contact Hours = 490)
HES 4013	Health & Exercise Science Practicum
HES 4023	Principles of Strength and Conditioning
HES 4063	Health and Fitness Programming
HLED 1513	Lifetime Health and Fitness
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Kinesiology option (DC 2495; CIP 31.0505; 120 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities Courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Courses

Major Requirements

ECON 2003	Principles of Economics
<i>HES 1003</i>	<i>Intro Exercise Programming</i>
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
<i>HES 3013</i>	<i>Coaching Power, Speed and Agility</i>
HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Wellness Science Practicum

HES 4023	Principles of Strength and Conditioning
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
<i>HES 4053</i>	<i>Biomechanics</i>
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology
PE 4103	Principles of Adaptive Physical Activity

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Pre-Allied Health option (DC 2495; CIP 31.0505; 122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

U.S. History/Government

Fine Arts & Humanities Course

Core Courses

AHS 2013	Medical Terminology
BIOL 2404	Human Anatomy and Physiology I
BIOL 2414	Human Anatomy and Physiology II
CHEM 2134/2130	Gen. Chemistry II
CHEM 2124	General Chemistry I
COMM 2173	Business & Professional Speaking
ECON 2003	Principles of Economics
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing
PHYS 2014	Physics I
PHYS 2024	Physics II
PSY 2053	Statistics for the Behavioral Sciences

Elective for Observation Hours – PE 4991 Independent Study

Elective PE Class

Fine Arts & Humanities Course

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription

HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Health & Exercise Science Practicum
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
<i>HES 4053</i>	<i>Biomechanics</i>
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology

Italics = New Courses

Title Change

Master of Science in Strength & Conditioning Studies (DC 6306; CIP 31.0599; 33 credit hours) changed to Master of Science in Kinesiology, Strength, and Conditioning (DC 6306; CIP 31.0599; 33 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Organizational Leadership: Industrial/Organizational Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online) changed to Bachelor of Arts in Organizational Leadership: Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

Bachelor of Arts in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours) changed to Bachelor of Science in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours; Summer 2023 (6/1/2023))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Andrea Eubanks
 Dr. Jeanine Myers
 Jill Hays



UNIVERSITY

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

Department Initiating Proposal	Date

Title	Signature	Date
Department Head	<i>Marshall Swafford</i>	8/12/22
Dean	<i>Tracey Cole Assoc. Dean</i>	8-12-22
Assessment	<i>Christ Austin</i>	8/13/22
Registrar	<i>Yammy Wallace</i>	8/13/22
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: *Casino and Gaming Industry Certificate of Proficiency*

5.1120
LETTER OF NOTIFICATION - 8
UNDERGRADUATE CERTIFICATE PROGRAM(6-21 SEMESTER
CREDIT HOURS)

1. Institution submitting request: **Arkansas Tech University**
2. Contact person/title. **Susan West, Associate Professor**
3. Phone number/e-mail address: **479-356-6205 swest7@atu.edu**
4. Proposed effective date: **Fall 2023**
5. Name of proposed Undergraduate Certificate Program (Program must consist of 7-18 semester credit hours): **Casino and Gaming Industry Certificate**
6. Proposed CIP Code: **52.091**
7. Reason for proposed program implementation: **with the passing of Issue #4 in November of 2018, the two existing casinos in Arkansas expanded, also creating two more in Pine Bluff and one in Pope County, there will be a need for a skilled workforce**
8. Provide the following:
 - a. Curriculum outline - List of courses in new program — Underline required courses
AMEND course in October CC
HA 1043 Introduction to Hospitality
HA 2993 Casino Tourism
BLAW Legal Environment of Business
POL 2993 Sports and Politics
HA 2133 Introduction to Travel and Tourism
HA 2043 Lodging Operations 1
 - b. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours) **18 credit hours**
 - c. New courses and new course descriptions —there are no new courses to create
 - d. Program goals and objectives-The goal of the Casino and Gaming Certificate is to develop proficiencies in casino operations. The certificate program is designed for business/non-major students interested in casino careers, gaming professionals seeking professional development opportunities, hospitality and tourism professionals, and educators seeking to re-skill and expand their knowledge in casino management.
 - e. Expected student learning outcomes-students **will be able to relate the history of tourism in the state and be able to understand the impact of casinos**
 - f. Documentation that program meets employer needs
Southland needing over 400

<https://www.fox13memphis.com/news/local/southland-casino-expansion-offers-economic-growth-opportunity/FYRKOO3GARHLZAQ2MQ5VTWYJRE/>

When Pope County opens, their need is 1000 jobs, Oaklawn still needing over 400 positions filled

<https://www.casino.org/news/oaklawn-opens-hotel-casino-expansion-still-seeking-employees/> and Saracen added 1000 jobs

<https://www.arkansasonline.com/news/2021/oct/24/saracen-casino-celebrates-1-year/>

- g. Student demand (projected enrollment) for proposed program **20 the first year with projected 4% increase per year**
- h. Program approval letter from licensure/certification entity, if required-**not needed**
- i. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program **University of Southern Mississippi-College of the Muscogee Nation-OSU Certificate in Gaming Leadership-currently there are no gaming certificates in the state**
- j. Scheduled program review date (within 10 years of program implementation) **5 years**

9. Institutional curriculum committee review/approval date.

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

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

12 Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date.

Board of Trustees Notification Date-

Chief Academic Officer:

Date:



UNIVERSITY

UNDERGRADUATE TECHNICAL CERTIFICATE (21-45 SEMESTER CREDIT HOURS) ADHE LETTER OF NOTIFICATION - 9

Department Initiating Proposal	Date

Title	Signature	Date
Department Head	<i>Marshall Swafford</i>	8/12/22
Dean	<i>Tracy Cole Assoc. Dean</i>	8-12-22
Assessment	<i>Christ Austin</i>	8/13/22
Registrar	<i>Sammy Lucas</i>	8/13/22
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:
*Casino and Gaming Industry management
Technical Certificate*

LETTER OF NOTIFICATION - 9
 UNDERGRADUATE CERTIFICATE PROGRAM
 (21-45 semester credit hours)

(75 percent of the coursework currently offered in existing associate or bachelor's degree program)

1. Institution submitting request: **Arkansas Tech University**
2. Contact person/title: **Susan West, Associate Professor**
3. Phone number/e-mail address: **479-356-6205 swest7@atu.edu**
4. Proposed effective date: **Fall 2023**
5. Name of proposed Undergraduate Certificate Program (Program must consist of 21-45 semester credit hours). **Casino and Gaming Industry Management Certificate**
6. Proposed CIP Code: **52.091**
7. Reason for proposed program implementation: **to provide a hands-on tourism experience for those interested in working for casinos**

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

9	General Education Requirements AMEND courses in October CC
10.	<u>COMM 2173 Business & Professional Speaking</u>
	<u>BUAD 2003 Business Information System</u>
11.	Major Requirements
12.	<u>ACCT 2033 Non Major Accounting</u>
	<u>HA 2983 Casino Operations</u>
	<u>HA 2914 Food Prep I</u>
	<u>PSY 2003 Psychology</u>
	<u>HA 2063 Guest Service Management</u>
	<u>HA 2073 Introduction to Event Management</u>
	<u>HA 1011 Sanitation (with NRA certification)</u>
	<u>RP 2003 Rec Programming</u>
	<u>HA 2023 Leadership</u>

b.Total semester credit hours required for proposed program (Program range: 21-45 semester credit hours) **32**

- c. New courses and new course descriptions **no new courses to be developed**
 - d. Program goals and objectives **The goal of the Casino and Gaming Industry Management Certificate is to strengthen proficiencies in casino operations. The technical certificate expands on the Certificate of Proficiency and is designed for business/non-major students interested in casino careers, gaming professionals seeking professional development opportunities, hospitality and tourism professionals, and educators seeking to re-skill and expand their knowledge in casino management**
 - e. Expected student learning outcomes **students will be able to execute core management skills needed in operations of casinos. They will be able to apply experiential learning experiences to better serve the workforce in casino operations**
 - f. Documentation that program meets employer needs **Southland needing over 400 employees:**
 - <https://www.fox13memphis.com/news/local/southland-casino-expansion-offers-economic-growth-opportunity/FYRK003GARHLZAQ2MQSVTWYJRE/>
 - When Pope County opens, their need is 1000 jobs, Oaklawn still needing over 400 positions filled**
 - <https://www.casino.org/news/oaklawn-opens-hotel-casino-expansion-still-seeking-employees/> and Saracen added 1000 jobs
 - <https://www.arkansasonline.com/news/2021/oct/24/saracen-casino-celebrates-1-year/>
 - g **Student demand (projected enrollment) for proposed program 15 with a 5% increase within 2 years**
 - h. Program approval letter from licensure/certification entity, if required **none**
 - i. Name of institutions offering similar programs and the institution(s) used as model to develop proposed program **University of Southern Mississippi-College of the Muscogee Nation- OSU Certificate in Gaming Leadership-currently there are no gaming certificates in the state**
 - j. Scheduled program review date (within 10 years of program implementation) **6 years**
9. **Institutional curriculum committee review/approval date.**
10. **Will this program be offered on-campus, off-campus, or via distance delivery If yes, indicate mode of distance delivery. This program will be all on campus with exception of some courses that may be offered online Due to the content of the experiential learning most of the courses with this technical certificate will be held on the main campus of Arkansas Tech University. There will be a few that could possibly be online, but most all the HA courses will be in the kitchen and dining room at Williamson Hall**
- 11 **Identify off-campus location. Provide a copy of e-mail notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses. n/a**

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

President/Chancellor Approval Date:

Board of Trustees Notification Date.

Chief Academic Officer:

Date.



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
College of Business	7-22-21

Title	Signature	Date
Department Head Tracy Cole	—	—
Dean Russ Jones	<i>Kirk Russell Jones</i>	1/25/2022
Assessment Christine Austin	<i>Christ Austin</i>	1/26/2022
Registrar Tammy Weaver	<i>Tammy Weaver</i>	8/4/2022
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>Chris She</i>	10/20/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Advanced Certificate – Data Analytics

PROPOSAL – 1 NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE**
Advanced Certificate – Data Analytics

2. **CIP CODE REQUESTED**
52.1301

3. **PROPOSED STARTING DATE**
July 1, 2023

4. **CONTACT PERSON**
Dr. Barbara Johnson
Vice President for Academic Affairs
Arkansas Tech University
bjohnson@atu.edu
479-968-0391

Dr. Russ Jones
Dean, College of Business
rjones@atu.edu
479-880-4344

5. **PROGRAM SUMMARY**

The Advanced Certificate in Data Analytics is designed to provide students with data analytics skills applicable to a wide variety of business, nonprofit, and governmental settings. The Certificate of Proficiency in Data Analytics will be available to any student who has completed an Associate's degree or higher degree except students majoring in Business Data Analytics.

6. **NEED FOR THE PROGRAM**

Survey data from Gray & Associates shows the field of business data analytics and data management at the 99th percentile in Arkansas as determined by employer requests, job postings, student demand (94th percentile), and Google searches for educational programs in this area. Gray data shows the average starting salary in Arkansas in this field at \$29,734.

According to the Bureau of Labor Statistics, employment in computer and information technology occupations is projected to grow 11% from 2019-2029, much faster than the average for all occupations. These occupations are projected to add about 531,200 new jobs. The median annual wage nationwide for computer and information technology

occupations, including data scientists, was \$91,250 in May 2020, which was higher than the median annual wage for all occupations of \$41,950.

The Society for Information Management's 2020 Comprehensive Report of its annual Information Technology Trends Study emphasized the importance of analytics skills. Finding and retaining IT talent is a top concern for IT leaders, as analytics represents both the second most difficult to find and most important skills. Financially, analytics topped the list of information technology investments for organizations over the last decade, as spending for IT salaries has increased.

[https://higherlogicdownload.s3.amazonaws.com/SIMNET/face6240-1a51-4033-84b7-40cb7aec9edc/UploadedImages/2019 SIM IT Trends Study - 2020 Comprehensive Report - 20191116.pdf](https://higherlogicdownload.s3.amazonaws.com/SIMNET/face6240-1a51-4033-84b7-40cb7aec9edc/UploadedImages/2019%20SIM%20IT%20Trends%20Study%20-%202020%20Comprehensive%20Report%20-%2020191116.pdf)

Four other Arkansas state institutions (UAFS, ASU, UALR, and Henderson State) offer various undergraduate analytics certificate programs ranging from 12-18 credit hours.

Indicate the projected number of program enrollments for Years 1-3: Approximately 20

Indicate the projected number of program graduates in 3-5 years: Approximately 30

7. CURRICULUM

Advanced Certificate in Data Analytics

- MATH 1113 College Algebra (or math ACT score of 22 or higher)
- BUAD 2003 Business Information Systems
- MATH 2223 Quantitative Business Analysis
- STAT 2163 Introduction to Statistical Methods or PSY 2053 Statistics for the Behavioral Sciences
- BDA 2003 Business Problem Solving
- BDA 2023 Introduction to Data Visualization
- Electives (6 hours) – Two courses selected from the following:
 - BDA 3003 Data Analytics Apps Development
 - BDA 3013 Business Spreadsheet Modeling
 - BDA 3033 Data Modeling and Management
 - BDA 3053 Business Data Analysis

Total Credit Hours = 24. There are no additional prerequisites.

Many of the required courses are offered in both face-to-face and distance learning options.

No new courses, faculty, equipment, facilities, or library resources are needed for this certificate program. All courses are existing courses taught by current faculty members in programs already offered at ATU.

Fall – Year 1	Spring – Year 1
BUAD 2003 Business Information Systems	BDA 2003 Business Data Analytics
Fall – Year 2	
BDA 2023 Introduction to Data Visualization	

Admission requirements: Students must be admitted to ATU.

Provide institutional curriculum committee review/approval date for proposed program.

8. FACULTY

Faculty Name & Courses Taught	Degree Awarded	Field of Study	Awarded From	Year Awarded
Batch, Alice BUAD 2003	MBA	Business Administration	California State University	1983
Idemudia, Efosa BDA 2003	PhD	Business Administration	Texas Tech University	2009
Brown, Herbert BDA 2023	PhD		Nova Southeastern University	2007

The program coordinator for the proposed Certificate of Proficiency in Data Analytics will be the Program Coordinator for Business Data Analytics within the College of Business. Dr. Efosa Idemudia currently serves in this position.

Total number of faculty required for program implementation will be three, all of whom are existing faculty included in the table above.

9. DESCRIPTION OF RESOURCES

No new courses, faculty, equipment, facilities, or library resources are needed for this certificate program. All courses are existing courses taught by current faculty members in programs already offered at ATU in the College of Business. The number of students expected to enroll during the first three years of this program is not anticipated to require additional sections of courses to be taught.

10. NEW PROGRAM COSTS – Expenditures for the first 3 years

No new costs are required for implementation of this certificate program. No new courses, faculty, equipment, facilities, or library resources will be needed, as all courses are existing courses taught by current faculty members in programs already offered at

ATU in the College of Business. The number of students expected to enroll during the first three years of this program is not anticipated to require additional sections of courses to be taught.

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

Funds will be generated per student credit hour for tuition and fees as set for ATU (Russellville campus). No specialized program fees will apply.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

The Certificate of Proficiency in Data Analytics will be housed in the College of Business.

13. **SPECIALIZED REQUIREMENTS**

Not applicable.

14. **BOARD OF TRUSTEES APPROVAL**

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

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

15. **SIMILAR PROGRAMS**

Four other Arkansas state institutions offer undergraduate analytics certificate programs:

- University of Arkansas at Fort Smith
 - Certificate of Proficiency in Data Analytics (12 hours)
- Arkansas State University
 - Certificate in Business Analytics (15 hours)
 - Certificate in Marketing Analytics (12 hours)
- University of Arkansas at Little Rock
 - Business Analytics Undergraduate Certificate (18 hours)
- Henderson State University
 - Analytics Certificate (12 hours plus 6 or more hours prerequisites)

Although other institutions in Arkansas offer programs similar to the one proposed here, the Advanced Certificate in Data Analytics at ATU is needed due to the high demand for employees with these skills as described above.

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

should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

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

16. **DESEGREGATION**

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

In Fall 2020, the ATU College of Business had a total of 827 students. Of these, 62 students (7.5%) were African American. Other minority students included 13 Asian/Pacific Islander, 86 Hispanic, 2 American Indian/Alaska Native, 2 Hawaiian, and 30 students who identified with multiple ethnicities, for a total of 133 (16%).

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

Not applicable.

18. **ACADEMIC PROGRAM REVIEW**

Anticipated program review date: Fall 2030.

19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

20. **INSTRUCTION BY DISTANCE TECHNOLOGY**

Two of the three required courses (BUAD 2003 and BDA 2003) are offered in both face-to-face and distance learning options. All online course offerings will meet ATU requirements for academic quality, faculty qualifications, and course delivery as established by the university.

Assessment Plan for Advanced Certificate in Business Data Analytics

Learning Goal:

Students demonstrate the foundational knowledge for business data analytics.


Assessment Plan:

Achievement of the learning goal will be measured once a year through projects given in the business data analytics curriculum.

The data will be reviewed by the College of Business Curriculum and Assurance of Learning Committee (CALC). The CALC committee will coordinate with instructors to for continuous improvement recommendations.

[DOWNLOAD PDF](#)

General Information

Navigate this section: 

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[Admission](#)

[ACTS Course Transfer System](#)

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[Catalog PDF](#)

Advanced Certificate in Data Analytics

DEPARTMENT
HOMEPAGE

The Advanced Certificate in Data Analytics is a planned program of study focused on the behavioral competencies and functional knowledge areas within the themes of HR Competencies, People, Organization, Workplace and Strategy. The Advanced Certificate prepares a student to take the exam given by the Society of Human Resource Management for the SHRM-CP credential.

Curriculum

The Advanced Certificate in Data Analytics has a total of 24 credit hours.

- [MATH 1113 College Algebra](#) (or math ACT score of 22 or higher)
- [BUAD 2003 Business Information Systems](#)
- [MATH 2223 Quantitative Business Analysis](#)
- [STAT 2163 Introduction to Statistical Methods](#) or [PSY 2053 Statistics for the Behavioral Sciences](#)
- [BDA 2003 Business Problem Solving](#)
- [BDA 2023 Introduction to Data Visualization](#)

Electives (6 hours) - Two courses selected from the following:

- [BDA 3003 Data Analytics Apps Development](#)
- [BDA 3013 Business Spreadsheet Modeling](#)
- [BDA 3033 Data Modeling and Management](#)
- [BDA 3053 Business Data Analysis](#)



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.5 Letters of Notification and Letters of Intent, Academic Affairs: Dr. Julie Furst-Bowe
Type Action
Recommended Action Motion to approve the programs as presented.

- Memorandum BOT 10.20.22 LONs and LOIs.pdf (109 KB)
- L_of_N - Cert Prof Business Admin Cole (003).pdf (292 KB)
- L_of_N - Cert Prof Microsoft Apps Cole.pdf (291 KB)
- L_of_N- Adv Cert Entrepreneurship Cole.pdf (293 KB)
- Lof_N - Adv Cert Data Analytics-Cole.pdf (293 KB)
- LOI BA Social Media Influencing (002).pdf (263 KB)
- LOI GC Org Leadership.pdf (630 KB)
- LOI MA Org Leadership.pdf (367 KB)
- LON BA OL Add Mil Lead Option.pdf (331 KB)
- LON CP Broadcast Journalism.pdf (350 KB)
- LON CP Diversity Studies.pdf (349 KB)
- LON CP Print Journalism.pdf (346 KB)
- LON CP Public Relations.pdf (346 KB)
- LON CP Teaching English to Speakers of Other Languages.pdf (344 KB)
- LON MS SCS Add Option 100 Online.pdf (381 KB)
- LON Reconf BS HPE WF Option.pdf (1,460 KB)
- LON Revision Ms Information Tech.pdf (463 KB)
- LON Title Change Add Option MS SCS.pdf (496 KB)
- LON Title Change BA OL IOP.pdf (327 KB)
- LON Title Change BA Rehab Sci.pdf (330 KB)
- New Program BA Social Media Influencing (002).pdf (29,078 KB)
- New Program GC Org Leadership.pdf (5,541 KB)
- New Program MA Org Leadership.pdf (18,253 KB)

Motion & Voting

Motion to approve the programs as presented.

Motion by Jim Smith, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Maria Markham, Ph.D.
Director

February 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Interim Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On January 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Curriculum Revision

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online) changed to Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online) changed to Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online) changed to Master of Science in Information Technology (DC 6285; CIP 11.0103; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

INFT 6991	Internship
INFT 6000-level Electives	

Added Courses

INFT 6993	Internship
INFT 5603	Principles of Data Science (optional)
INFT 5803	Principles of Cybersecurity (optional)

INFT 5983	Special Topics (optional)
INFT 6103	Visual Programming (optional)
INFT 6603	Adv Data Science and Machine Learning (optional)
INFT 6803	Adv Cybersecurity (optional)
INFT 6903	Emerging Trends (optional)

Delete Option, Emphasis, Concentration, or Minor

Bachelor of Arts in Journalism: Broadcast Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Print Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Public Relations option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Communications option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Fine Arts option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Science in Information Technology: Computer Based Instruction option (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Summer 2023 (6/1/2023))

Existing Program Offered by Distance Education

Master of Arts in History (DC 5360; CIP 54.0101; 30 credit hours; 100% online; Spring 2023)

Master of Liberal Arts (DC 5960; CIP 24.0101; 30 credit hours; 100% online; Spring 2023)

New Certificate

Advanced Certificate in Data Analytics (DC 3135; CIP 52.1301; 24 credit hours; 62% online; Summer 2023 (6/1/2023))

MATH 1113	College Algebra (or math ACT score of 22 or higher)
BUAD 2003	Business Information Systems
MATH 2223	Quantitative Business Analysis
STAT 2163	Introduction to Statistical Methods OR
PSY 2053	Statistics for the Behavioral Sciences
BDA 2003	Business Problem Solving
BDA 2023	Introduction to Data Visualization
Select 2 courses (6 credit hours) from the following:	
BDA 3003	Data Analytics Apps Development
BDA 3013	Business Spreadsheet Modeling
BDA 3033	Data Modeling and Management
BDA 3053	Business Data Analysis

Advanced Certificate in Entrepreneurship (DC 3165; CIP 52.0701; 27-28 credit hours; 78% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
BLAW 2033	Legal Environment of Business
ECON 2013	Principles of Economics II
MGMT 3003	Management and Organizational Behavior
MGMT 4053	Small Business Management
MGMT 4063	Entrepreneurial Development
MKT 3043	Principles of Marketing

Certificate of Proficiency in Broadcast Journalism (DC 1056; CIP 09.0402; 12 credit hours; 50% online; Summer 2023 (6/1/2023))

<i>JOUR 2253</i>	<i>Basic Video Editing</i>
JOUR 3183	Digital News Writing
JOUR 3193	New Media News Gathering
JOUR 4133	Digital New Production

Italics = New Course

Certificate of Proficiency in Print Journalism (DC 1061; CIP 09.0401; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 2143	Media Writing
JOUR 3143	News Reporting
JOUR 3153	Feature Writing
JOUR 4143	Advanced Reporting

Certificate of Proficiency in Public Relations Journalism (DC 1205; CIP 09.0900; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 3173	Public Relations Principles
JOUR 3273	Public Relations Writing
JOUR 4073	Graphic Communication
JOUR 4173	Public Relations Project

Certificate of Proficiency in Business Administration (DC 1645; CIP 52.0201; 12-13 credit hours; 100% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
ECON 2003	Principles of Economics I OR
ECON 2103	Honors Principles of Economics I OR
ECON 2013	Principles of Economics II

Certificate of Proficiency in Diversity Studies (DC 1066; CIP 30.2301; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

IPBL 1993	Introduction to Diversity Studies
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Improving Engagement (select one of the following):

- ANTH 2003 Cultural Anthropology
- ENGL 2003 Introduction to World Literature
- HIST 4143 Native American History
- PS 4643/OL 4643 Organizational Globalization and Diversity

Uncovering Bias (select one of the following):

- ENGL 4723 Teaching People of Other Cultures
- HIST 4123 African American History
- PSY 3083 Psychology of Women
- SOC 4023 Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following):

- COMM 3013 Intercultural Communication
- ECON 3013 Economics of Labor Relations
- GEOG 2023 Human Geography
- RP 3013 Inclusive Recreation

Cultural Environments (select one of the following):

- HIST 4133 Latinos in the United States
- PHIL 2023 Buddhist Philosophy
- PSY 2133 Cross-Cultural Psychology
- SOC 4003 Minority Relations

Certificate of Proficiency in Microsoft Applications (DC 1071; CIP 52.0204; 9 credit hours; 67% online; Summer 2023 (6/1/2023))

- BUAD 2003 Business Information Systems
- BDA 2003 Business Problem Solving
- MGMT 3173 Advanced Microsoft Techniques

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (DC 4335; CIP 13.1401; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

- TESL/ENGL 5023 Second Language Acquisition
- TESL/ENGL 5703 Teaching English as a Second Language
- TESL/ENGL 5713 ESL Assessment
- TESL/ENGL 5723 Teaching People of Other Cultures
- TESL 6003 Linguistics for ESL Teachers

New Option, Emphasis, Concentration, or Minor

Master of Science in Kinesiology, Strength, and Conditioning: Sport Science option (DC 6306; CIP 31.0599; 33 credit hours; 100% online; Summer 2023 (6/1/2023))

- PE 6033 Exercise Physiology
- PE 6043 Motor Learning & Control
- PE 6053 Biomechanics
- PE 6083 Research methods and Statistics OR
- EDFD 6003 Educational Research
- SCS 6013 Measurement and Evaluation in Strength and Conditioning
- SCS 6033 Strength & Conditioning Program Design & Development
- SCS 6063 Trends in Sports Nutrition & Metabolism
- SCS 6003 *Sport Psychology*
- SCS 6103 Professional Project

Select 2 courses (6 credit hours) from the following:

MATH 5173	Advanced Biostatistics
PE 6063	Current Issues in Coaching & Athletics
PE 6073	Exercise & Sport Behavior
PE 6891-3	Independent Study
SCS 6023	Scientific Foundations of Strength & Conditioning
SCS 6083	Instructional Strategies for Strength Coaches
SCS 6093	Exercise Science Seminar

Bachelor of Arts in Organizational Leadership: Military Leadership concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

POLS 2043	Comparative Government
POLS 2413	International Relations
POLS 3013	Recent American Foreign & Military Policy
POLS 3473	National Security Policy
POLS 3053	Introduction to Public Administration
POLS XXXX	Upper-Division Political Science elective (3000-4000 level)

Program Reconfiguration

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science (DC 2495; CIP 31.0505; 120-122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
ECON 2003	Principles of Economics
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Classes

Major Requirements

HES 1003	<i>Intro Exercise Programming</i>
HES 2003	Field-Based Experiences in Health & Exercise Science
HES 2013	<i>Weight training for CPT, Sport Coach, and PE</i>
HES 2023	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
HES 3023	Exercise Behavior and Adherence

HES 4003	Senior Seminar
HES 4012	Health & Exercise Science Internship (Contact Hours = 490)
HES 4013	Health & Exercise Science Practicum
HES 4023	Principles of Strength and Conditioning
HES 4063	Health and Fitness Programming
HLED 1513	Lifetime Health and Fitness
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Kinesiology option (DC 2495; CIP 31.0505; 120 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities Courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Courses

Major Requirements

ECON 2003	Principles of Economics
<i>HES 1003</i>	<i>Intro Exercise Programming</i>
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
<i>HES 3013</i>	<i>Coaching Power, Speed and Agility</i>
HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Wellness Science Practicum

HES 4023	Principles of Strength and Conditioning
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
<i>HES 4053</i>	<i>Biomechanics</i>
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology
PE 4103	Principles of Adaptive Physical Activity

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Pre-Allied Health option (DC 2495; CIP 31.0505; 122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

U.S. History/Government

Fine Arts & Humanities Course

Core Courses

AHS 2013	Medical Terminology
BIOL 2404	Human Anatomy and Physiology I
BIOL 2414	Human Anatomy and Physiology II
CHEM 2134/2130	Gen. Chemistry II
CHEM 2124	General Chemistry I
COMM 2173	Business & Professional Speaking
ECON 2003	Principles of Economics
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing
PHYS 2014	Physics I
PHYS 2024	Physics II
PSY 2053	Statistics for the Behavioral Sciences

Elective for Observation Hours – PE 4991 Independent Study

Elective PE Class

Fine Arts & Humanities Course

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription

HES 4012 Health & Exercise Science Internship (Contact hours = 490)
HES 4013 Health & Exercise Science Practicum
HES 4043 Exercise Physiology Lab
HES 4053 Biomechanics
HLED 3203 Consumer Health Programs
HLED 4403 Sport & Exercise Nutrition
PE 1201 Orientation to PE
PE 2513 First Aid
PE 3573 Prevention & Care of Athletic Injuries
PE 3661 Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663 Kinesiology
PE 4033 Exercise Physiology

Italics = New Courses

Title Change

Master of Science in Strength & Conditioning Studies (DC 6306; CIP 31.0599; 33 credit hours) changed to Master of Science in Kinesiology, Strength, and Conditioning (DC 6306; CIP 31.0599; 33 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Organizational Leadership: Industrial/Organizational Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online) changed to Bachelor of Arts in Organizational Leadership: Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

Bachelor of Arts in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours) changed to Bachelor of Science in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours; Summer 2023 (6/1/2023))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Andrea Eubanks
Dr. Jeanine Myers
Jill Hays



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
College of Business	5-25-21

Title	Signature	Date
Department Head Tracy Cole	—	—
Dean Russ Jones	<i>Kirk Russell Jones</i>	1/25/2022
Assessment Christine Austin	<i>Christ Austin</i>	1/26/2022
Registrar Tammy Weaver	<i>Tammy Weaver</i>	8/4/2022
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>[Signature]</i>	10/26/2

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Advanced Certificate – Entrepreneurship

PROPOSAL – 1 NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE**
Advanced Certificate – Entrepreneurship

2. **CIP CODE REQUESTED**
52.0701

3. **PROPOSED STARTING DATE**
July 1, 2023

4. **CONTACT PERSON**
Dr. AJ Anglin
Interim Vice President for Academic Affairs
Arkansas Tech University
aanglin@atu.edu
479-968-0391

Dr. Russ Jones
Dean, College of Business
rjones@atu.edu
479-880-4344

5. **PROGRAM SUMMARY**

Students in this certificate program will learn the basics of starting and/or managing their own small businesses. This program will teach students the knowledge and skills needed to begin a successful business, to create new products and/or services, and to find business opportunities in the marketplace.

Students who are interested in owning their own businesses need the skills required to assess the viability of an opportunity and to successfully market the business to potential customers and investors. Successful students will have learned key activities of profitable entrepreneurs and will have had the experience of creating an entrepreneurial idea, researching its marketability, investigating its funding, and pitching it to potential investors or similar judges of business opportunities.

6. **NEED FOR THE PROGRAM**

According to the Bureau of Labor Statistics, employment in business occupations is projected to grow 5% from 2019-2029, which is faster than the average for all occupations. Survey data from Gray & Associates shows the field of entrepreneurship at the 58th percentile in Arkansas as determined by employer requests, job postings,

student demand (97th percentile), and Google searches for educational programs in this area. Gray's data shows the average starting salary in entrepreneurship at \$28,378, but nationally the Bureau of Labor Statistics reports that the median income for business and financial occupations was \$72,250 in May 2020, which was higher than the median annual wage for all occupations. The expected income level for graduates of this certificate program may be difficult to predict, however, as many students who pursue entrepreneurial education plan to start their own businesses.

According to the National Federation of Independent Business, optimism remains high among small business owners with continuing expectations of growth in sales, capital outlays, and employment. The U.S. Small Business Administration noted that firms with fewer than 100 employees (the types of firms that students in this program would be expected to start or to be employed in) have the largest share of small business employment, and small firms employ almost half of all employees in the United States. The Small Business & Entrepreneurship Council states that more than 98% of all U.S. businesses employ fewer than 100 people. Additionally, more than 95% of firms involved in high-patent manufacturing fall into this category according to the SBEC.

The program advisory committee for the Advanced Certificate in Entrepreneurship will consist of the members of the College of Business Curriculum Committee and Assurance of Learning Committee (CALC) and the College of Business Program Coordinators for Management, Marketing & Business Data Analytics, and Accounting & Finance. This will include a total of about nine faculty members representing all of the disciplines taught in the College of Business. The CALC meets at least twice each semester to consider curriculum changes or updates and coordinate assessment of student learning.

For years 1-3 following implementation of the Advanced Certificate in Entrepreneurship, projected enrollment is expected to be about 30 students (total). For years 3-5, the projected number of students completing this certificate program is about 20.

7. CURRICULUM

Advanced Certificate in Entrepreneurship

27 hours

Not open to Management – Entrepreneurship track majors

- BUAD 2003 Business Information Systems
- MATH 1113 College Algebra or higher MATH course
- ACCT 2033 Accounting for Non-Business Majors or ACCT 2004 Accounting Principles I*
- BLAW 2033 Legal Environment of Business
- ECON 2013 Principles of Economics II
- MGMT 3003 Management and Organizational Behavior
- MGMT 4053 Small Business Management
- MGMT 4063 Entrepreneurial Development
- MKT 3043 Principles of Marketing

*Prerequisite – C or higher in MATH 1113 or higher MATH course

Most courses are offered in multiple formats, including in-person and distance learning options.

No new courses, faculty, equipment, facilities, or library resources are needed for this certificate program. All courses are existing courses taught by current faculty members in programs already offered at ATU.

Fall – Year 1	Spring – Year 1
BUAD 2003 Business Information Systems	BLAW 2033 Legal Environment of Business
MATH 1113 College Algebra	ACCT 2033 Accounting for Non-Business Majors <u>or</u> ACCT 2004 Accounting Principles I
Fall – Year 2	Spring – Year 2
ECON 2013 Principles of Economics II	MGMT 3003 Management and Organizational Behavior
	MKT 3043 Principles of Marketing
Fall – Year 3	Spring – Year 3
MGMT 4053 Small Business Management	MGMT 4063 Entrepreneurial Development

Admission requirements: Students must have at least an Associate's degree from a regionally or nationally accredited institution.

Expected institutional curriculum committee review/approval date for proposed program: September 2021.

8. FACULTY

Faculty Name/ Courses Taught	Degree Awarded	Field of Study	Awarded From	Year Awarded
Batch, Alice BUAD 2003	MBA	Business Administration	California State University	1983
Cochran, Loretta MGMT 3003	PhD	Industrial Management	Clemson University	1999
Cole, Tracy BLAW 2033	JD	Law	University of Arkansas Little Rock	2003
Griffin, Laura ACCT 2004 ACCT 2033	M.Acc.	Accounting	University of Arizona	1993
Harwood, Chad ACCT 2004 ACCT 2033	PhD	Accounting	Florida Atlantic University	2019

Hunter, Debra ACCT 2004 ACCT 2033	DBA	Accounting	Louisiana Tech University	2004
Johnston, Tracy ACCT 2004	M.Acc.	Accounting	University of Arkansas Little Rock	2013
Jones, Stephen MGMT 3003 MGMT 4053 MGMT 4063	PhD	Organizational Theory	University of North Texas	1998
Kuroki, Masa ECON 2013	PhD	Economics	University of California Riverside	2011
Mason, Kevin MKT 3043	PhD	Marketing	University of Arkansas Fayetteville	1995
Narcum, John MKT 3043	PhD	Marketing	University of Arkansas Fayetteville	2016
Walton, Jim MKT 3043	PhD	Marketing	Texas Tech University	2001

The Advanced Certificate in Entrepreneurship will require a total of seven faculty members to implement. All are existing faculty members. The lead faculty member for this program will be Dr. Stephen Jones.

9. DESCRIPTION OF RESOURCES

While the College of Business may see a slight increase in the need for advising and administrative services as students enroll, no new courses, faculty, equipment, facilities, or library resources are needed for this certificate program. All courses are existing courses taught by current faculty members in programs already offered at ATU in the College of Business and the Mathematics Department. The number of students expected to enroll during the first three years of this program is not anticipated to require additional sections of courses to be taught.

10. NEW PROGRAM COSTS – Expenditures for the first 3 years

No new costs are required for implementation of this certificate program. No new courses, faculty, equipment, facilities, or library resources will be needed, as all courses are existing courses taught by current faculty members in programs already offered at ATU in the College of Business and the Mathematics Department. The number of students expected to enroll during the first three years of this program is not anticipated to require additional sections of courses to be taught.

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

Funds will be generated per student credit hour for tuition and fees as set for ATU (Russellville campus). No specialized program fees will apply.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

The Advanced Certificate in Entrepreneurship will be housed in the College of Business.

13. **SPECIALIZED REQUIREMENTS**

Not applicable.

14. **BOARD OF TRUSTEES APPROVAL**

The anticipated date that the Board of Trustees will consider the proposed Advanced Certificate in Entrepreneurship is October 2021.

15. **SIMILAR PROGRAMS**

Three other Arkansas state institutions offer undergraduate certificate programs in entrepreneurship:

- UAFS – Certificate of Proficiency in Entrepreneurship
 - 27 credit hours (9 hours required plus 18 hours prerequisites)
- Henderson State University – Entrepreneurship Certificate
 - 15 credit hours (12 hours required plus 3 hours prerequisite)
- ASU – Certificate in Entrepreneurship
 - 24 credit hours (12 hours required plus 12 hours prerequisites)

However, no other Arkansas public institutions offer an Advanced Certificate in Entrepreneurship. The advanced certificate program at Arkansas Tech University is also supported by activities in conjunction with a local office of the Arkansas Small Business & Technology Center. The center aids potential and active small businesses in the River Valley region, and staff will be able to assist students in various aspects of their entrepreneurial endeavors within the scope of their mandate. ASBTDC staff will not be utilized as faculty, but they will assist instructors in providing some of the educational experiences for students in the program. The ATU ASBTDC office has been recognized as one of the most successful in the region for several years.

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

16. **DESEGREGATION**

In Fall 2020, the ATU College of Business had a total of 827 students. Of these, 62 students (7.5%) were African American. Other minority students included 13 Asian/Pacific Islander, 86 Hispanic, 2 American Indian/Alaska Native, 2 Hawaiian, and 30 students who identified with multiple ethnicities, for a total of 133 (16%).

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**
Not applicable.
18. **ACADEMIC PROGRAM REVIEW**
Anticipated program review date: Fall 2030.
19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**
20. **INSTRUCTION BY DISTANCE TECHNOLOGY**
Most required courses are available both online and in person. All online course offerings will meet ATU requirements for academic quality, faculty qualifications, and course delivery as established by the university.

Assessment Plan for Advanced Certificate in Entrepreneurship

Learning Goal:

Students demonstrate the foundational knowledge for entrepreneurship


Assessment Plan:

Achievement of the learning goal will be measured once a year through a project given in MGMT 4063.

The data will be reviewed by the College of Business Curriculum and Assurance of Learning Committee (CALC). The CALC committee will coordinate with instructors to for continuous improvement recommendations.

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General Information

Navigate this section: 

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Advanced Certificate in Entrepreneurship

[DEPARTMENT
HOMEPAGE](#)

The Advanced Certificate in Entrepreneurship is a planned program of study focused on the basics of starting and/or managing your own small business. This program will teach the knowledge and skills needed to begin a successful business, create new products and /or services, and to find business opportunities in the marketplace.

Curriculum

The Advanced Certificate in Entrepreneurship has a total of 27 credit hours.

Not open to Management - Entrepreneurship track majors

- [ACCT 2033 Accounting for Non-Business Majors](#) *or ACCT 2004*
- [BLAW 2033 Legal Environment of Business](#)
- [BUAD 2003 Business Information Systems](#)
- [ECON 2013 Principles of Economics II](#)
- [MATH 1113 College Algebra](#)
- [MGMT 3003 Principles of Management](#)
- [MGMT 4053 Small Business Management](#)
- [MGMT 4063 Entrepreneurial Development](#)
- [MKT 3043 Principles of Marketing](#)



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.5 Letters of Notification and Letters of Intent, Academic Affairs: Dr. Julie Furst-Bowe
Type Action
Recommended Action Motion to approve the programs as presented.

- Memorandum BOT 10.20.22 LONs and LOIs.pdf (109 KB)
- L_of_N - Cert Prof Business Admin Cole (003).pdf (292 KB)
- L_of_N - Cert Prof Microsoft Apps Cole.pdf (291 KB)
- L_of_N- Adv Cert Entrepreneurship Cole.pdf (293 KB)
- Lof_N - Adv Cert Data Analytics-Cole.pdf (293 KB)
- LOI BA Social Media Influencing (002).pdf (263 KB)
- LOI GC Org Leadership.pdf (630 KB)
- LOI MA Org Leadership.pdf (367 KB)
- LON BA OL Add Mil Lead Option.pdf (331 KB)
- LON CP Broadcast Journalism.pdf (350 KB)
- LON CP Diversity Studies.pdf (349 KB)
- LON CP Print Journalism.pdf (346 KB)
- LON CP Public Relations.pdf (346 KB)
- LON CP Teaching English to Speakers of Other Languages.pdf (344 KB)
- LON MS SCS Add Option 100 Online.pdf (381 KB)
- LON Reconf BS HPE WF Option.pdf (1,460 KB)
- LON Revision Ms Information Tech.pdf (463 KB)
- LON Title Change Add Option MS SCS.pdf (496 KB)
- LON Title Change BA OL IOP.pdf (327 KB)
- LON Title Change BA Rehab Sci.pdf (330 KB)
- New Program BA Social Media Influencing (002).pdf (29,078 KB)
- New Program GC Org Leadership.pdf (5,541 KB)
- New Program MA Org Leadership.pdf (18,253 KB)

Motion & Voting

Motion to approve the programs as presented.
Motion by Jim Smith, second by Len Cotton.
Final Resolution: Motion Passed
Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Maria Markham, Ph.D.
Director

February 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Interim Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On January 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Curriculum Revision

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online) changed to Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online) changed to Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online) changed to Master of Science in Information Technology (DC 6285; CIP 11.0103; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

INFT 6991	Internship
INFT 6000-level Electives	

Added Courses

INFT 6993	Internship
INFT 5603	Principles of Data Science (optional)
INFT 5803	Principles of Cybersecurity (optional)

INFT 5983	Special Topics (optional)
INFT 6103	Visual Programming (optional)
INFT 6603	Adv Data Science and Machine Learning (optional)
INFT 6803	Adv Cybersecurity (optional)
INFT 6903	Emerging Trends (optional)

Delete Option, Emphasis, Concentration, or Minor

Bachelor of Arts in Journalism: Broadcast Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Print Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Public Relations option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Communications option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Fine Arts option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Science in Information Technology: Computer Based Instruction option (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Summer 2023 (6/1/2023))

Existing Program Offered by Distance Education

Master of Arts in History (DC 5360; CIP 54.0101; 30 credit hours; 100% online; Spring 2023)

Master of Liberal Arts (DC 5960; CIP 24.0101; 30 credit hours; 100% online; Spring 2023)

New Certificate

Advanced Certificate in Data Analytics (DC 3135; CIP 52.1301; 24 credit hours; 62% online; Summer 2023 (6/1/2023))

MATH 1113	College Algebra (or math ACT score of 22 or higher)
BUAD 2003	Business Information Systems
MATH 2223	Quantitative Business Analysis
STAT 2163	Introduction to Statistical Methods OR
PSY 2053	Statistics for the Behavioral Sciences
BDA 2003	Business Problem Solving
BDA 2023	Introduction to Data Visualization
Select 2 courses (6 credit hours) from the following:	
BDA 3003	Data Analytics Apps Development
BDA 3013	Business Spreadsheet Modeling
BDA 3033	Data Modeling and Management
BDA 3053	Business Data Analysis

Advanced Certificate in Entrepreneurship (DC 3165; CIP 52.0701; 27-28 credit hours; 78% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
BLAW 2033	Legal Environment of Business
ECON 2013	Principles of Economics II
MGMT 3003	Management and Organizational Behavior
MGMT 4053	Small Business Management
MGMT 4063	Entrepreneurial Development
MKT 3043	Principles of Marketing

Certificate of Proficiency in Broadcast Journalism (DC 1056; CIP 09.0402; 12 credit hours; 50% online; Summer 2023 (6/1/2023))

<i>JOUR 2253</i>	<i>Basic Video Editing</i>
JOUR 3183	Digital News Writing
JOUR 3193	New Media News Gathering
JOUR 4133	Digital New Production

Italics = New Course

Certificate of Proficiency in Print Journalism (DC 1061; CIP 09.0401; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 2143	Media Writing
JOUR 3143	News Reporting
JOUR 3153	Feature Writing
JOUR 4143	Advanced Reporting

Certificate of Proficiency in Public Relations Journalism (DC 1205; CIP 09.0900; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 3173	Public Relations Principles
JOUR 3273	Public Relations Writing
JOUR 4073	Graphic Communication
JOUR 4173	Public Relations Project

Certificate of Proficiency in Business Administration (DC 1645; CIP 52.0201; 12-13 credit hours; 100% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
ECON 2003	Principles of Economics I OR
ECON 2103	Honors Principles of Economics I OR
ECON 2013	Principles of Economics II

Certificate of Proficiency in Diversity Studies (DC 1066; CIP 30.2301; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

IPBL 1993	Introduction to Diversity Studies
-----------	-----------------------------------

Improving Engagement (select one of the following):

ANTH 2003 Cultural Anthropology
ENGL 2003 Introduction to World Literature
HIST 4143 Native American History
PS 4643/OL 4643 Organizational Globalization and Diversity

Uncovering Bias (select one of the following):

ENGL 4723 Teaching People of Other Cultures
HIST 4123 African American History
PSY 3083 Psychology of Women
SOC 4023 Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following):

COMM 3013 Intercultural Communication
ECON 3013 Economics of Labor Relations
GEOG 2023 Human Geography
RP 3013 Inclusive Recreation

Cultural Environments (select one of the following):

HIST 4133 Latinos in the United States
PHIL 2023 Buddhist Philosophy
PSY 2133 Cross-Cultural Psychology
SOC 4003 Minority Relations

Certificate of Proficiency in Microsoft Applications (DC 1071; CIP 52.0204; 9 credit hours; 67% online; Summer 2023 (6/1/2023))

BUAD 2003 Business Information Systems
BDA 2003 Business Problem Solving
MGMT 3173 Advanced Microsoft Techniques

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (DC 4335; CIP 13.1401; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

TESL/ENGL 5023 Second Language Acquisition
TESL/ENGL 5703 Teaching English as a Second Language
TESL/ENGL 5713 ESL Assessment
TESL/ENGL 5723 Teaching People of Other Cultures
TESL 6003 Linguistics for ESL Teachers

New Option, Emphasis, Concentration, or Minor

Master of Science in Kinesiology, Strength, and Conditioning: Sport Science option (DC 6306; CIP 31.0599; 33 credit hours; 100% online; Summer 2023 (6/1/2023))

PE 6033 Exercise Physiology
PE 6043 Motor Learning & Control
PE 6053 Biomechanics
PE 6083 Research methods and Statistics OR
EDFD 6003 Educational Research
SCS 6013 Measurement and Evaluation in Strength and Conditioning
SCS 6033 Strength & Conditioning Program Design & Development
SCS 6063 Trends in Sports Nutrition & Metabolism
SCS 6003 *Sport Psychology*
SCS 6103 Professional Project

Select 2 courses (6 credit hours) from the following:

MATH 5173	Advanced Biostatistics
PE 6063	Current Issues in Coaching & Athletics
PE 6073	Exercise & Sport Behavior
PE 6891-3	Independent Study
SCS 6023	Scientific Foundations of Strength & Conditioning
SCS 6083	Instructional Strategies for Strength Coaches
SCS 6093	Exercise Science Seminar

Bachelor of Arts in Organizational Leadership: Military Leadership concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

POLS 2043	Comparative Government
POLS 2413	International Relations
POLS 3013	Recent American Foreign & Military Policy
POLS 3473	National Security Policy
POLS 3053	Introduction to Public Administration
POLS XXXX	Upper-Division Political Science elective (3000-4000 level)

Program Reconfiguration

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science (DC 2495; CIP 31.0505; 120-122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
ECON 2003	Principles of Economics
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Classes

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2003	Field-Based Experiences in Health & Exercise Science
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
HES 3023	Exercise Behavior and Adherence

HES 4003	Senior Seminar
HES 4012	Health & Exercise Science Internship (Contact Hours = 490)
HES 4013	Health & Exercise Science Practicum
HES 4023	Principles of Strength and Conditioning
HES 4063	Health and Fitness Programming
HLED 1513	Lifetime Health and Fitness
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Kinesiology option (DC 2495; CIP 31.0505; 120 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities Courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Courses

Major Requirements

ECON 2003	Principles of Economics
<i>HES 1003</i>	<i>Intro Exercise Programming</i>
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
<i>HES 3013</i>	<i>Coaching Power, Speed and Agility</i>
HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Wellness Science Practicum

HES 4023	Principles of Strength and Conditioning
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
<i>HES 4053</i>	<i>Biomechanics</i>
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology
PE 4103	Principles of Adaptive Physical Activity

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Pre-Allied Health option (DC 2495; CIP 31.0505; 122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

U.S. History/Government

Fine Arts & Humanities Course

Core Courses

AHS 2013	Medical Terminology
BIOL 2404	Human Anatomy and Physiology I
BIOL 2414	Human Anatomy and Physiology II
CHEM 2134/2130	Gen. Chemistry II
CHEM 2124	General Chemistry I
COMM 2173	Business & Professional Speaking
ECON 2003	Principles of Economics
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing
PHYS 2014	Physics I
PHYS 2024	Physics II
PSY 2053	Statistics for the Behavioral Sciences

Elective for Observation Hours – PE 4991 Independent Study

Elective PE Class

Fine Arts & Humanities Course

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription

HES 4012 Health & Exercise Science Internship (Contact hours = 490)
HES 4013 Health & Exercise Science Practicum
HES 4043 Exercise Physiology Lab
HES 4053 Biomechanics
HLED 3203 Consumer Health Programs
HLED 4403 Sport & Exercise Nutrition
PE 1201 Orientation to PE
PE 2513 First Aid
PE 3573 Prevention & Care of Athletic Injuries
PE 3661 Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663 Kinesiology
PE 4033 Exercise Physiology

Italics = New Courses

Title Change

Master of Science in Strength & Conditioning Studies (DC 6306; CIP 31.0599; 33 credit hours) changed to Master of Science in Kinesiology, Strength, and Conditioning (DC 6306; CIP 31.0599; 33 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Organizational Leadership: Industrial/Organizational Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online) changed to Bachelor of Arts in Organizational Leadership: Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

Bachelor of Arts in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours) changed to Bachelor of Science in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours; Summer 2023 (6/1/2023))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Andrea Eubanks
Dr. Jeanine Myers
Jill Hays



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
College of Business	5-25-21

Title	Signature	Date
Department Head Tracy Cole	—	—
Dean Russ Jones	<i>Kirk Russell Jones</i>	1/25/2022
Assessment Christine Austin	<i>Christ Austin</i>	1/26/2022
Registrar Tammy Weaver	<i>Tammy Weaver</i>	8/4/2022
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>Dr. [Signature]</i>	10/20/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JCC</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JLW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Certificate of Proficiency – Business Administration

PROPOSAL – 1 NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE**
Certificate of Proficiency – Business Administration

2. **CIP CODE REQUESTED**
52.0201

3. **PROPOSED STARTING DATE**
July 1, 2023

4. **CONTACT PERSON**
Dr. AJ Anglin
Interim Vice President for Academic Affairs
Arkansas Tech University
aanglin@atu.edu
479-968-0391

Dr. Russ Jones
Dean, College of Business
rjones@atu.edu
479-880-4344

5. **PROGRAM SUMMARY**

The Certificate of Proficiency in Business Administration is designed to provide students with basic business knowledge and skills applicable to a wide variety of business, nonprofit, and governmental settings. Students will gain foundational knowledge in business information systems, accounting, and economics. The Certificate of Proficiency in Business Administration will be available to any student except degree-seeking students in the College of Business.

6. **NEED FOR THE PROGRAM**

According to the Bureau of Labor Statistics, employment in business occupations is projected to grow 5% from 2019-2029, which is faster than the average for all occupations. Survey data from Gray & Associates shows the field of business administration at the 100th percentile in Arkansas as determined by employer requests, job postings, student demand (99th percentile), and Google searches for educational programs in this area. Gray data shows the average starting salary in business administration at \$34,553.

Three other Arkansas state institutions (UAFS, ASU, and Henderson State) offer various undergraduate certificate programs in business fields (e.g., supply chain management, non-profit management, international business), but these programs target specific areas of business. No other Arkansas state institutions offer a certificate of proficiency in general business administration. The proposed ATU program would be the only program of its type in Arkansas.

Indicate the projected number of program enrollments for Years 1-3: Approximately 20

Indicate the projected number of program graduates in 3-5 years: Approximately 30

7. **CURRICULUM**

Certificate of Proficiency in Business Administration

- o BUAD 2003 Business Information Systems
- o MATH 1113 College Algebra or higher MATH course
- o ACCT 2033 Accounting for Non-Business Majors or ACCT 2004 Accounting Principles I
- o ECON 2003 Principles of Economics I or ECON 2103 Honors Principles of Economics I or ECON 2013 Principles of Economics II

All courses except ACCT 2033 Accounting for Non-Business Majors and ECON 2103 Honors Principles of Economics I are offered by distance technology. Most courses are offered in multiple formats, including in-person and distance learning options.

Total Credit Hours = 12. There are no additional prerequisites.

No new courses, faculty, equipment, facilities, or library resources are needed for this certificate program. All courses are existing courses taught by current faculty members in programs already offered at ATU.

Fall – Year 1	Spring – Year 1
BUAD 2003 Business Information Systems	ECON 2003 Principles of Economics I or ECON 2103 Honors Principles of Economics I or ECON 2013 Principles of Economics II
MATH 1113 College Algebra	ACCT 2033 Accounting for Non-Business Majors or ACCT 2004 Accounting Principles I

Admission requirements: Students must be admitted to ATU.

Provide institutional curriculum committee review/approval date for proposed program.

8. **FACULTY**

Faculty Name & Courses Taught	Degree Awarded	Field of Study	Awarded From	Year Awarded
Batch, Alice BUAD 2003	MBA	Business Administration	California State University	1983
Chowdhury, Md Shahed ECON 2003	PhD	Business Administration & Finance	University of Texas Rio Grande Valley	2020
Griffin, Laura ACCT 2004	M.Acc.	Accounting	University of Arizona	1993
Harwood, Chad ACCT 2004 ACCT 2033	PhD	Accounting	Florida Atlantic University	2019
Hunter, Debra ACCT 2004	DBA	Accounting	Louisiana Tech University	2004
Johnston, Tracy ACCT 2004	M.Acc.	Accounting	University of Arkansas Little Rock	2013
Wei, Wan ECON 2003 ECON 2103	PhD	Economics	Western Michigan University	2017

The program coordinator for the proposed Certificate of Proficiency in Business Administration will be the Program Coordinator for Management within the College of Business. Dr. Kevin Mason currently serves in this position.

Total number of faculty required for program implementation will be three, all of whom are existing faculty included in the table above.

9. **DESCRIPTION OF RESOURCES**

No new courses, faculty, equipment, facilities, or library resources are needed for this certificate program. All courses are existing courses taught by current faculty members in programs already offered at ATU in the College of Business and the Mathematics Department. The number of students expected to enroll during the first three years of this programs is not anticipated to require additional sections of courses to be taught.

10. **NEW PROGRAM COSTS – Expenditures for the first 3 years**

No new costs are required for implementation of this certificate program. No new courses, faculty, equipment, facilities, or library resources will be needed, as all courses are existing courses taught by current faculty members in programs already offered at ATU in the College of Business and the Mathematics Department. The number of students expected to enroll during the first three years of this programs is not anticipated to require additional sections of courses to be taught.

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

Funds will be generated per student credit hour for tuition and fees as set for ATU (Russellville campus). No specialized program fees will apply.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

The Certificate of Proficiency in Business Administration will be housed in the College of Business.

13. **SPECIALIZED REQUIREMENTS**

Not applicable.

14. **BOARD OF TRUSTEES APPROVAL**

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

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

15. **SIMILAR PROGRAMS**

No other state institutions in Arkansas offer a Certificate of Proficiency in Business Administration. Other Arkansas undergraduate certificate programs in business-related fields, ranging in length from 9-24 credit hours, include:

- UAFS offers 9-hour Certificates of Proficiency in:
 - Entrepreneurship
 - Human Resource Management
 - International Business
- ASU offers certificates in:
 - Marketing Analytics (12 hours)
 - Sales Leadership (12 hours)
 - Entrepreneurship (12 hours)
 - Business Law and Compliance (9 hours)
 - Business Analytics (15 hours)
 - Information Technology (24 hours)
- Henderson State University offers certificates in:
 - Entrepreneurship (12 hours)

- o Non-Profit Management (15 hours)

As noted above, these certificate programs target specific areas of business, while the proposed ATU program is designed to provide general foundational business knowledge that is applicable in a wide range of employment settings. The proposed Certificate of Proficiency in Business Administration is also designed to be completed in a relatively short time frame (12 credit hours including prerequisites), while most of the programs listed above actually require more than 12 credit hours if prerequisites are included.

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

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

16. **DESEGREGATION**

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

In Fall 2020, the ATU College of Business had a total of 827 students. Of these, 62 students (7.5%) were African American. Other minority students included 13 Asian/Pacific Islander, 86 Hispanic, 2 American Indian/Alaska Native, 2 Hawaiian, and 30 students who identified with multiple ethnicities, for a total of 133 (16%).

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**

Not applicable.

18. **ACADEMIC PROGRAM REVIEW**

Anticipated program review date: Fall 2030.

19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

20. **INSTRUCTION BY DISTANCE TECHNOLOGY**

While the Certificate of Proficiency in Business Administration is not designed as an online program, all of the requirements can be completed through either online or face-to-face courses. All online course offerings will meet ATU requirements for academic quality, faculty qualifications, and course delivery as established by the university.

Assessment Plan for Certificate in Business Administration

Learning Goal:

Undergraduate Learning Goals


1. Students demonstrate written communication skills in a business context.
2. Students use technology to support business decisions.

Assessment Plan:

Rubrics have been developed by the COB faculty for these undergraduate learning goals. The rubrics will be applied to student work in appropriate courses from the business administration curriculum. Achievement of the learning goals will be measured according to the College of Business schedule of assessment once every two years. The data will be reviewed by the College of Business Curriculum and Assurance of Learning Committee (CALC). The CALC committee will coordinate with instructors to for continuous improvement recommendations.

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General Information

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Certificate of Proficiency in Business Administration

DEPARTMENT
HOMEPAGE

Certificate of Proficiency in Business Administration is designed to provide basic business knowledge and skills applicable to a wide variety of business, nonprofit, and governmental settings and gain foundational knowledge in business information systems, accounting, and economics.

Curriculum

The Certificate of Proficiency in Business Administration has a total of 12 credit hours.

Not open to degree-seeking students in the College of Business

- [ACCT 2033 Accounting for Non-Business Majors](#) or [ACCT 2004 Accounting Principles I](#)
- [BUAD 2003 Business Information Systems](#)
- [ECON 2003 Principles of Economics I](#) or [ECON 2013 Principles of Economics II](#) or [ECON 2103 Honors Principles of Economics I](#)
- [MATH 1113 College Algebra](#)



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.5 Letters of Notification and Letters of Intent, Academic Affairs: Dr. Julie Furst-Bowe
Type Action
Recommended Action Motion to approve the programs as presented.

- Memorandum BOT 10.20.22 LONs and LOIs.pdf (109 KB)
- L_of_N - Cert Prof Business Admin Cole (003).pdf (292 KB)
- L_of_N - Cert Prof Microsoft Apps Cole.pdf (291 KB) | L_of_N- Adv Cert Entrepreneurship Cole.pdf (293 KB)
- Lof_N - Adv Cert Data Analytics-Cole.pdf (293 KB) | LOI BA Social Media Influencing (002).pdf (263 KB)
- LOI GC Org Leadership.pdf (630 KB) | LOI MA Org Leadership.pdf (367 KB)
- LON BA OL Add Mil Lead Option.pdf (331 KB) | LON CP Broadcast Journalism.pdf (350 KB)
- LON CP Diversity Studies.pdf (349 KB) | LON CP Print Journalism.pdf (346 KB)
- LON CP Public Relations.pdf (346 KB)
- LON CP Teaching English to Speakers of Other Languages.pdf (344 KB)
- LON MS SCS Add Option 100 Online.pdf (381 KB) | LON Reconf BS HPE WF Option.pdf (1,460 KB)
- LON Revision Ms Information Tech.pdf (463 KB) | LON Title Change Add Option MS SCS.pdf (496 KB)
- LON Title Change BA OL IOP.pdf (327 KB) | LON Title Change BA Rehab Sci.pdf (330 KB)
- New Program BA Social Media Influencing (002).pdf (29,078 KB) |
- New Program GC Org Leadership.pdf (5,541 KB) | New Program MA Org Leadership.pdf (18,253 KB)

Motion & Voting

Motion to approve the programs as presented.

Motion by Jim Smith, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Maria Markham, Ph.D.
Director

February 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Interim Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On January 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Curriculum Revision

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online) changed to Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online) changed to Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online) changed to Master of Science in Information Technology (DC 6285; CIP 11.0103; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

INFT 6991	Internship
INFT 6000-level Electives	

Added Courses

INFT 6993	Internship
INFT 5603	Principles of Data Science (optional)
INFT 5803	Principles of Cybersecurity (optional)

INFT 5983	Special Topics (optional)
INFT 6103	Visual Programming (optional)
INFT 6603	Adv Data Science and Machine Learning (optional)
INFT 6803	Adv Cybersecurity (optional)
INFT 6903	Emerging Trends (optional)

Delete Option, Emphasis, Concentration, or Minor

Bachelor of Arts in Journalism: Broadcast Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Print Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Public Relations option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Communications option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Fine Arts option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Science in Information Technology: Computer Based Instruction option (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Summer 2023 (6/1/2023))

Existing Program Offered by Distance Education

Master of Arts in History (DC 5360; CIP 54.0101; 30 credit hours; 100% online; Spring 2023)

Master of Liberal Arts (DC 5960; CIP 24.0101; 30 credit hours; 100% online; Spring 2023)

New Certificate

Advanced Certificate in Data Analytics (DC 3135; CIP 52.1301; 24 credit hours; 62% online; Summer 2023 (6/1/2023))

MATH 1113 College Algebra (or math ACT score of 22 or higher)

BUAD 2003 Business Information Systems

MATH 2223 Quantitative Business Analysis

STAT 2163 Introduction to Statistical Methods OR

PSY 2053 Statistics for the Behavioral Sciences

BDA 2003 Business Problem Solving

BDA 2023 Introduction to Data Visualization

Select 2 courses (6 credit hours) from the following:

BDA 3003 Data Analytics Apps Development

BDA 3013 Business Spreadsheet Modeling

BDA 3033 Data Modeling and Management

BDA 3053 Business Data Analysis

Advanced Certificate in Entrepreneurship (DC 3165; CIP 52.0701; 27-28 credit hours; 78% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
BLAW 2033	Legal Environment of Business
ECON 2013	Principles of Economics II
MGMT 3003	Management and Organizational Behavior
MGMT 4053	Small Business Management
MGMT 4063	Entrepreneurial Development
MKT 3043	Principles of Marketing

Certificate of Proficiency in Broadcast Journalism (DC 1056; CIP 09.0402; 12 credit hours; 50% online; Summer 2023 (6/1/2023))

<i>JOUR 2253</i>	<i>Basic Video Editing</i>
JOUR 3183	Digital News Writing
JOUR 3193	New Media News Gathering
JOUR 4133	Digital New Production

Italics = New Course

Certificate of Proficiency in Print Journalism (DC 1061; CIP 09.0401; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 2143	Media Writing
JOUR 3143	News Reporting
JOUR 3153	Feature Writing
JOUR 4143	Advanced Reporting

Certificate of Proficiency in Public Relations Journalism (DC 1205; CIP 09.0900; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 3173	Public Relations Principles
JOUR 3273	Public Relations Writing
JOUR 4073	Graphic Communication
JOUR 4173	Public Relations Project

Certificate of Proficiency in Business Administration (DC 1645; CIP 52.0201; 12-13 credit hours; 100% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
ECON 2003	Principles of Economics I OR
ECON 2103	Honors Principles of Economics I OR
ECON 2013	Principles of Economics II

Certificate of Proficiency in Diversity Studies (DC 1066; CIP 30.2301; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

IPBL 1993	Introduction to Diversity Studies
-----------	-----------------------------------

Improving Engagement (select one of the following):

ANTH 2003 Cultural Anthropology
ENGL 2003 Introduction to World Literature
HIST 4143 Native American History
PS 4643/OL 4643 Organizational Globalization and Diversity

Uncovering Bias (select one of the following):

ENGL 4723 Teaching People of Other Cultures
HIST 4123 African American History
PSY 3083 Psychology of Women
SOC 4023 Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following):

COMM 3013 Intercultural Communication
ECON 3013 Economics of Labor Relations
GEOG 2023 Human Geography
RP 3013 Inclusive Recreation

Cultural Environments (select one of the following):

HIST 4133 Latinos in the United States
PHIL 2023 Buddhist Philosophy
PSY 2133 Cross-Cultural Psychology
SOC 4003 Minority Relations

Certificate of Proficiency in Microsoft Applications (DC 1071; CIP 52.0204; 9 credit hours; 67% online; Summer 2023 (6/1/2023))

BUAD 2003 Business Information Systems
BDA 2003 Business Problem Solving
MGMT 3173 Advanced Microsoft Techniques

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (DC 4335; CIP 13.1401; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

TESL/ENGL 5023 Second Language Acquisition
TESL/ENGL 5703 Teaching English as a Second Language
TESL/ENGL 5713 ESL Assessment
TESL/ENGL 5723 Teaching People of Other Cultures
TESL 6003 Linguistics for ESL Teachers

New Option, Emphasis, Concentration, or Minor

Master of Science in Kinesiology, Strength, and Conditioning: Sport Science option (DC 6306; CIP 31.0599; 33 credit hours; 100% online; Summer 2023 (6/1/2023))

PE 6033 Exercise Physiology
PE 6043 Motor Learning & Control
PE 6053 Biomechanics
PE 6083 Research methods and Statistics OR
EDFD 6003 Educational Research
SCS 6013 Measurement and Evaluation in Strength and Conditioning
SCS 6033 Strength & Conditioning Program Design & Development
SCS 6063 Trends in Sports Nutrition & Metabolism
SCS 6003 *Sport Psychology*
SCS 6103 Professional Project

Select 2 courses (6 credit hours) from the following:

MATH 5173	Advanced Biostatistics
PE 6063	Current Issues in Coaching & Athletics
PE 6073	Exercise & Sport Behavior
PE 6891-3	Independent Study
SCS 6023	Scientific Foundations of Strength & Conditioning
SCS 6083	Instructional Strategies for Strength Coaches
SCS 6093	Exercise Science Seminar

Bachelor of Arts in Organizational Leadership: Military Leadership concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

POLS 2043	Comparative Government
POLS 2413	International Relations
POLS 3013	Recent American Foreign & Military Policy
POLS 3473	National Security Policy
POLS 3053	Introduction to Public Administration
POLS XXXX	Upper-Division Political Science elective (3000-4000 level)

Program Reconfiguration

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science (DC 2495; CIP 31.0505; 120-122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
ECON 2003	Principles of Economics
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Classes

Major Requirements

HES 1003	<i>Intro Exercise Programming</i>
HES 2003	Field-Based Experiences in Health & Exercise Science
HES 2013	<i>Weight training for CPT, Sport Coach, and PE</i>
HES 2023	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
HES 3023	Exercise Behavior and Adherence

HES 4003	Senior Seminar
HES 4012	Health & Exercise Science Internship (Contact Hours = 490)
HES 4013	Health & Exercise Science Practicum
HES 4023	Principles of Strength and Conditioning
HES 4063	Health and Fitness Programming
HLED 1513	Lifetime Health and Fitness
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Kinesiology option (DC 2495; CIP 31.0505; 120 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities Courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Courses

Major Requirements

ECON 2003	Principles of Economics
<i>HES 1003</i>	<i>Intro Exercise Programming</i>
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
<i>HES 3013</i>	<i>Coaching Power, Speed and Agility</i>
HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Wellness Science Practicum

HES 4023	Principles of Strength and Conditioning
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
<i>HES 4053</i>	<i>Biomechanics</i>
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology
PE 4103	Principles of Adaptive Physical Activity

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Pre-Allied Health option (DC 2495; CIP 31.0505; 122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

U.S. History/Government

Fine Arts & Humanities Course

Core Courses

AHS 2013	Medical Terminology
BIOL 2404	Human Anatomy and Physiology I
BIOL 2414	Human Anatomy and Physiology II
CHEM 2134/2130	Gen. Chemistry II
CHEM 2124	General Chemistry I
COMM 2173	Business & Professional Speaking
ECON 2003	Principles of Economics
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing
PHYS 2014	Physics I
PHYS 2024	Physics II
PSY 2053	Statistics for the Behavioral Sciences

Elective for Observation Hours – PE 4991 Independent Study

Elective PE Class

Fine Arts & Humanities Course

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription

HES 4012 Health & Exercise Science Internship (Contact hours = 490)
HES 4013 Health & Exercise Science Practicum
HES 4043 Exercise Physiology Lab
HES 4053 Biomechanics
HLED 3203 Consumer Health Programs
HLED 4403 Sport & Exercise Nutrition
PE 1201 Orientation to PE
PE 2513 First Aid
PE 3573 Prevention & Care of Athletic Injuries
PE 3661 Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663 Kinesiology
PE 4033 Exercise Physiology

Italics = New Courses

Title Change

Master of Science in Strength & Conditioning Studies (DC 6306; CIP 31.0599; 33 credit hours) changed to Master of Science in Kinesiology, Strength, and Conditioning (DC 6306; CIP 31.0599; 33 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Organizational Leadership: Industrial/Organizational Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online) changed to Bachelor of Arts in Organizational Leadership: Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

Bachelor of Arts in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours) changed to Bachelor of Science in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours; Summer 2023 (6/1/2023))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Andrea Eubanks
Dr. Jeanine Myers
Jill Hays



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
College of Business	5-25-21

Title	Signature	Date
Department Head Tracy Cole	—	—
Dean Russ Jones	<i>Kirk Russell Jones</i>	1/25/2022
Assessment Christine Austin	<i>Christine Austin</i>	1/26/2022
Registrar Tammy Weaver	<i>Tammy Weaver</i>	8/4/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>Jim She</i>	16/22/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Certificate of Proficiency – Microsoft Applications

PROPOSAL – 1 NEW DEGREE PROGRAM

1. PROPOSED PROGRAM TITLE

Certificate of Proficiency – Microsoft Applications

2. CIP CODE REQUESTED

52.0204

3. PROPOSED STARTING DATE

July 1, 2023

4. CONTACT PERSON

Dr. AJ Anglin
Interim Vice President for Academic Affairs
Arkansas Tech University
aanglin@atu.edu
479-968-0391

Dr. Russ Jones
Dean, College of Business
rjones@atu.edu
479-880-4344

5. PROGRAM SUMMARY

The Certificate of Proficiency in Microsoft Applications is designed to provide students with knowledge and skills in the use of Microsoft Word, Excel, and Access, particularly in business settings. Student who complete this certificate program will be able to take the Microsoft Certification Exams relevant to these applications at no additional cost. The Certificate of Proficiency in Microsoft Applications will be available to any ATU student.

6. NEED FOR THE PROGRAM

According to the Bureau of Labor Statistics, employment in business occupations is projected to grow 5% from 2019-2029, which is faster than the average for all occupations. The proposed certificate program will benefit employees in a very wide range of employment settings, as well as those who wish to start a small business or use Microsoft applications for personal benefit.

Proficiency in Microsoft applications is a crucial business administration skill with increasing demand in Arkansas and nationwide. In 2015, U.S. News & World Report noted the high demand and increased earning capacity for workers with Microsoft skills: "About two-thirds of all middle-skill jobs require, at minimum, proficiency in Microsoft

Word or Excel, similar productivity software, or enterprise resource management software like Oracle. Jobs that require only proficiency in such productivity software offered 13 percent higher wages than nondigital middle-skill positions.”

<https://www.usnews.com/news/blogs/data-mine/2015/03/05/want-a-better-job-master-microsoft-word-excel>

Earlier this year, the Tampa Bay Newswire reported: “The demand for Microsoft Certified Professionals or MCPs has been increasing in recent years. This demand is also likely to increase even more in the coming years because many organizations are now requiring a minimum employee training and certification on Microsoft products as a part of their recruitment policy.” <https://www.tampabaynewswire.com/2021/01/27/why-microsoft-certified-is-in-high-demand-in-the-usa-95087>

In Arkansas, survey data from Gray & Associates shows the field of business administration at the 100th percentile as determined by employer requests, job postings, student demand (99th percentile), and Google searches for educational programs in this area. Gray data shows the average starting salary in business administration at \$34,553, which significantly exceeds the \$25,758 median individual income in Arkansas (U.S. Census Bureau, 2019 Survey).

Indicate the projected number of program enrollments for Years 1-3: Approximately 20

Indicate the projected number of program graduates in 3-5 years: Approximately 30

7. **CURRICULUM**

Certificate of Proficiency in Microsoft Applications

- BUAD 2003 Business Information Systems
- BDA 2003 Business Problem Solving
- MGMT 3173 Advanced Microsoft Techniques

BUAD 2003 and BDA 2003 are routinely offered both in person and online. MGMT 3173 is normally offered only in person, but has sometimes been taught online based on student demand.

Total Credit Hours = 9. There are no additional prerequisites.

No new courses, faculty, equipment, facilities, or library resources are needed for this certificate program. All courses are existing courses taught by current faculty members in programs already offered at ATU.

Fall – Year 1	Spring – Year 1
BUAD 2003 Business Information Systems	BDA 2003 Business Problem Solving
Fall – Year 2	

MGMT 3173 Advanced Microsoft Techniques	
---	--

Admission requirements: Students must be admitted to ATU.

Provide institutional curriculum committee review/approval date for proposed program.

8. FACULTY

Faculty Name & Courses Taught	Degree Awarded	Field of Study	Awarded From	Year Awarded
Batch, Alice BUAD 2003 MGMT 3173	MBA	Business Administration	California State University	1983
Idemudia, Efosa BDA 2003	PhD	Business Administration	Texas Tech University	2009

The program coordinator for the proposed Certificate of Proficiency in Microsoft Applications will be the Program Coordinator for Management within the College of Business. Dr. Kevin Mason currently serves in this position.

Total number of faculty required for program implementation will be two, both of whom are existing faculty included in the table above.

9. DESCRIPTION OF RESOURCES

No new courses, faculty, equipment, facilities, or library resources are needed for this certificate program. All courses are existing courses taught by current faculty members in programs already offered at ATU in the College of Business. The number of students expected to enroll during the first three years of this program is not anticipated to require additional sections of courses to be taught.

10. NEW PROGRAM COSTS – Expenditures for the first 3 years

No new costs are required for implementation of this certificate program. No new courses, faculty, equipment, facilities, or library resources will be needed, as all courses are existing courses taught by current faculty members in programs already offered at ATU in the College of Business. The number of students expected to enroll during the first three years of this program is not anticipated to require additional sections of courses to be taught.

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

Funds will be generated per student credit hour for tuition and fees as set for ATU (Russellville campus). No specialized program fees will apply.

12. **ORGANIZATIONAL CHART REFLECTING NEW PROGRAM**

The Certificate of Proficiency in Microsoft Applications will be housed in the College of Business.

13. **SPECIALIZED REQUIREMENTS**

Not applicable.

14. **BOARD OF TRUSTEES APPROVAL**

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

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

15. **SIMILAR PROGRAMS**

No other state institutions in Arkansas offer a Certificate of Proficiency in Microsoft Applications. Although Arkansas State University offers an undergraduate certificate in Information Technology that involves microcomputer applications, that program is much longer (24 credit hours) and involves a wider range of business disciplines (e.g., accounting, programming) than the proposed certificate program.

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

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

16. **DESEGREGATION**

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

In Fall 2020, the ATU College of Business had a total of 827 students. Of these, 62 students (7.5%) were African American. Other minority students included 13

Asian/Pacific Islander, 86 Hispanic, 2 American Indian/Alaska Native, 2 Hawaiian, and 30 students who identified with multiple ethnicities, for a total of 133 (16%).

17. **INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)**
Not applicable.

18. **ACADEMIC PROGRAM REVIEW**
Anticipated program review date: Fall 2030.

19. **PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF**

20. **INSTRUCTION BY DISTANCE TECHNOLOGY**
Most of the courses required for the Certificate of Proficiency in Microsoft Applications may be completed either online or face-to-face. All online course offerings will meet ATU requirements for academic quality, faculty qualifications, and course delivery as established by the university.

Assessment Plan for Certificate in Microsoft Office

Learning Goal:

Undergraduate Learning Goals


1. Students use technology to support business decisions.

Assessment Plan:

A rubric has been developed by the COB faculty for this undergraduate learning goal. The rubrics will be applied to student work in BUAD 2003. Achievement of the learning goals will be measured according to the College of Business schedule of assessment once every two years. The data will be reviewed by the College of Business Curriculum and Assurance of Learning Committee (CALC). The CALC committee will coordinate with instructors to for continuous improvement recommendations.

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General Information

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Certificate of Proficiency in Microsoft Applications

DEPARTMENT
HOMEPAGE

Certificate of Proficiency in Microsoft Applications is designed to provide knowledge and skills in the use of Microsoft Word, Excel, and Access, particularly in a business settings. Students completing this certificate program will be able to take the Microsoft Certification Exams at no additional cost.

Curriculum

The Certificate of Proficiency in Microsoft Applications has a total of 9 credit hours.

- [BUAD 2003 Business Information Systems](#)
- [BDA 2003 Business Problem Solving](#)
- [MGMT 3173 Advanced Microsoft Techniques](#)

- Advanced Certificate in Data Analytics ✓
- Advanced Certificate in Entrepreneurship ✓
- Advanced Certificate in Human Resource Management
- Certificate of Proficiency in Applied Statistics
- Certificate of Proficiency in Broadcast Journalism ✓
- Certificate of Proficiency in Business Administration ✓
- Certificate of Proficiency in Casino and Gaming Industry
- Certificate of Proficiency in Computer Networking
- Certificate of Proficiency in Computer Programming
- Certificate of Proficiency in Diversity Studies ✓
- Certificate of Proficiency in Microsoft Applications ✓
- Certificate of Proficiency in Performance
- Certificate of Proficiency in Print Journalism ✓
- Certificate of Proficiency in Professional Leadership
- Certificate of Proficiency in Psychology
- Certificate of Proficiency in Public Relations Journalism ✓
- Certificate of Proficiency in Spanish for Medical Interpretation
- Certificate of Proficiency in Teaching English to Speakers of Other Languages
- Certificate of Proficiency in Technical and Professional Communications
- Technical Certificate in Casino and Gaming Industry Management



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.5 Letters of Notification and Letters of Intent, Academic Affairs: Dr. Julie Furst-Bowe
Type Action
Recommended Action Motion to approve the programs as presented.

- Memorandum BOT 10.20.22 LONs and LOIs.pdf (109 KB)
- L_of_N - Cert Prof Business Admin Cole (003).pdf (292 KB)
- L_of_N - Cert Prof Microsoft Apps Cole.pdf (291 KB)
- L_of_N- Adv Cert Entrepreneurship Cole.pdf (293 KB)
- Lof_N - Adv Cert Data Analytics-Cole.pdf (293 KB)
- LOI BA Social Media Influencing (002).pdf (263 KB)
- LOI GC Org Leadership.pdf (630 KB)
- LOI MA Org Leadership.pdf (367 KB)
- LON BA OL Add Mil Lead Option.pdf (331 KB)
- LON CP Broadcast Journalism.pdf (350 KB)
- LON CP Diversity Studies.pdf (349 KB)
- LON CP Print Journalism.pdf (346 KB)
- LON CP Public Relations.pdf (346 KB)
- LON CP Teaching English to Speakers of Other Languages.pdf (344 KB)
- LON MS SCS Add Option 100 Online.pdf (381 KB)
- LON Reconf BS HPE WF Option.pdf (1,460 KB)
- LON Revision Ms Information Tech.pdf (463 KB)
- LON Title Change Add Option MS SCS.pdf (496 KB)
- LON Title Change BA OL IOP.pdf (327 KB)
- LON Title Change BA Rehab Sci.pdf (330 KB)
- New Program BA Social Media Influencing (002).pdf (29,078 KB)
- New Program GC Org Leadership.pdf (5,541 KB)
- New Program MA Org Leadership.pdf (18,253 KB)

Motion & Voting

Motion to approve the programs as presented.

Motion by Jim Smith, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Maria Markham, Ph.D.
Director

February 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Interim Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On January 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Curriculum Revision

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online) changed to Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online) changed to Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online) changed to Master of Science in Information Technology (DC 6285; CIP 11.0103; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

INFT 6991	Internship
INFT 6000-level Electives	

Added Courses

INFT 6993	Internship
INFT 5603	Principles of Data Science (optional)
INFT 5803	Principles of Cybersecurity (optional)

INFT 5983	Special Topics (optional)
INFT 6103	Visual Programming (optional)
INFT 6603	Adv Data Science and Machine Learning (optional)
INFT 6803	Adv Cybersecurity (optional)
INFT 6903	Emerging Trends (optional)

Delete Option, Emphasis, Concentration, or Minor

Bachelor of Arts in Journalism: Broadcast Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Print Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Public Relations option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Communications option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Fine Arts option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Science in Information Technology: Computer Based Instruction option (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Summer 2023 (6/1/2023))

Existing Program Offered by Distance Education

Master of Arts in History (DC 5360; CIP 54.0101; 30 credit hours; 100% online; Spring 2023)

Master of Liberal Arts (DC 5960; CIP 24.0101; 30 credit hours; 100% online; Spring 2023)

New Certificate

Advanced Certificate in Data Analytics (DC 3135; CIP 52.1301; 24 credit hours; 62% online; Summer 2023 (6/1/2023))

MATH 1113	College Algebra (or math ACT score of 22 or higher)
BUAD 2003	Business Information Systems
MATH 2223	Quantitative Business Analysis
STAT 2163	Introduction to Statistical Methods OR
PSY 2053	Statistics for the Behavioral Sciences
BDA 2003	Business Problem Solving
BDA 2023	Introduction to Data Visualization
Select 2 courses (6 credit hours) from the following:	
BDA 3003	Data Analytics Apps Development
BDA 3013	Business Spreadsheet Modeling
BDA 3033	Data Modeling and Management
BDA 3053	Business Data Analysis

Advanced Certificate in Entrepreneurship (DC 3165; CIP 52.0701; 27-28 credit hours; 78% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
BLAW 2033	Legal Environment of Business
ECON 2013	Principles of Economics II
MGMT 3003	Management and Organizational Behavior
MGMT 4053	Small Business Management
MGMT 4063	Entrepreneurial Development
MKT 3043	Principles of Marketing

Certificate of Proficiency in Broadcast Journalism (DC 1056; CIP 09.0402; 12 credit hours; 50% online; Summer 2023 (6/1/2023))

<i>JOUR 2253</i>	<i>Basic Video Editing</i>
JOUR 3183	Digital News Writing
JOUR 3193	New Media News Gathering
JOUR 4133	Digital New Production

Italics = New Course

Certificate of Proficiency in Print Journalism (DC 1061; CIP 09.0401; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 2143	Media Writing
JOUR 3143	News Reporting
JOUR 3153	Feature Writing
JOUR 4143	Advanced Reporting

Certificate of Proficiency in Public Relations Journalism (DC 1205; CIP 09.0900; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 3173	Public Relations Principles
JOUR 3273	Public Relations Writing
JOUR 4073	Graphic Communication
JOUR 4173	Public Relations Project

Certificate of Proficiency in Business Administration (DC 1645; CIP 52.0201; 12-13 credit hours; 100% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
ECON 2003	Principles of Economics I OR
ECON 2103	Honors Principles of Economics I OR
ECON 2013	Principles of Economics II

Certificate of Proficiency in Diversity Studies (DC 1066; CIP 30.2301; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

IPBL 1993	Introduction to Diversity Studies
-----------	-----------------------------------

Improving Engagement (select one of the following):

ANTH 2003 Cultural Anthropology
ENGL 2003 Introduction to World Literature
HIST 4143 Native American History
PS 4643/OL 4643 Organizational Globalization and Diversity

Uncovering Bias (select one of the following):

ENGL 4723 Teaching People of Other Cultures
HIST 4123 African American History
PSY 3083 Psychology of Women
SOC 4023 Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following):

COMM 3013 Intercultural Communication
ECON 3013 Economics of Labor Relations
GEOG 2023 Human Geography
RP 3013 Inclusive Recreation

Cultural Environments (select one of the following):

HIST 4133 Latinos in the United States
PHIL 2023 Buddhist Philosophy
PSY 2133 Cross-Cultural Psychology
SOC 4003 Minority Relations

Certificate of Proficiency in Microsoft Applications (DC 1071; CIP 52.0204; 9 credit hours; 67% online; Summer 2023 (6/1/2023))

BUAD 2003 Business Information Systems
BDA 2003 Business Problem Solving
MGMT 3173 Advanced Microsoft Techniques

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (DC 4335; CIP 13.1401; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

TESL/ENGL 5023 Second Language Acquisition
TESL/ENGL 5703 Teaching English as a Second Language
TESL/ENGL 5713 ESL Assessment
TESL/ENGL 5723 Teaching People of Other Cultures
TESL 6003 Linguistics for ESL Teachers

New Option, Emphasis, Concentration, or Minor

Master of Science in Kinesiology, Strength, and Conditioning: Sport Science option (DC 6306; CIP 31.0599; 33 credit hours; 100% online; Summer 2023 (6/1/2023))

PE 6033 Exercise Physiology
PE 6043 Motor Learning & Control
PE 6053 Biomechanics
PE 6083 Research methods and Statistics OR
EDFD 6003 Educational Research
SCS 6013 Measurement and Evaluation in Strength and Conditioning
SCS 6033 Strength & Conditioning Program Design & Development
SCS 6063 Trends in Sports Nutrition & Metabolism
SCS 6003 *Sport Psychology*
SCS 6103 Professional Project

Select 2 courses (6 credit hours) from the following:

MATH 5173	Advanced Biostatistics
PE 6063	Current Issues in Coaching & Athletics
PE 6073	Exercise & Sport Behavior
PE 6891-3	Independent Study
SCS 6023	Scientific Foundations of Strength & Conditioning
SCS 6083	Instructional Strategies for Strength Coaches
SCS 6093	Exercise Science Seminar

Bachelor of Arts in Organizational Leadership: Military Leadership concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

POLS 2043	Comparative Government
POLS 2413	International Relations
POLS 3013	Recent American Foreign & Military Policy
POLS 3473	National Security Policy
POLS 3053	Introduction to Public Administration
POLS XXXX	Upper-Division Political Science elective (3000-4000 level)

Program Reconfiguration

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science (DC 2495; CIP 31.0505; 120-122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
ECON 2003	Principles of Economics
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Classes

Major Requirements

HES 1003	<i>Intro Exercise Programming</i>
HES 2003	Field-Based Experiences in Health & Exercise Science
HES 2013	<i>Weight training for CPT, Sport Coach, and PE</i>
HES 2023	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
HES 3023	Exercise Behavior and Adherence

HES 4003	Senior Seminar
HES 4012	Health & Exercise Science Internship (Contact Hours = 490)
HES 4013	Health & Exercise Science Practicum
HES 4023	Principles of Strength and Conditioning
HES 4063	Health and Fitness Programming
HLED 1513	Lifetime Health and Fitness
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Kinesiology option (DC 2495; CIP 31.0505; 120 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities Courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Courses

Major Requirements

ECON 2003	Principles of Economics
<i>HES 1003</i>	<i>Intro Exercise Programming</i>
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
<i>HES 3013</i>	<i>Coaching Power, Speed and Agility</i>
HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Wellness Science Practicum

HES 4023	Principles of Strength and Conditioning
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
<i>HES 4053</i>	<i>Biomechanics</i>
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology
PE 4103	Principles of Adaptive Physical Activity

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Pre-Allied Health option (DC 2495; CIP 31.0505; 122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

U.S. History/Government

Fine Arts & Humanities Course

Core Courses

AHS 2013	Medical Terminology
BIOL 2404	Human Anatomy and Physiology I
BIOL 2414	Human Anatomy and Physiology II
CHEM 2134/2130	Gen. Chemistry II
CHEM 2124	General Chemistry I
COMM 2173	Business & Professional Speaking
ECON 2003	Principles of Economics
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing
PHYS 2014	Physics I
PHYS 2024	Physics II
PSY 2053	Statistics for the Behavioral Sciences

Elective for Observation Hours – PE 4991 Independent Study

Elective PE Class

Fine Arts & Humanities Course

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription

HES 4012 Health & Exercise Science Internship (Contact hours = 490)
HES 4013 Health & Exercise Science Practicum
HES 4043 Exercise Physiology Lab
HES 4053 Biomechanics
HLED 3203 Consumer Health Programs
HLED 4403 Sport & Exercise Nutrition
PE 1201 Orientation to PE
PE 2513 First Aid
PE 3573 Prevention & Care of Athletic Injuries
PE 3661 Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663 Kinesiology
PE 4033 Exercise Physiology

Italics = New Courses

Title Change

Master of Science in Strength & Conditioning Studies (DC 6306; CIP 31.0599; 33 credit hours) changed to Master of Science in Kinesiology, Strength, and Conditioning (DC 6306; CIP 31.0599; 33 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Organizational Leadership: Industrial/Organizational Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online) changed to Bachelor of Arts in Organizational Leadership: Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

Bachelor of Arts in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours) changed to Bachelor of Science in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours; Summer 2023 (6/1/2023))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Andrea Eubanks
Dr. Jeanine Myers
Jill Hays



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
School of Business	7-19-22

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	8-10-22
Dean Russ Jones	<i>Russ Jones</i>	8-11-22
Assessment <small>Dr. Christine Austin</small> Christine Austin	<i>Christine Austin</i>	8/13/22
Registrar Tammy Weaver	<i>Tammy Weaver</i>	8/13/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs Julie A. Furst-Bowe	<i>Julie A. Furst-Bowe</i>	10/26/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Advanced Certificate in Human Resource Management

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)

For each semester, replace the two required courses with the option to take any two courses on the approved human resources core and approved human resources electives lists. The approved human resources courses consist of the previously required courses plus MGMT 4223, an additional leadership course, and PSY 3093, an approved elective in the recently deleted Management – Human Resources major.

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

This change will have no impact on staffing, other programs, and space allocation.

Answer the following Assessment questions:

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

This change benefits students by providing increased flexibility in scheduling by allowing the student to enroll in any six hours of approved electives per semester.

- 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?

See Question a above. This change is unlikely to impact student learning, the 21 hours of approved electives remain the same as the formerly required courses, with the addition of two new optional courses.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Not Applicable**

- 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 Advanced Certificate in Human Resource Management fits the current state of the discipline and this change does not impact its fit.

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

This change does not impact the current assessment plan for the Advanced Certificate in Human Resource Management. Assessment data will be collected in an upper level human resource management course once a year by the instructor of the course and reviewed by the School of Business Curriculum and Assessment Committee.

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

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

Curriculum Matrix for Catalog Curriculum in Advanced Certificate in Human Resource Management	
<p>First Year Fall Semester</p> <p>Add: 6 hours of required human resources core* courses and/or approved human resources electives.**</p> <p>Delete: MGMT 3023, MGMT 3323</p> <p>Total Hours: 6 hours</p>	<p>First Year Spring Semester</p> <p>Add: 6 hours of required human resources core* courses and/or approved human resources electives.**</p> <p>Delete: MGMT 3123, MGMT 4033</p> <p>Total Hours: 6 hours</p>
<p>First Second Year Fall Semester</p> <p>Add: 6 hours of required human resources core* courses and/or approved human resources electives.**</p> <p>Delete: MGMT 3123 ⁴⁰⁹³, MGMT 4033</p> <p>Total Hours: 6 hours</p>	<p>Second Year Spring Semester</p> <p>Add: 3 hours of required human resources core* courses and/or approved human resources electives.**</p> <p>Delete: MGMT 4323, MGMT 4213</p> <p>Total Hours: 3 hours</p>
<p>Total Program Hours 21 hours</p>	

***Required human resources core (12 hours): MGMT 3023-Human Resource Management, MGMT 3323-Employment Law, MGMT 4093-Organizational Behavior, MGMT 4323-Compensation & Benefits.**

****Approved human resources electives (9 hours selected from the following courses): MGMT 3123-Business Ethics, MGMT 4033-Internship (HR), MGMT 4213-Leadership, MGMT 4223-Leadership and Film, PSY 3093-Industrial Psychology.**

The program description on the landing page in the catalog should be modified as well.

Current:


The Advanced Certificate in Human Resources (HR) is a planned program of study focused on the behavioral competencies and functional knowledge areas within the themes of HR Competencies, People, Organization, Workplace and Strategy. The Advanced Certificate prepares a student to take the exam given by the Society of Human Resource Management for the SHRM-CP credential.


New:

The Advanced Certificate in Human Resources (HR) is a program of study focused on the behavioral competencies and functional knowledge areas within the themes of HR Competencies, People, Organization, Workplace and Strategy. The Advanced Certificate assists a student in preparing to take the Associate Professional in Human Resources® exam administered by the HR Certification Institute®.

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General Information

Navigate this section: 

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- Military Science
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Advanced Certificate in Human Resource Management

DEPARTMENT
HOMEPAGE

The Advanced Certificate in Human Resources (HR) is a planned program of study focused on the behavioral competencies and functional knowledge areas within the themes of HR Competencies, People, Organization, Workplace and Strategy. The Advanced Certificate prepares a student to take the exam given by the Society of Human Resource Management for the SHRM-CP credential.

Curriculum

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

	Freshman		Sophomore	
	Fall	Credits	Spring	Credits
Required HR Core or approved HR Elec 	MGMT 3023 Principles of Human Resource Management	3	MGMT 3123 Business Ethics	3
Required HR Core or approved HR Elec 	MGMT 3323 Employment Law	3	MGMT 4033 Internship I in Management ¹(or Fall)	3
	Total Hours	6	Total Hours	3-6 6
Required HR Core or approved HR Elec 	MGMT 4033 Internship I in Management ¹(or Spring)	3	MGMT 4323 Compensation and Benefits	3
Required HR Core or approved HR Electives 	MGMT 4093 Organizational Behavior	3	MGMT 4213 Strategy and Leadership	3
	Total Hours	3-6 6	Total Hours	6

¹ Internship made be completed in either the spring of year one or the fall of year two.

See footnotes in
proposal

HR Core	MGMT 4093
12 hrs	4323
	3023
	3323

HR appr	MGMT 3123
Flect	4033
9 hrs	4 213
	4223
	Psy 3093



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
School of Business	5/26/22

Title	Signature	Date
Department Head (Tracy Cole)	<i>Tracy Cole</i>	6/14/22
Dean (Russ Jones)	<i>Kirk Russell Jones</i>	6/14/22
Assessment	<i>Chris Cook</i>	6-24-22
Registrar	<i>Yammy Garcia</i>	8/4/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs	<i>Chris Cole</i>	10/20/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Health Information Management

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. **Allow COMM 2003: Public Speaking, OR COMM 2173: Business and Professional Speaking;**
2. **Allow PSY 2053 Statistics for the Behavioral Sciences, OR SOC 2053 Statistics for the Behavioral Sciences, OR STAT 2163: Introduction to Statistical Methods**
3. **Offer AHS 2013 Medical Terminology freshman year**
4. **Offer AHS 1023 Basic Pharmacology with an Overview of Microbiology sophomore year**

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

1&2 – no changes. Currently, HIM students take these courses. This change will eliminate the need to complete substitution forms for the student.

3&4 – no staffing changes. HIM instructors teach both AHS 2013 & 1023 courses. Spacing is not applicable.


Answer the following Assessment questions:

- a. How does the program change align with the university mission? **These changes support the mission of student success by promoting intellectual development. AHS 2013 Medical Terminology is a building block that lays the foundation for AHS 1023 Basic Pharm and other HIM courses.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **Not applicable. This change is an administrative change and will not affect program assessment.**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Not applicable due to no course changes since we are simply moving classes around taught by our instructors.**
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **Not applicable.**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **Not applicable.**

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

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

Curriculum Matrix for Catalog Curriculum in <u>Health Information Management</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>AHS 2013 Medical Terminology</p> <p>Delete:</p> <p>AHS 1023 Basic Pharm/Microbiology</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Allow COMM 2003 OR COMM 2173</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>AHS 1023 Basic Pharm/Microbiology or Elective</p> <p>Delete:</p> <p>AHS 2013 Medical Terminology</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>AHS 1023 or Elective</p> <p>Delete:</p> <p>AHS 2013</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Allow PSY 2053 Stats for Behavioral Science; SOC 2053 Stats for Behavioral Science, or STAT 2163 Intro to Statistical Methods</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>

[DOWNLOAD PDF](#)**General Information**Navigate this section: [Introduction](#)[Academic Calendar](#)[Administration & Faculty](#)[Programs of Study](#)[Admission](#)[ACTS Course Transfer System](#)[Fees & Expenses](#)[Student Affairs Operations](#)[Financial Aid](#)[Scholarships](#)[Regulations & Procedures](#)[Graduation Requirements](#)[General Education Requirements](#)[University Honors](#)[College Distinction](#)[Military Science](#)[Catalog PDF](#)

Bachelor of Science in Health Information Management

[PROGRAM HOME PAGE](#)

The degree program in health information management prepares the student for a professional career as an active member of the modern health-care team. In this age of increased computerization and data analysis, the health information management field is an exciting new area with virtually unlimited possibilities.

The health information management administrator is an expert in the world of health record systems. He/she is responsible for obtaining complete health records for use in research; for gathering statistical information on which to base long-range health planning goals; for determining the legitimacy of requests for confidential medical information; for controlling the circulation and integrity of health records; and, as department head, is responsible for efficiency of the health information department employees in the performance of daily activities.

About Health Information Management

The health information department in a medical facility has in its care all the documentation regarding patient-care, physician as well as ancillary information. Responsibility for data validity and integrity play a major role in the health information profession. He/she must be progressive, conscientious, tactful, and knowledgeable, as much work is accomplished in cooperation with other allied health professionals. Above all, the health information professional must adhere to the Code of Ethics of the American Health Information Management Association and to the appropriate institutional behavioral codes that apply.

Professional practice is scheduled at affiliated hospitals in nearby cities for a period of six hours per week during the fall and spring semesters for senior HIM majors. The management affiliation may be assigned to a hospital in a distant city for four weeks (40 hours per week) and normally occurs in the summer immediately following the senior year. Students are responsible for all transportation and lodging expenses during these assignments; however, every effort will be made to minimize such costs.

Students must make at least a "C" in each of the professional courses and demonstrate their proficiency in professional practice and management-affiliation. Upon successful completion of the program, the student is granted a Bachelor of Science degree in health information management and becomes eligible to write the national certification examination. The student already holding a baccalaureate degree may apply for the HIM program as specified in the Application Guidelines and work toward another baccalaureate degree provided the pre-professional course of study has been

completed to establish eligibility to write the national certification examination. Registered health information technicians are urged to contact the Program Director for information regarding RHIA progression. The national certification examination is offered year-round by the American Health Information Management Association.

Special instructions for transfer students: transfer of courses to meet specific Health Information Management Program requirements have a grade of at Least C. Lower-level courses (numbered in the 1000's and 2000's) from other institutions cannot be transferred to meet upper-level (3000-4000) HIM course requirements; however, they may be used as general electives. Transfer of upper-level courses to meet HIM requirements is subject to validation by the HIM Program.

Program Application Guidelines

1. Application for upper level professional HIM courses must be on file with the HIM Program Director by March 15th prior to the year you wish to take HIM courses.
2. To be eligible for application interview, the following must be on file: Application, current copy of all applicable transcripts, including a cumulative GPA of 2.5 on a 4.0 scale, and COMPASS/ACT scores.
3. Applicants may be required to complete an interview with an interview team. Consideration will be given to areas such as:
 - Dedication and perseverance
 - Aptitude
 - Knowledge of HIM profession
 - Professional appearance
 - Flexibility
 - Realistic career goals
 - True desire to enter HIM profession
 - Ability to finish HIM program within prescribed time
4. Candidates will be ranked based on GPA and number of prerequisite courses completed. The top twenty will be selected. A ranked order waiting list will be maintained by the HIM Program Director.
5. Candidates will be notified prior to pre-registration for the fall semester. If accepted, candidates must return a signed statement acknowledging acceptance. Candidates must register for courses indicated on the degree plan. Any change in degree plan requires approval of the student's HIM faculty advisor. Candidates must notify the program director of change in degree choice.
6. A late application deadline of August 15th will be observed if positions are available. Late applicants will be notified as soon as possible or during the week of late registration.
7. If a candidate fails a course that would preclude graduation, or does not earn at least a "C" in HIM courses, reapplication to the HIM Program will be required.

The Health Information Management Program is accredited by the Commission on the Accreditation for Health Informatics and Information Management Education (CAHIIM) in cooperation with the American Health Information Management Association's Council on Accreditation.

Dr. Melinda Wilkins, Director

Rothwell, Room 434
 (479) 968-0441
 mwilkins@atu.edu

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
<u>ENGL 1013</u> <u>Composition I</u> ¹	3	<u>ENGL 1023</u> <u>Composition II</u> ¹	3
<u>SS 1XXX Social</u> <u>Science Courses</u>	3	<u>SCIL 1XXX Science</u> <u>with Laboratory</u> ¹	4
<u>MATH 1113 College</u> <u>Algebra</u>	3	<u>BUAD 2003 Business</u> <u>Information Systems</u>	3
<u>TECH 1001</u> <u>Orientation to the</u> <u>University</u>	1	<u>COMM 2003 Public</u> <u>Speaking</u> <i>or COMM</i> <i>2173</i>	3
<u>AHS 1023 Basic</u> <u>Pharmacology with</u> <u>an Overview of</u> <i>AHS</i> <u>Microbiology</u> <i>2013</i>	3	Total Hours	13
Total Hours	13		

Sophomore

Fall	Credits	Spring	Credits
<u>USHG 1XXX U. S.</u> <u>History and</u> <u>Government U. S.</u> <u>History and</u> <u>Government</u> ¹	3	<u>SS 1XXX Social</u> <u>Science Courses</u>	3
<u>BDA 2003 Business</u> <u>Problem Solving</u>	3	<u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	6
<u>BIOL 2004 Basic</u> <u>Human Anatomy and</u> <u>Physiology</u>	4	<u>COMS 2233</u> <u>Introduction to</u> <u>Databases</u>	3
<u>AHS 2013 Medical</u> <u>Terminology or</u> <i>AHS 1023</i> <u>Elective</u>	3	<u>AHS 2013 Medical</u> <u>Terminology or</u> <i>AHS 1023</i> <u>Elective</u>	3
<u>Elective</u>		<u>Elective</u>	1
Total Hours	13	Total Hours	16

Junior

Fall	Credits	Spring	Credits
<u>MGMT 3003 Principles of Management</u>	3	<u>MGMT 3023 Principles of Human Resource Management or HA</u>	3
<u>PSY 2053 Statistics for the Behavioral Sciences/SOC 2053 Statistics for the Behavioral Sciences</u> <i>or</i>	3	<u>3113 Human Resource Management in Parks, Recreation, and Hospitality Administration/RP</u>	
<u>HIM 3023 Introduction to Health Information Management</u>	3	<u>3113 Human Resource Management in Parks, Recreation, and Hospitality Administration</u>	
<u>HIM 3153 Current Issues in Health Information Management</u>	3	<u>HIM 3033 Basic Coding Principles</u>	4
<u>HIM 4153 Principles of Disease</u>	3	<u>HIM 3043 Advanced Concepts in Health Information</u>	3
Total Hours	15	<u>HIM 3132 Health Data and Statistics</u>	2
		<u>HIM 3133 Alternative Health Records</u>	2
		Total Hours	14

Senior

Fall	Credits	Spring	Credits
<u>HIM 4034 Advanced Coding Principles</u>	4	<u>MGMT 4013 Management Information Systems</u>	3
<u>HIM 4063 Organization and Administration</u>	3	<u>HIM 4073 Legal Concepts for the Health Fields</u>	3
<u>HIM 4093 Research in Health Information Management</u>	3	<u>HIM 4083 Health Organization Trends</u>	3

Fall	Credits	Spring	Credits
<u>HIM 4182 Professional Practice Experience I</u>	2	<u>HIM 4203 Healthcare Reimbursement</u>	3
<u>HIM 4983 Systems Analysis for Health Information Management</u>	3	<u>HIM 4292 Professional Practice Experience II</u>	2
		Total Hours	14
Total Hours	15		

Summer


Summer	Credits
<u>HIM 4892 Seminar in Health Information</u>	2
<u>HIM 4895 Affiliation</u>	5
Total Hours	7

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

DEGREE AUDIT CHECK LIST

(BS-HIM) Health Information Management

~~2022-23~~ **2023-24**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		26
Electives		
TOTAL ELECTIVE HOURS		4

Student's Name		
T#		
Major Requirements		Hrs
HIM	3023 3033 3043 3132 3133 3153 4034	
	4063 4073 4083 4093 4153 4182	
	4203 4292 4892 4895 4983	53
AHS	1023 2013	6
BDA	2003	3
BIOL	2004**	4
BUAD	2003	3
COMM	2003** or 2173	3
COMS	2233	3
MATH	1113#**	3
MGMT	3003 4013	6
	MGMT 3023 OR HA/RP 3113	3
PSY/SOC	2053 or STAT 2163	3
'C' or better in all HIM courses		
TOTAL MAJOR HOURS		90
TOTAL HOURS		

Final Check:

Min. hours required	<u>120</u>	Earned Hrs	_____
62 hours upper level	_____ thru _____	minus P/C HRS	_____
# of "D" hours	_____ thru _____	to be completed	_____
Max activity hours 4	_____	TOTAL	_____

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

DEGREE AUDIT CHECK LIST

(BS-HIM) Health Information Management

2023-24

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		26
Electives		
TOTAL ELECTIVE HOURS		4

Student's Name		
T#		
Major Requirements		Hrs
HIM	3023 3033 3043 3132 3133 3153 4034 4063 4073 4083 4093 4153 4182 4203 4292 4892 4895 4983	53
AHS	1023 2013	6
BDA	2003	3
BIOL	2004**	4
BUAD	2003	3
COMM	2003** OR 2173	3
COMS	2233	3
MATH	1113#**	3
MGMT	3003 4013	6
	MGMT 3023 OR HA/RP 3113	3
	PSY/SOC 2053 OR STAT 2163	3
'C' or better in all HIM courses		
TOTAL MAJOR HOURS		90
TOTAL HOURS		

Final Check:

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

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

** Satisfying Gen Ed

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration (EPS)	7.1.2022

Title	Signature	Date
Department Head Dr. Sandy Smith	<i>Sandy M. Smith</i>	7-5-22
Dean Dr. Linda Bean	<i>Linda Bean</i>	8/1/22
Assessment Dr. Christine Austin	<i>Chr Austin</i>	8/1/22
Registrar Mrs. Tammy Weaver	<i>Tammy Weaver</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	<i>_____</i>	<i>_____</i>
Vice President for Academic Affairs Dr. Julie Furst-Bowe	<i>Julie Furst-Bowe</i>	7/20/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BAS	4373	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Leading Agile Projects		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Leading Agile Projects		

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?

At least once per academic year

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

Critical Thinking and Problem Solving Skills (LO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

Analytical Skills (LO3) – Students will apply quantitative and qualitative reasoning, synthesize information that represents differing perspectives, organize evidence to reveal similarities and differences, and develop conclusions that are a logical extrapolation of the evidence.

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

Critical Thinking and Problem Solving Skills (LO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

- Module 5 Analysis Assignment: Quality Testing in an Agile Environment
- Module 10 Analysis Assignment: Maximizing the Agile Effort

Analytical Skills (LO3) – Students will apply quantitative and qualitative reasoning, synthesize information that represents differing perspectives, organize evidence to reveal similarities and differences, and develop conclusions that are a logical extrapolation of the evidence.

- Module 7 Analysis Assignment: Agile Estimation Practices
- Module 14: Case Study Analysis II – General Dynamics UK

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

A corresponding Program Proposal Change for the Bachelor of Applied Science (BAS) program proposes deleting BAS 4653 Production Scheduling from the required degree curriculum. BAS 4373 Leading Agile Projects will replace BAS 4653 in the core curriculum. BAS 4653 has been in the core curriculum since the program launched in 2017; however, the course focus on production planning and master scheduling does not support the broad-based student population from a wide array of Associate Applied Science (AAS) disciplines. The addition of BAS 4373 Leading Agile Projects provides the student with a three-course project management sequence (BAS 4353 Project Management, BAS 4363 Project Risk Analysis and Mitigation, BAS 4373 Leading Agile Projects) to prepare students for pursuit of a career in the high-demand field of project management. BAS 4373 Agile Project Management assists learners in preparation for the attainment of one or more Project Management Institute (PMI) globally-recognized certifications: Certified Associate in Project Management (CAPM), Project Management Professional (PMP), Disciplined Agile Scrum Master (DASM), and PMI Agile Certified Practitioner (PMI-ACP).

According to O*Net (2022), the Arkansas employment trend for Project Management Specialists (13-1082), who “Analyze and coordinate the schedule, timeline, procurement, staffing, and budget of a product or service on a per project basis. Lead and guide the work of technical staff. May serve as a point of contact for the client or customer” is amid a 13% growth cycle (2018-2028). In Arkansas, Project Management Specialist earn, on average, \$62,180 (O*Net, 2022). A representative sample (O*Net, 2022, June 24) of recent position vacancies in Arkansas includes the following:

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

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

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

**Arkansas Tech University
BAS 4373 Leading Agile Projects**

Instructor:
Office:
Phone:
Email:

CRITICAL DATES

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

Course Description:

Project management is multi-faceted. In this course, students enhance their knowledge and application of project management by mastering the fundamentals of agile project management. Mastery includes the mechanics of how one employs agile project based on Scrum, the impact of agile on the project management profession, and how agile project management broadens and expands project management skills to deploy an integrated approach.

Required Text:

Cobb, C. G. (2015). *The project manager's guide to mastering Agile: Principles and Practices for an adaptive approach*. Wiley.

Recommended Text:

Project Management Institute [PMI]. (2017). *Agile practice guide*. Project Management Institute.

Prerequisite Knowledge: BAS 4353 Project Management

Justification for the Course

Traditional approaches to project management are appropriate for projects where the requirements and project completion plan are readily defined before project implementation.

Agile project management is an iterative, adaptive approach to project management allowing project managers to facilitate endeavors that evolve as the project progresses.

Purpose of the Course

BAS 4373 Agile Project Management assists learners in preparation for the attainment of one or more Project Management Institute (PMI) globally-recognized certifications: Certified Associate in Project Management (CAPM), Project Management Professional (PMP), Disciplined Agile Scrum Master (DASM), and PMI Agile Certified Practitioner (PMI-ACP).

Course Learning Objectives (CLOs):

After this course, you should be able to:

- CLO 1: Apply the fundamentals of agile project management to selected scenarios and case studies.
- CLO 2: Evaluate the utilization of Scrum roles, Scrum and Agile principles, and Scrum values.
- CLO 3: Analyze Agile development, quality, and testing practices.
- CLO 4: Formulate project management solutions utilizing Agile techniques (e.g., time-boxing, Kanban processes, and estimation practices).
- CLO 5: Analyze Agile project management with the intersection of systems thinking, Total Quality Management (TQM) principles and the influence of Lean Manufacturing principles.
- CLO 6: Apply the Agile project management approach to various enterprises (product-oriented companies, technology-enable businesses, project-oriented entities, and hybrid organizations).

How the Course Meets the General Education Requirements

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

Think critically

Develop ethical perspectives

Communicate effectively

Methodology

Students will achieve course objectives through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, online discussions, blogs, wikis, journals, case studies, and individual assignments. At least one PowerPoint presentation is available within each module to correlate with the assigned textbook readings.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those skills include word processing (MS Office), PowerPoint (2007 version or ability to see a later version of PowerPoint), online research, email, Blackboard, discussion board postings, and list-serve knowledge.

Essential Technical Skills for Success

- Using Blackboard (and seeking assistance as soon as possible)
- Using email to communicate with your instructor (include course section)
- Creating and submitting files in Word or a similar format
- Submitting written assignments in Word to Blackboard
- Asking for help. (I cannot stress this enough to you).

Technology Requirements for Success

Click [here](#) to view recommended Blackboard technology compatibility.

1. Determine if you are a good fit for an online class.

Ask yourself and those around you who know you very well, such as parents, siblings, good friends, or a teacher or mentor who you respect, to tell you if you are:

- a. A self-motivated, self-driven person who wants to learn and is willing to make it a priority
- b. Willing to initiate conversation and communication with new people you have just met
- c. Someone who possesses effective time management and is rarely known to procrastinate
- d. Someone who doesn't give up easily under pressure, is persistent, and perseveres through challenges
- e. Willing to admit "I don't know" and ask for help

2. Research the status of your devices for accessing online learning environments.

What type of devices do you have for accessing the online learning environment and completing your online assignments? Which one of them is your primary device?

3. Know your limitations with regards to literacy with media and digital skills.

Having a computer and knowing how to use it is not enough to ensure success in the online learning environment. Today, digital literacy is the primary way to gather information. You must have the ability to find, access, manage, evaluate, analyze, synthesize, utilize, share, and create new knowledge and content using information technologies and the Internet.

4. **Identify your primary connection to the Internet and backup connection.**
 - a. Do you have reliable internet access?
 - b. How close are you to a public library with computers, internet access, and Wi-Fi access?
 - c. How close are you to other public places with internet access such as Starbucks, Panera, Whole Food Markets, Target, etc.?
 - d. What are your alternative plans for internet access?
 - e. In addition to Wi-Fi, do you have the possibility to connect to the internet at home directly?
 - f. If you are also working, does your workplace allow you to use the internet and Wi-Fi access to do your school assignments before and after work?

5. **Talk to other students who have taken courses online to get information about the online learning platform.**

Getting information about the online learning platform by talking to students who have taken courses online is very useful for any student who is thinking of taking online courses. You can learn a lot from a recent student about personal characteristics that you must have to succeed in the online learning environment. You will also learn about the types of digital skills required using the interface and the available support systems.

6. **Find a mentor.**

Colleges and universities provide students with mentors and advisors through the Student Services and Advising departments. Students who take advantage of this opportunity perform better in their online classes.

Course Structure

The course structure includes 16 individual modules, which center on a specific leadership theory. However, several modules reinforce learning and may not necessarily introduce new information to you. The module structure is as follows:

- Start Here! Module
- Module 1: Introduction to Agile Project Management
- Module 2: Agile History and the Agile Manifesto
- Module 3: Scrum Overview
- Module 4: Agile Planning and Requirements
- Module 5: Agile Development and Quality
- Module 6: Time Boxing and Kanban
- Module 7: Agile Estimation
- Module 8: Agile Project Management Role

- Module 9: Agile Communications
- Module 10: Understanding Agile at a Deeper Level
- Module 11: Scaling Agile to an Enterprise Level
- Module 12: Adapting Agile to the Organization
- Module 13: Case Study 1: Harvard Pilgrim Health Care
- Module 14: Case Study 2: General Dynamic UK

Assignments

Throughout the course, assignments reinforce students' understanding of the course material and apply different leadership concepts. Your instructor will post all assignments in Blackboard's "Course Content" tab. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the Course Schedule available in the Start Here folder. Students must submit all assignments through Blackboard to receive credit.

Participation/Discussion Board

Points will be deducted for each posting that is not submitted. To earn the total points for the discussion board, you must answer the post and reply to another student's post in the class. Your answers should be relevant to the discussion topic and demonstrate your understanding of the subject. Participation is assessed on the extent to which you reply to my questions and how you communicate with your other classmates regarding their posts. Remember, you will get what you put into the discussion boards. Please refer to the specific guidance on discussion board participation and expectations located in the Course Information folder.

Case Studies

The term case study refers to both a method of analysis and a specific research design for examining a problem, used in most circumstances to generalize across populations.

A case study research paper examines a person, place, event, phenomenon, or another type of subject of analysis. It extrapolates critical themes and results that help predict future trends, illuminates previously hidden issues that can be applied to practice, and provide a means for understanding a crucial research problem with greater clarity. A case study paper usually examines a single subject of analysis. Still, case study papers can also be designed as a parallel investigation showing relationships between two or more two topics.

Rubrics

Each learning activity and assessment item above is evaluated by a rubric designed for each. The rubric for each type of assignment may be found in every module containing an assignment. You must read and review the rubric before initiating (and submitting) a learning activity or assessment.

Netiquette

Netiquette (net + etiquette) is the code of proper conduct applied to virtual online spaces. This system is dictated by common sense rules (manners) and social conventions.

Source: Educational Technology and Mobile Learning

- Before posting your question on a discussion board, check if anyone has already asked and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts, or pictures.
- Don't type in ALL CAPS! If you do, it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic, even as a joke, because your peers might not realize you're joking without hearing your tone of voice.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully, and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas, but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so others won't have to go back and figure out which post you are referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger them for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Please include the section number of your course in the subject line when sending your instructor an email.

This course is online; therefore, most of our conversations will take place via email and discussion board. Please use common sense (no slang, correct grammar, etc.) when emailing and posting on discussion boards. This endeavor is a senior-level course, and I expect you to be on a

college student level with your postings and emails. I do not expect you to be a perfectionist, but I hope you are courteous and respectful.

To avoid sending emails into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within 24 hours.

Returning of Assignments

Assignments will be graded and returned within seven (7) working days. Working days are defined as Monday-Friday, exclusive of holidays and weekends.

Make-Up Policy/Late Work

Discussion Board: Discussion board participation will not be accepted past the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency. The discussion board will be unavailable at 11:59 PM on the due date.

Assignments, Exercises, Blogs, and Quizzes: Any assignment not submitted by the due date can still be submitted for half credit up to ONE WEEK past the due date. Assignments will not be accepted more than a week past the due date.

Midterm and Final: The midterm and final will not be accepted after the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency.

Course Schedule

A comprehensive course schedule is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor.

Grading Summary

All required activities for BAS 4373 Leading Agile Projects are identified in the Course Schedule. The Course Schedule is available to you in the Start Here folder.

Your final grade is determined by the percentage of total points you earn during the course duration. For example, as noted below, 900 points are available in the course. To achieve a final grade of an A for the course, you must earn a minimum of 500 points ($900 \times 0.90 = 810$).

Grading Scale (as a percentage of total points)

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

Scavenger Hunt	10 points
Introduction Forum	10 points
Quiz	20 points
Discussion Forums (5)	50 points
Analysis Assignments (12)	600 points
Case Studies (2)	160 points
Final Exam	50 points
Total Points	900 points

Course Policies

Academic Integrity

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires the highest standards of academic integrity and conduct from all students. Students at Arkansas Tech University will refrain from committing any of the violations of academic integrity as detailed below. Further, Arkansas Tech University expects that all classes maintain an academic and courteous atmosphere. The classroom is under the control of the professor who will give students a statement of his or her classroom expectations and policies in a syllabus at the beginning of the semester.

A violation of academic integrity refers to various categories of inappropriate academic behavior with respect to a course. Students must refrain from cheating, plagiarism, fabrication, impersonation, forgery, collusion and/or other dishonest practices.

Arkansas Tech University respects the right of the instructor of record for the course to determine and apply all academic sanctions for violations of academic integrity. The classroom (to include online and hybrid courses) is under the control of the instructor, who will give students a statement of his/her classroom expectations and policies in a syllabus at the beginning of the semester. Typical penalties *can include, but are not limited to* giving an 'F' on a particular quiz or exam, giving an 'F' on a term paper or other written work, or giving the student an 'F' or 'W' for the course. Instructors may also have different penalties depending on the number and severity of violations.

As an institution, Arkansas Tech University may deem it necessary to apply additional sanctions beyond the academic penalties imposed through the course. Examples of the types of penalties Arkansas Tech may choose to apply *include but are not limited to* required completion of academic integrity training, as well as disciplinary probation, suspension or expulsion from the

university. Any institutional penalties that may be applied will vary based on the number and severity of violations.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic “F” for the test/assignment in question and possibly an “F” for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. Also, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism, and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic “F” for the course.

Excessive Unexcused Absences/Missed Assignments

If at any time during the semester you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive to the following two class sessions, you will be dropped from the course by your instructor with an “F” for excessive absences or non-performance. It is your responsibility to contact the instructor when you are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a “W”. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the class and receiving an “F”. Tech has a very lenient withdrawal policy that allows a student to withdraw with a “W” until almost the end of the semester.

You may access current student policies in the [Arkansas Tech University Student Handbook](#)

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences that make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Arkansas Tech University does not discriminate by color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify

Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information, please visit: <http://www.atu.edu/titleix/index.php>.

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

University Testing and Disability Services- <http://www.atu.edu/disabilities/>

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

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Arkansas Jobs

13-1082.00 - Project Management Specialists

Openings for state: Arkansas

Openings near ZIP Code:

1 of 100 of 200 job openings in Arkansas shown

Posted	Title and Company	Location
June 18, 2022	Specialist, Project Management Merck	Little Rock, AR
May 18, 2022	Project Management Specialist Veritas	Little Rock, AR
May 31, 2022	Project Manager - Fraud Specialist Team Deloitte	Bentonville, AR
May 31, 2022	Project Manager - Fraud Specialist Team Deloitte	Little Rock, AR
June 18, 2022	Senior Specialist, Project Management, U.S. Strategy and Business Channels Merck	Little Rock, AR
June 8, 2022	Lead, Business Project Management Specialist, Diversity, Equity, and Inclusion (DEI) Institute Deloitte	Little Rock, AR
June 8, 2022	Lead, Business Project Management Specialist, Diversity, Equity, and Inclusion (DEI) Institute Deloitte	Bentonville, AR
May 20, 2022	Knowledge Management and Peer Group Project Specialist - REMOTE ICF Consulting Group, Inc.	Little Rock, AR
June 23, 2022	Hotel PMS Project Specialist - Oracle Hospitality (REMOTE) Oracle	Little Rock, AR
June 15, 2022	Hotel PMS Project Specialist - Oracle Hospitality (REMOTE) Oracle	Little Rock, AR
June 19, 2022	Senior Project Controls Specialist (Remote Options) CDM Smith	Fayetteville, AR
June 19, 2022	Senior Project Controls Specialist (Remote Options) CDM Smith	Springdale, AR

In Arkansas:

- Workers on average earn **\$62,180**.
- 10% of workers earn **\$37,810 or less**.
- 10% of workers earn **\$118,890 or more**.

In the United States:

- Workers on average earn **\$94,500**.
- 10% of workers earn **\$49,750 or less**.
- 10% of workers earn **\$159,140 or more**.

Source: Bureau of Labor Statistics [2021 wage data](#)

Full Details

Save Table: [XLSX](#) [CSV](#)

Location	Annual Low (10%)	Annual Q ₁ (25%)	Annual Median (50%)	Annual Q ₃ (75%)	Annual High (90%)
United States	\$49,750	\$64,250	\$94,500	\$125,430	\$159,140
Arkansas	\$37,810	\$48,160	\$62,180	\$93,240	\$118,890
East Arkansas nonmetropolitan area	\$23,130	\$37,810	\$59,150	\$92,530	\$98,970
Fayetteville-Springdale-Rogers, AR-MO	\$41,200	\$48,940	\$62,850	\$97,620	\$122,810
Fort Smith, AR-OK	\$35,910	\$47,010	\$57,850	\$86,250	\$120,910
Hot Springs, AR	\$36,280	\$47,860	\$62,470	\$96,770	\$101,050
Jonesboro, AR	\$38,800	\$48,200	\$60,550	\$77,310	\$98,450
Little Rock-North Little Rock-Conway, AR	\$35,880	\$48,550	\$62,750	\$81,380	\$104,290
Memphis, TN-MS-AR	\$46,170	\$49,970	\$76,530	\$99,780	\$129,810
Monroe, LA	\$45,190	\$55,760	\$77,310	\$97,870	\$114,640
North Arkansas nonmetropolitan area	\$28,920	\$36,900	\$48,350	\$75,290	\$96,770
Pine Bluff, AR	\$39,350	\$49,340	\$72,160	\$96,060	\$120,710
South Arkansas nonmetropolitan area	\$36,570	\$48,350	\$77,310	\$99,090	\$126,600
Texarkana, TX-AR	\$38,530	\$49,350	\$72,880	\$99,450	\$129,300
West Arkansas nonmetropolitan area	\$30,850	\$47,410	\$76,340	\$120,280	\$126,780

Begins 7:00 a.m.	Bb Module	BAS 4373 Leading Agile Projects Module Requirements and Recommended Order of Work	Due 11:59 p.m.
<p>All items in the Course Schedule are presented in the order in which you should work. Use the Course Schedule as a checklist for each module.</p>			
<p>Opens</p>	<p>Start Here! Module 20 points</p>	<p><i>View First Task: View this Presentation</i> <i>Read BAS 4373 Syllabus</i> <i>Review BAS 43733 Course Schedule</i> Submit Syllabus and Schedule Scavenger Hunt (Three attempts) (10 points) <i>Locate the Ask the Class! Discussion Forum (Hint: Course Content)</i> <i>View Agile Project Management Tutorial (SimpliLearn) (10 minutes)</i> <i>Read Impact on Attitude on Risk, Opportunity, and Performance of Construction Projects (Introduction & Literature Review)</i> Submit Course Introduction Discussion Forum (10 points)</p>	<p>Closes</p>
	<p>Module 1 Introduction to Agile Project Management 60 points</p>	<p><i>View Module 1 Order of Work</i> <i>Read Chapter 1 in Cobb (pp. 2-16)</i> <i>View What is Agile Project Management? (7 minutes)</i> <i>View What is Agile Project Management [Benefits + Pitfalls (11 minutes)</i> Submit Discussion Forum: Agile & Traditional Project Management (10 points) Submit Analysis Assignment: Comparing plan-driven and adaptive approaches to project management (50 points)</p>	
	<p>Module 2 Agile History 50 points</p>	<p><i>View Module 2 Order of Work</i> <i>Read Chapter 2 (Cobb, pp. 17-32)</i> <i>View Understanding the Agile Manifesto Values (25 minutes)</i> Submit Analysis Assignment: Applying Agile Manifest Values and Agile Manifesto Principles (50 points)</p>	
	<p>Module 3 Scrum Overview 70 points</p>	<p><i>View Module 3 Order of Work</i> <i>View A Day in the Life of a Scrum Master (BeingAgile) (40 minutes)</i> <i>Read Chapter 3 (Cobb, pp. 33-56)</i> Submit Module 3 Quiz: Scrum Overview (20 points) Submit Analysis Assignment: Scrum Roles (50 points) Submit Optional Bonus Assignment</p>	

	<p>Module 4 Agile Planning and Requirements (60 points)</p>	<p>View <i>Module 4 Order of Work</i> Read <i>Chapter 4 (Cobb, pp. 57-72)</i> Submit <i>Module 4 Discussion Forum: Agile Planning Practices (10 points)</i> Submit <i>Module 4 Analysis Assignment: Agile Requirement Practices (50 points)</i></p>	
	<p>Module 5 Agile Development and Quality 50 points</p>	<p>View <i>Module 5 Order of Work</i> Read <i>Chapter 5 (Cobb, pp.73-86)</i> View <i>Quality Management in an Agile World (32 minutes)</i> Submit <i>Module 5 Analysis Assignment: Quality Testing in an Agile Environment (50 points)</i></p>	
	<p>Module 6 Time Boxing and Kanban 60 points</p>	<p>View <i>Module 6 Order of Work</i> Read <i>Chapter 6 (Cobb, pp.87-100)</i> View <i>What is Kanban (7 minutes)</i> View <i>Scrum v. Kanban: Differences and Similarities (19 minutes)</i> View <i>Time Boxing: 12 Tips to Supercharge Your Productivity (14 minutes)</i> Submit <i>Module 6 Discussion Board: Time Boxing (10 points)</i> Submit <i>Module 6 Analysis Assignment: The Kanban Process (50 points)</i></p>	

	<p>Module 7 Agile Estimation 50 points</p>	<p>View <i>Module 7 Order of Work</i> Read <i>Chapter 7 (Cobb, pp. 101-114)</i> View <i>Learn Agile Estimation: Story Points Estimation (7 minutes)</i> View <i>Effort Estimation versus Story Point Estimation (29 minutes)</i> Submit Module 7 Analysis Assignment: Agile Estimation Practices (50 points)</p>	
	<p>Module 8 Agile Project Management Role 60 points</p>	<p>View <i>Module 8 Order of Work</i> Read <i>Chapter 8 (Cobb, pp. 115-138)</i> Read <i>Agile and PMBOK Guide Project Management Techniques (Bennison, 2008)</i> Submit Module 8 Discussion Forum: Agile and PMBOK Alignment (10 points) Submit Module 8 Analysis Assignment: Agile Project Management Roles (50 points)</p>	
	<p>Module 9 Agile Communications 60 points</p>	<p>View <i>Module 9 Order of Work</i> Read <i>Chapter 9 (Cobb, pp. 139-150)</i> View <i>Tuckman's Team Development Stages (9 minutes)</i> View <i>The Tuckman Model (12 minutes)</i> View <i>The Daily Scrum is NOT a Status Meeting (7 minutes)</i> View <i>How to Hold a Daily Stand-Up Meeting (5 minutes)</i> Submit Module 9 Discussion Forum: Tuckman's Team Development (10 points) Submit Module 9 Analysis Assignment: Agile Communication Practices (50 points)</p>	

	<p>Module 10 Understanding Agile at a Deeper Level 50 points</p>	<p>View <i>Module 10 Order Work</i> Read <i>Chapter 11 (Cobb, pp. 165-194)</i> View <i>Systems Thinking: A Little Film about a Big Idea (12 minutes)</i> View <i>What is Total Quality Management (Gemba Academy) (11 minutes)</i> View <i>What is Lean Manufacturing (Gemba Academy) (10 minutes)</i> Submit Module 10 Analysis Assignment: Maximizing the Agile Effort (50 points)</p>	
	<p>Module 11 Scaling Agile to an Enterprise Level 50 points</p>	<p>View <i>Module 11 Order of Work</i> Read <i>Chapter 12 (Cobb, pp. 195-212)</i> Read <i>When Agile meets Enterprise (Van Waardenburg & Van Vliet, 2013)</i> Read <i>The Journey to an Agile Organization (McKinsey & Company)</i> View <i>Agile in the Enterprise (37 minutes)</i> Submit Module 11 Analysis Assignment: Enterprise Obstacles and Implementation (50 points)</p>	
	<p>Module 12 Adapting Agile to the Organization 50 points</p>	<p>View <i>Module 12 Order of Work</i> Read <i>Chapter 13 (pp. 213-232)</i> View <i>The Agile Organization (Dr. Clayton) (8 minutes)</i> View <i>What are the Characteristics of an Agile Organization? (10 minutes)</i> View <i>5 Values and Principles Agile Organizations have in Common (3 minutes)</i> Submit Module 12 Analysis Assignment: Environmental Impact on Agile Efficacy (50 points)</p>	

	<p>Module 13</p> <p>Case Study 1: Harvard Pilgrim Health Care</p> <p>100 points</p>	<p><i>View Module 13 Order of Work</i> <i>Read Chapter 20 (pp. 327-354)</i> <i>Submit Case Study Analysis I (80 points)</i></p>	
	<p>Module 14</p> <p>Case Study 2: General Dynamics UK</p> <p>100 points</p>	<p><i>View Module 14 Order of Work</i> <i>Read Chapter 21 (pp. 355-368)</i> <i>Submit Case Study Analysis II (80 points)</i></p>	
	<p>Final Examination</p> <p>50 points</p>	<p><i>Submit Final Examination (50 points)</i></p>	



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration (EPS)	7.1.2022

Title	Signature	Date
Department Head Dr. Sandy Smith	<i>Sandy M. Smith</i>	7-5-22
Dean Dr. Linda Bean	<i>Linda Bean</i>	7.5.2022
Assessment Dr. Christine Austin	<i>Christ Austin</i>	7/8/2022
Registrar Mrs. Tammy Weaver	<i>Tammy Weaver</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	_____	_____
Vice President for Academic Affairs Dr. Julie Furst-Bowe	<i>Julie Furst-Bowe</i>	16/26/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Applied Science (BAS)

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

Required Core

DELETE (6 hours)

BAS 4653 Production Scheduling

BAS 4751 Career Planning and Personal Development

General electives (2 hours)

ADD (6 hours)

BAS 4373 Leading Agile Projects

OL 4963 Organizational Leadership Capstone

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?

The proposed change updates the existing core curriculum in the Bachelor of Applied Science (BAS) degree program to enhance employment opportunities for program graduates 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. Not applicable.

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

1. How will the program change impact learning for students enrolled in this program?
2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

The addition of OL 4963 Organizational Leadership Capstone provides BAS with the skills, knowledge, and ability to communicate a critical understanding of their work through the articulation of goals, critique, and self-assessment. The course introduces students to the portfolio development process and improves their ability to think critically and communicate more effectively while developing personal goals and mission statements, understanding personal leadership styles, researching career options related to their concentration or focused area of study, working collaboratively with other students, and engaging in critical inquiry of the role education and professional development plays in one's life.

OL 4963 Organizational Leadership Capstone replaces BAS 4751 Career Planning and Personal Development and two (2) hours of general electives. BAS 4751 addressed similar outcomes embedded in OL 4963; however, the expectations and outcomes of BAS 4751 are not as robust as the expectations in OL 4963. This change increases the degree program requirements from 40 hours of upper-division requirements to 42 hours of upper-division coursework, enhancing the expectations of program graduates.

OL 4963 Organizational Leadership Capstone supports the two following BAS program-level learning outcomes:

Communication Skills (LO1) – Students will demonstrate proficiency of written communication skills to address issues of audience, purpose, structure, format, and knowledge dissemination; students will exhibit proficiency in spelling, grammar, mechanics, word choice, and format appropriate to the writing task.

- *Limbo*: Critical Book Review Assignment
- Current Issues or Trends in Focused Areas of Study

Critical Thinking and Problem-Solving Skills (LO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

- Module 8 Final ePortfolio Submission

The addition of BAS 4373 Leading Agile Projects supports the two following BAS program-level learning outcomes:

Critical Thinking and Problem-Solving Skills (LO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

Analytical Skills (LO3) – Students will apply quantitative and qualitative reasoning, synthesize information that represents differing perspectives, organize evidence to reveal similarities and differences, and develop conclusions that are a logical extrapolation of the evidence.

BAS 4373 addresses the above program-level learning outcomes through the following course assessments:

Critical Thinking and Problem-Solving Skills (LO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

- Module 5 Analysis Assignment: Quality Testing in an Agile Environment
- Module 10 Analysis Assignment: Maximizing the Agile Effort

Analytical Skills (LO3) – Students will apply quantitative and qualitative reasoning, synthesize information that represents differing perspectives, organize evidence to reveal similarities and differences, and develop conclusions that are a logical extrapolation of the evidence.

- Module 7 Analysis Assignment: Agile Estimation Practices
- Module 14: Case Study Analysis II – General Dynamics UK

The Bachelor of Applied Science (BAS) program proposes deleting BAS 4653 Production Scheduling from the required degree curriculum. BAS 4373 Leading Agile Projects will replace BAS 4653 in the core curriculum. BAS 4653 has been in the core curriculum since the program launched in 2017; however, the course focus on production planning and master scheduling does not support the broad-based student population from a wide array of Associate Applied Science (AAS) disciplines. The addition of BAS 4373 Leading Agile Projects provides the student with a three-course project management sequence (BAS 4353 Project Management, BAS 4363 Project Risk Analysis and Mitigation, BAS 4373 Leading Agile Projects) to prepare students for pursuit of a career in the high-demand field of project management. BAS 4373 Agile Project Management assists learners in preparation for the attainment of one or more Project Management Institute (PMI) globally-recognized certifications: Certified Associate in Project

Management (CAPM), Project Management Professional (PMP), Disciplined Agile Scrum Master (DASM), and PMI Agile Certified Practitioner (PMI-ACP).

According to O*Net (2022), the Arkansas employment trend for Project Management Specialists (13-1082), who “Analyze and coordinate the schedule, timeline, procurement, staffing, and budget of a product or service on a per project basis. Lead and guide the work of technical staff. May serve as a point of contact for the client or customer” is amid a 13% growth cycle (2018-2028). In Arkansas, Project Management Specialist earn, on average, \$62,180 (O*Net, 2022). A representative sample (O*Net, 2022, June 24) of recent position vacancies in Arkansas includes the following:

Arkansas Jobs

13-1082.00 · Project Management Specialists

Openings for state:

Openings near ZIP Code:

1,100 of 202 job openings are shown.

Posted	Title and Company	Location
July 18, 2022	Specialist, Project Management Merck	Little Rock, AR
May 18, 2022	Project Management Specialist Veritas	Little Rock, AR
May 31, 2022	Project Manager - Fraud Specialist Team Deloitte	Bentonville, AR
May 31, 2022	Project Manager - Fraud Specialist Team Deloitte	Little Rock, AR
June 18, 2022	Senior Specialist, Project Management, U.S. Strategy and Business Channels Merck	Little Rock, AR
June 8, 2022	Lead, Business Project Management Specialist, Diversity, Equity, and Inclusion (DEI) Institute Deloitte	Little Rock, AR
June 8, 2022	Lead, Business Project Management Specialist, Diversity, Equity, and Inclusion (DEI) Institute Deloitte	Bentonville, AR
May 20, 2022	Knowledge Management and Peer Group Project Specialist - REMOTE ICF Consulting Group, Inc	Little Rock, AR
June 21, 2022	Hotel PMS Project Specialist - Oracle Hospitality (REMOTE) Oracle	Little Rock, AR
June 15, 2022	Hotel PMS Project Specialist - Oracle Hospitality (REMOTE) Oracle	Little Rock, AR
June 15, 2022	Senior Project Controls Specialist (Remote Options) CDM Smith	Fayetteville, AR
June 15, 2022	Senior Project Controls Specialist (Remote Options) CDM Smith	Springdale, AR

In Arkansas:

- Workers on average earn **\$62,180**.
- 10% of workers earn **\$37,810 or less**.
- 10% of workers earn **\$118,890 or more**

In the United States:

- Workers on average earn **\$94,500**.
- 10% of workers earn **\$49,750 or less**.
- 10% of workers earn **\$159,140 or more**.

Source: Bureau of Labor Statistics [2021 wage data](#)

Full Details

Save Table:   

Location	Annual Low (10%)	Annual Q ₁ (25%)	Annual Median (50%)	Annual Q ₃ (75%)	Annual High (90%)
United States	\$49,750	\$64,250	\$94,500	\$125,430	\$159,140
Arkansas	\$37,810	\$48,160	\$62,180	\$93,240	\$118,890
East Arkansas nonmetropolitan area	\$23,130	\$37,810	\$59,150	\$92,530	\$98,570
Fayetteville-Springdale-Rogers, AR-MO	\$41,200	\$48,940	\$62,650	\$97,620	\$122,810
Fort Smith, AR-OK	\$35,910	\$47,010	\$57,850	\$85,250	\$120,910
Hot Springs, AR	\$36,280	\$47,860	\$62,470	\$96,770	\$101,050
Jonesboro, AR	\$38,800	\$48,200	\$60,550	\$77,310	\$98,450
Little Rock-North Little Rock-Conway, AR	\$35,880	\$48,550	\$62,750	\$81,380	\$104,290
Memphis, TN-MS-AR	\$46,170	\$49,970	\$76,530	\$99,780	\$129,810
Monroe, LA	\$45,190	\$55,760	\$77,310	\$97,870	\$114,640
North Arkansas nonmetropolitan area	\$28,920	\$36,900	\$48,350	\$75,290	\$96,770
Pine Bluff, AR	\$39,350	\$49,340	\$72,160	\$96,060	\$120,710
South Arkansas nonmetropolitan area	\$36,570	\$48,350	\$77,310	\$99,090	\$126,600
Texarkana, TX-AR	\$38,530	\$49,350	\$72,880	\$99,450	\$129,300
West Arkansas nonmetropolitan area	\$30,890	\$47,410	\$76,340	\$120,280	\$126,760

- 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.

Arkansas institutions offer general courses addressing the broad field of project management, many of which include an introduction to, or elements of, Agile project management; however, a specific course in this specialization was not identified. This lack of emphasis on Agile project management is a gap in the discipline and student preparation as successful project managers.

Undergraduate-Level

University of Arkansas – Fort Smith. PRFS 4133 Project Management
 University of Central Arkansas. MIS 4355 Project Management

Graduate-Level

Arkansas State University. EGRM 6083. Project Management for Engineers
 Southern Arkansas University. SCM 6033 Project Management
 University of Arkansas. OMT 5783 Project Management for Operations Managers
 University of Arkansas. OMT 5983 Advanced Project Management
 University of Central Arkansas. MBA 5355 Project Management
 University of Central Arkansas.

- 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 Bachelor of Applied Science (BAS) Calendar 2023 Program Assessment Plan.

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

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

Curriculum Matrix for Catalog Curriculum in <u>Bachelor of Applied Science (BAS)</u> (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours: 15	Freshman Spring Semester Add/Change: Delete: Total Hours: 15
Sophomore Fall Semester Add/Change: Change Electives from 12 hours to 11 hours Delete: Total Hours: 14	Sophomore Spring Semester Add/Change: Change Electives from 12 hours to 11 hours Delete: Total Hours: 14
Junior Fall Semester Add/Change: Delete: Total Hours: 16	Junior Spring Semester Add/Change: Delete: Total Hours: 16
Senior Fall Semester Add/Change: Delete: Total Hours: 15	Senior Spring Semester Add/Change: BAS 4373 Leading Agile Projects PS/ OL 4963 Organizational Leadership Capstone Delete: BAS 4653 Production Scheduling BAS 4751 Career Planning and Personal Development Total Hours: 15

Bachelor of Applied Science (BAS) Program Assessment (Calendar 2023)

1. Bachelor of Applied Science Overview

The Bachelor of Applied Science (B.A.S.) degree will provide students who have earned an Associate of Applied Science (A.A.S.) degree in any discipline a seamless transition to the online B.A.S. degree. Additionally, the program of study is appropriate for:

- Students graduating from community colleges with credentials other than an A.A.S. degree
- Degree “stop-outs” who began but never completed a bachelor’s degree
- Individuals who have accumulated hours that cannot be applied toward a specific major.

Students complete the necessary hours for the degree within a convenient yet directed scheduling format under the guidance of advisors who understand the unique needs of the adult learner.

This stackable education sequence enhances an individual's academic qualifications and increases potential career upward mobility. The degree design maximizes earned hours; a student with an A.A.S. degree must complete 66 hours to earn the B.A.S. degree (26 hours General Education/40 hours Degree Requirements).

To maximize credentialing opportunities, a student in the B.A.S. program may earn the Certificate completing the first 15 hours of Professional Studies courses in the program.

Learning Objectives for the Bachelor of Applied Science Degree:

Communication Skills (LO1) – Students will demonstrate proficiency of written communication skills to address issues of audience, purpose, structure, format, and knowledge dissemination; students will exhibit proficiency in spelling, grammar, mechanics, word choice, and format appropriate to the writing task.

Critical Thinking and Problem Solving Skills (LO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

Analytical Skills (LO3) – Students will apply quantitative and qualitative reasoning, synthesize information that represents differing perspectives, organize evidence to reveal similarities and differences, and develop conclusions that are a logical extrapolation of the evidence.

Ethics (LO4) – Students will apply ethical principles in personal, professional, and societal contexts.

Diversity (LO5) – Students will demonstrate an understanding of the relationships between diversity, inequality, and economic/social/political power, consider diverse perspectives in decision making, express an understanding of intercultural complexities, and articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives.

Teamwork (LO6) – Students will demonstrate teamwork fundamentals through participation and engagement, the fulfillment of team roles, responsibilities, and obligations, address conflict directly and

constructively, and assess the effectiveness and contributions of oneself, team members, and the overall team.

Technical Expertise (LO7) – Students will demonstrate proficiency in project management, computer literacy, technology, financial management, and knowledge application.

Leadership and Management (LO8) – Students will examine leadership and management theories, articulate their leadership style, values, and goals, apply leadership and management strategies in professional settings, and demonstrate proficiency in human resources management, conflict management, and conflict resolution.

Program of Study (BAS)

All bachelor's degrees at Arkansas Tech University require 35 hours of general education coursework and a minimum of 42 hours of upper-division courses, and 120 total hours. Additionally, at least 30 hours must be earned at Arkansas Tech University.

General Education coursework or enrollment in courses as needed: 35 hours

Required Core

PSY 3093	Industrial Psychology
OL 3023	Professional Communication
OL 3133	Applied Principles/Personnel Management
OL 4043	Ethical Leadership
PS 4443	Professional Leadership
OL 4543	Workplace Supervision
OL 4643	Occupational Globalization and Diversity OR
OL 4743	Organizational Change
BAS 4253	Quality Control and Continuous Improvement
BAS 4353	Project Management
BAS 4363	Project Risk Analysis and Mitigation
BAS 4453	Problem Solving and Root Cause Analysis
BAS 4553	Workplace Health and Safety
BAS 4373	Leading Agile Projects
OL 4963	Organizational Leadership Capstone

Program Objectives, Learning Outcomes, and Assessment

Following are the program objectives, student learning outcomes, and assessment information for the Bachelor of Applied Science. Student learning outcomes were developed to align closely with the Association of American Colleges and Universities' VALUE rubrics, as well as the Competency Model Clearinghouse.

Student Learning Outcomes (Detailed)

Communication Skills (LO1)

L1A. Students will demonstrate proficiency of written communication skills to address issues of audience, purpose, structure, format, and knowledge dissemination

L1B. Students will exhibit proficiency in spelling, grammar, mechanics, word choice, and format appropriate to the writing task.

Critical Thinking and Problem Solving Skills (LO2)

L2A. Students examine complex systems to identify root causes of problems

L2B. Students critically analyze and evaluate evidence

L2C. Students apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

Analytical Skills (LO3)

L3A. Students apply quantitative and qualitative reasoning.

L3B. Students synthesize information that represents differing perspectives

L3C. Students organize evidence to reveal similarities and differences.

L3D. Students develop conclusions that are a logical extrapolation of the evidence.

Ethics (LO4)

L4A. Students apply ethical principles in personal, professional, and societal contexts.

L4B. Students present assumptions of different ethical perspectives.

L4C. Students apply concepts to an ethical question accurately and considers full implications of the application.

Diversity (LO5)

L5A. Students demonstrate an understanding of the relationships between diversity, inequality, and economic/social/political power.

L5B. Students consider diverse perspectives in decision making.

L5C. Students express an understanding of intercultural complexities.

L5D. Students articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives.

Teamwork (LO6)

L6A. Students demonstrate teamwork fundamentals through participation and engagement.

L6B. Students demonstrate the fulfillment of team roles, responsibilities, and obligations, address conflict directly and constructively.

L6C. Students assess the effectiveness and contributions of oneself, team members, and the overall team.

Technical Expertise (LO7)

L7A. Student demonstrates proficiency in project management application.

L7B. Student demonstrates proficiency in computer literacy, digital literacy, and technology application.

L7C. Student prepared a written financial plan, including budget, for a proposed initiative in a professional setting.

Leadership and Management (LO8)

L8A. Students examine leadership and management theories and, articulate their leadership style, values, and goals.

L8B. Students apply leadership and management strategies in professional settings.

L8C. Students demonstrate proficiency in human resources management, conflict management, and conflict resolution.

Learning Outcomes Map

Bachelor of Applied Science							
BAS Learning Outcome	OL 3023	OL 4643/ OL 4743	OL 4043	PSY 3093	OL 3133	OL 4443	OL 4543
LO1	I		R		R		R
LO2		I		I		M	
LO3				I			
LO4		R	M		I		R
LO5		I	M		I	R	R
LO6					I	R	R
LO7	I			I			R
LO8		I	M	R	I	M	R
BAS Learning Outcome	BAS 4363	BAS 4253	BAS 4353	BAS 4453	BAS 4553	BAS 4373	OL 4963
LO1							M
LO2	R	R		M	M	R	R
LO3	M	R	M	R	R	R	
LO4				R			
LO5							
LO6		R	M	R			
LO7	M	R	M	R	R	R	
LO8	R					R	


I – Introduce

R – Reinforce

M - Master

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General Information

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Bachelor of Applied Science

The Bachelor of Applied Science (B.A.S.) degree will provide students who have earned an Associate of Applied Science (A.A.S.) degree in any discipline a seamless transition to the online B.A.S. degree. Additionally, the program of study is appropriate for:

- Students graduating from community colleges with credentials other than an A.A.S. degree
- Degree “stop-outs” who began but never completed a bachelor’s degree
- Individuals who have accumulated hours that cannot be applied toward a specific major.

Students complete the necessary hours for the degree within a convenient yet directed scheduling format under the guidance of advisors who understand the unique needs of the adult learner.

This stackable education sequence enhances an individual’s academic qualifications and increases potential career upward mobility. The degree design maximizes earned hours; a student with an A.A.S. degree must complete 66 hours to earn the B.A.S. degree (26 hours General Education/40 hours Degree Requirements).

To maximize credentialing opportunities, a student in the B.A.S. program may earn the Certificate by completing the first 15 hours of Professional Studies courses in the program.

Learning Objectives for the Bachelor of Applied Science Degree:

- **Communication:** Proficiency of written communication skills for a variety of audiences.
- **Critical Thinking and Problem Solving:** Analyzing and evaluating evidence to deliver data-driven solutions.
- **Analytical Skills:** Developing conclusions through quantitative and qualitative reasoning.

- Ethics: Applying ethical principles in personal, professional, and societal contexts.
- Diversity: Demonstrating understanding and consideration of diverse cultural perspectives and intercultural complexities.
- Teamwork: Demonstrating teamwork fundamentals through participation and engagement.
- Technical Expertise: Demonstrating proficiency in project management, computer literacy, technology, financial management, and knowledge application.
- Leadership and Management: Applying leadership and management strategies in professional settings, to include human resources management, conflict management, and conflict resolution.

Program of Study (BAS)

All bachelor's degrees at Arkansas Tech University require 35 hours of general education coursework and a minimum of 40 hours of upper division courses, and 120 total hours. Additionally, at least 30 hours must be earned at Arkansas Tech University.

General Education coursework or enrollment in courses as needed: 35 hours

Required Core

PSY 3093 Organizational Psychology

OL 3023 Professional Communications / PS 3023 Professional Communications

OL 3133 Applied Principles of Personnel Management / PS 3133 Applied Principles of Personnel Management

OL 4043 Ethical Leadership

OL 4443 Professional Leadership / PS 4443 Professional Leadership

OL 4543 Workplace Supervision / PS 4543 Workplace Supervision

OL 4643 Organizational Globalization and Diversity / PS 4643 Organizational Globalization and Diversity **or**

OL 4963



OL 4743 Organizational Change / PS 4743 Organizational Change

BAS 4253 Quality Control and Continuous Improvement

BAS 4353 Project Management

BAS 4373



BAS 4363 Project Risk Analysis and Mitigation

BAS 4453 Problem Solving and Root Cause Analysis

BAS 4553 Workplace Health and Safety

~~BAS 4653 Production Scheduling~~

~~BAS 4751 Career Planning and Personal Development~~

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
<u>ENGL 1013</u> <u>Composition I</u> ¹	3	<u>ENGL 1023</u> <u>Composition II</u> ¹	3
<u>PSY 2003 General</u> <u>Psychology</u>	3	Electives	12
Electives	9	Total Hours	15
Total Hours	15		

Sophomore

Fall	Credits	Spring	Credits
<u>MATH XXXX</u> <u>Mathematics</u> ¹	3	<u>CM 1XXX</u> <u>Communication</u> ¹	3
Electives	11 12	Electives	11 12
Total Hours	15 14	Total Hours	15 14

Junior

Fall	Credits	Spring	Credits
<u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	3	<u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	3
<u>SS 1XXX Social</u> <u>Science Courses</u> ¹	3	<u>USHG 1XXX U. S.</u> <u>History and</u> <u>Government U. S.</u>	3
<u>SCIL 1XXX Science</u> <u>with Laboratory</u> ¹	4	<u>History and</u> <u>Government</u> ¹	
<u>OL 3023 Professional</u> <u>Communications/PS</u> <u>3023 Professional</u> <u>Communications</u>	3	<u>SCIL 1XXX Science</u> <u>with Laboratory</u> ¹	4
<u>OL 4043 Ethical</u> <u>Leadership</u>	3	<u>OL 3133 Applied</u> <u>Principles of</u> <u>Personnel</u> <u>Management/PS 3133</u>	3
Total Hours	16	<u>Applied Principles of</u> <u>Personnel</u> <u>Management</u>	

		Spring	Credits
		<u>PSY 3093</u>	3
		<u>Organizational Psychology</u>	
		Total Hours	16
Senior		BAS 4373	3 ✓
		OL 4963	3
Fall	Credits	Spring	Credits
<u>BAS 4353 Project Management</u>	3	<u>BAS 4363 Project Risk Analysis and Mitigation</u>	3
<u>OL 4443 Professional Leadership/PS 4443 Professional Leadership</u>	3	<u>BAS 4453 Problem Solving and Root Cause Analysis</u>	3
<u>OL 4543 Workplace Supervision/PS 4543 Workplace Supervision</u>	3	<u>BAS 4553 Workplace Health and Safety</u>	3
<u>OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity or OL 4743 Organizational Change/PS 4743 Organizational Change</u>	3	<u>BAS 4653 Production Scheduling</u>	3
		<u>BAS 4751 Career Planning and Personal Development</u>	1
		Total Hours	13
			15
<u>BAS 4253 Quality Control and Continuous Improvement</u>	3		
Total Hours	15		

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

DEGREE AUDIT CHECK LIST

(BAS-BAS) Applied Science

-2022-23 2023-24

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		0
TOTAL GEN ED HOURS		32
Electives		
		43
TOTAL ELECTIVE HOURS		45

Student's Name		
T#		
Major Requirements		Hrs
BAS	4253 4353 4363 ⁴³⁷³ 4453 4553 4653 4751	19 18
OL	4043	3 6 3
PS/OL	3023 3133 4443 4543 ⁴⁹⁶³ 4643 or 4743	15 18
PSY	2003** 3093	6
		45
TOTAL MAJOR HOURS		43
TOTAL HOURS		

Final Check: Min. hours required 120 Earned Hrs _____

 40 hours upper level _____ thru _____ minus P/C HRS _____

 # of "D" hours _____ thru _____ to be completed _____

 Max activity hours 4 _____ **TOTAL** _____

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration (EPS)	7.1.2022

Title	Signature	Date
Department Head Dr. Sandy Smith	<i>Sandy M. Smith</i>	7-5-22
Dean Dr. Linda Bean	<i>Linda Bean</i>	7.5.2022
Assessment Dr. Christine Austin	<i>Christ Austin</i>	7/8/2022
Registrar Mrs. Tammy Weaver	<i>Tammy Weaver</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs Dr. Julie Furst-Bowe	<i>Julie Furst-Bowe</i>	10/20/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/23/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	9/13/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Arts – Organizational Leadership

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)

BA-Organizational Leadership Require Core:

Delete

OL 3013 Foundations of Organizational Leadership

Add

LEAD 1003 Introduction to Leadership

Modify

LEAD 2003 Ethics in Leadership OR

OL 4043 Ethical Leadership

NOTE: Students who completed OL 4043 may not enroll in LEAD 2003.

Add new concentration: Military Leadership (18 hours)

POLS 2043 Comparative Government

POLS 2413 International Relations

POLS 3013 Recent American Foreign & Military Policy

POLS 3473 National Security Policy

POLS 3053 Introduction to Public Administration

POLS XXXX Upper-Division Political Science elective (3000 – 4000 level)

Modify existing concentration: Industrial and Organizational Psychology

Delete

PSY 3063 Developmental Psychology: Childhood

PSY 3163 Developmental Psychology: Adulthood

PSY 4043 Social Psychology

Add 3813

~~PSY 3018~~ Lifespan Development

Three (3) hours of electives: Approved PSY/SOC upper-division (3000-4000 level)

Three (3) hours of electives: Approved PSY upper-division (3000-4000 level)

Change

Change concentration name from Industrial and Organizational Psychology to Psychology

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

Military Leadership Concentration: No departmental, college, or institutional impact. All six courses were identified through collaboration with the Department of History and Political Science. BA-Organizational Leadership students will utilize existing seats in POLS sections.

Industrial and Organizational Psychology: No departmental, college, or institutional impact. All six courses were identified through collaboration with the Department of Behavioral Science. BA-Organizational Leadership students will utilize existing seats in POLS sections.

Professional Core:

Replacing OL 3013 Foundations of Organizational Leadership with LEAD 1003 Introduction to Leadership maintains program learning outcomes while maximizing institutional resources in an efficient manner. With this change, the BA-OL professional core will require 39 upper-division hours (as opposed to the current 42 hours). This change also allows students to enroll in LEAD 1003 Introduction to Leadership as a General Education requirement and a program requirement. Additionally, the change potentially enhances enrollment in the Leadership Minor.

Modify the 42-hour professional core by allowing students to complete either OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership. A student who completes OL 4043 Ethical Leadership may not enroll in LEAD 2003 Ethics in Leadership as an elective option. This change does not impact program assessment or current program learning outcomes; however, it will require a realignment of the program's assessment matrix (attached effective August 2023).

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The expansion of available concentrations in the Bachelor of Arts in Organizational Leadership (BA-OL) aligns with the university's mission by empowering students in the program to achieve their goals in the academic program. The proposed concentration in Military Leadership enhances access to educational attainment with 100% virtual and asynchronous delivery.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable.**
- c. What is the rationale for this program change? **The proposed change in the Industrial and Organizational Psychology concentration is to 1) change the focus of the concentration to a broader psychology lens and to offer maximum flexibility to non-traditional and asynchronous learners.**
 1. How will the program change impact learning for students enrolled in this program? **The program change modifies the existing 42-hour upper-division professional core within the BA-OL program; however, the core remains a 42-hour requirement. The changes in the core does not impact current students. The addition of LEAD 1003 enhances program efficiency (core requirement and General Education option) while maintaining the program's learning outcomes. The addition of a Military Leadership concentrations in the program increases student opportunities to discerning the most applicable 18-hour concentration to achieve individual and professional goals.**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

Replacing OL 3013 Foundations of Organizational Leadership with LEAD 1003 Introduction to Leadership maintains program learning outcomes while maximizing institutional resources in an efficient manner. With this change, the BA-OL professional core will require 39 upper-division hours (as opposed to the current 42 hours). This change also allows students to enroll in LEAD 1003 Introduction to

Leadership as a General Education requirement and a program requirement. Additionally, the change potentially enhances enrollment in the Leadership Minor.

Modify the 42-hour professional core by allowing students to complete either OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership. A student who completes OL 4043 Ethical Leadership may not enroll in LEAD 2003 Ethics in Leadership as an elective option. This change does not impact program assessment or current program learning outcomes; however, it will require a realignment of the program's assessment matrix (attached effective August 2023).

The proposed changes enhance the program's alignment with the Leadership focus areas of the enhanced General Education curriculum (forthcoming).

- 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. **Comparable programs in Arkansas include:**

University of Arkansas – Fort Smith. B.S. in Organizational Leadership. Defined four-year curriculum which does not allow for a concentration selection.

Central Baptist College. B.S. in Organizational Management. Defined curriculum in the degree-completion program which allows for 13 hours of electives; however, the program does not include defined concentration areas of study.

University of Arkansas System eVersity. Bachelor of Arts in University Studies. This program requires the student to select a minimum of three 15-hour concentrations; however, the major does not include a required upper-division core.

The three identified programs in Arkansas do not offer a concentration in Military Leadership, which creates an opportunity to generate two additional student options for 18-hour concentration selection.

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

The Department of Professional Studies will proceed with the existing detailed program assessment and specific learning outcomes as embedded within Weave. The department's faculty reviews the assessment plan, learning outcomes, and assessment/performance standards each academic year. The BA-OL Assessment Plan Map and BA-OL Program outcomes are attached for review.

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

A support form from the Department of History and Political Science in support of the Military Leadership concentration is attached.

<p>Curriculum Matrix for Catalog</p> <p>Curriculum in BA – Organizational Leadership: Professional Core (Applies to all concentrations).</p>	
Freshman Fall Semester	Freshman Spring Semester
Sophomore Fall Semester	<p>Sophomore Spring Semester</p> <p>Delete:</p> <p>OL 3013 Foundations of Organizational Leadership</p> <p>Add:</p> <p>LEAD 1003 Introduction to Leadership</p>
<p>Junior Fall Semester</p> <p>Modify:</p> <p>OL 4043 Ethical Leadership or</p> <p>LEAD 2003 Ethics in Leadership</p>	Junior Spring Semester
Senior Fall Semester	Senior Spring Semester

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

Curriculum Matrix for Catalog Curriculum in BA – Organizational Leadership: Military Leadership Concentration	
<p>Freshman Fall Semester</p> <p>ENGL 1013 Composition I (3)</p> <p>Science with Lab (4)</p> <p>Social Sciences (3)</p> <p>TECH 1001 Orientation to the University (1)</p> <p>Elective (3)</p> <p>Total Hours: 14</p>	<p>Freshman Spring Semester</p> <p>ENGL 1023 Composition II (3)</p> <p>Science with Lab (4)</p> <p>Social Sciences (3)</p> <p>Mathematics (3)</p> <p>Elective (3)</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Communication (3)</p> <p>Fine Arts & Humanities (3)</p> <p>Elective (6)</p> <p>U.S. History/Government (3)</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Fine Arts & Humanities (3)</p> <p>POLS 2043 Comparative Government (3)</p> <p>POLS 2413 International Relations (3)</p> <p>LEAD 1003 Introduction to Leadership (3)</p> <p>Elective (3)</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>OL 3133 Applied Principles/Personnel Management (3)</p> <p>POLS 3013 Recent American Foreign & Military Policy (3)</p> <p>OL 4143 Nonprofit Governance OR OL 4343 Community Development (3)</p> <p>POLS 3473 National Security Policy (3)</p> <p>OL 4043 Ethical Leadership (3) OR ^{LEAD 2003} Ethics in Leadership</p> <p>Total Hours: 15 Hours</p>	<p>Junior Spring Semester</p> <p>OL 3023 Professional Communications (3)</p> <p>OL 3143 Applied Professional Research (3)</p> <p>POLS 3053 Introduction to Public Administration (3)</p> <p>OL 4443 Professional Leadership (3)</p> <p>Elective (3)</p> <p>Total Hours: 15</p>

<p>Senior Fall Semester</p> <p>POLS Upper Division Elective (3)</p> <p>OL 4243 Adult Learning in Organizations (3)</p> <p>OL 4543 Workplace Supervision (3)</p> <p>OL 4643 Occupational Globalization and Diversity (3)</p> <p>OL 4943 Applied Leadership Project (3)</p> <p>Total Hours: 15 hours</p>	<p>Senior Spring Semester</p> <p>OL 4843 Training and Organizational Development (3)</p> <p>OL 4743 Organizational Change (3)</p> <p>OL 4963 Organizational Leadership Capstone (3)</p> <p>Elective (6)</p> <p>Total Hours: 15 hours</p>
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Curriculum Matrix for Catalog

Curriculum in BA – Organizational Leadership: Concentration in Psychology

Freshman Fall Semester	Freshman Spring Semester
Sophomore Fall Semester	Sophomore Spring Semester Delete: 3063 PSY 4036 Developmental Psychology: Childhood OL 3013 Foundations of Organizational Leadership Add: 3813 PSY 3018 Lifespan Development LEAD 1003 Introduction to Leadership
Junior Fall Semester Delete: PSY 3163 Developmental Psychology: Adulthood Add: Approved PSY/SOC Elective (3000-4000 upper-division) or SOC Elective Modify: LEAD 2003 Ethics in Leadership OR OL 4043 Ethical Leadership	Junior Spring Semester
Senior Fall Semester	Senior Spring Semester Delete: PSY 4043 Social Psychology Add: Approved PSY Elective (3000-4000 upper-division)

Bachelor of Arts in Organizational Leadership
Assessment Map

(Effective August 2023)

Bachelor of Arts in Organizational Leadership – Program Learning Outcomes

Upon successful completion of BA in Organizational Leadership, the student will be able to:	
1	Effective Communication – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	Critical Thinking/Problem Solving/Ethical Decision Making – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
3	Leadership Dynamics & Change Management – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, adult learning and change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
4	Team Building – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
5	Adult Learning & Talent Management – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
6	Financial Literacy - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
7	Social Responsibility and Global Understanding – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

Bachelor of Arts in Organizational Leadership – Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
LEAD 1003	I	I	I	I	I	I	I
OL 3023	R	R		R			
OL 3133	R	R		R		R	
OL 3143	R	R		R			
LEAD 2003	R	R	R				R
OL 4043							
OL 4143		R	R	R	R	R	R
OL 4243					R		
OL 4343	R		R	R		R	R
OL 4443			R				
OL 4543		R				R	
OL 4643		R		R			
OL 4743		R	R		R		R
OL 4843			R		M	R	R
OL 4943	M	M	M			M	
OL 4963	M	M		M			M

I – Introduced; R – Reinforced; M - Mastered

- **Learning Outcome 1 (LO1 Effective Communication)** – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings. (**Written & Oral Communication VALUE Rubric**)
 - Proficiency Criteria 1 – ability to produce junior/senior level academic writing that addresses the assigned task
 - Proficiency Criteria 2 – present and analyze complex ideas supported with relevant evidence and authoritative sources
 - Proficiency Criteria 3 – communicate with organization or agency stakeholders in an organized and professional manner
 - Proficiency Criteria 4 – awareness of basic communication theory, the communication process, and organizational models
 - Proficiency Criteria 5 – develop error-free prose that meets the standards of style set by the American Psychological Association
 - Proficiency Criteria 6 – demonstrate the use of organizational pattern (introduction, supporting material, transitions, conclusion) to present a clear, cohesive presentation
 - Proficiency Criteria 7 – exhibit appropriate delivery of public speaking techniques, such as posture, gesture, eye contact, vocal expression, etiquette, and confidence
 - Proficiency Criteria 8 – demonstrate the use of language that is appropriate in a professional setting
 - Proficiency Criteria 9 – demonstrate the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies
 - OL4143-CO5
 - Proficiency Criteria 6 - demonstrate the role of communication in generating productive conflict outcomes and to use communication skills effectively in a range of specific conflict situations
 - OL4643-CO4
 - OL4943-CO2
 - OL4943-CO3
 - OL4943-CO4
 - OL4943-CO7
 - LEAD2003 or OL4043-C08

- **Learning Outcome 2 (LO2 – Critical Thinking/Problem Solving/Ethical Decision Making)** – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems. (**Problem Solving & Ethical Reasoning VALUE Rubric**) –
 - Proficiency Criteria 1 – demonstrate the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors
 - Proficiency Criteria 2 – identify multiple approaches for solving complex problems that apply within a specific context
 - Proficiency Criteria 3 – evaluate solutions using logic and reasoning supported by consideration of the history of the problem, the context, and the feasibility of implementation
 - Proficiency Criteria 4 – implement solutions in a manner that thoroughly addresses all contextual factors of the problem
 - Proficiency Criteria 5 – recognize the nature of conflict and its impact on interpersonal relationships and organizations
 - Proficiency Criteria 7 - integrate and appropriately apply a broad range of theoretical concepts, processes and methodologies in analyzing, managing and resolving conflicts relevant to organization(s)

- Proficiency Criteria 8 – recognize ethical issues when presented in a complex, multilayered context
 - Proficiency Criteria 9 – present assumptions and implications of different ethical perspectives and concepts
 - Proficiency Criteria 10 – apply ethical concepts to an ethical question accurately and considers full implications of the application
 - LEAD1003-CO7
 - LEAD2003 or OL4043-CO3
 - LEAD2003 or OL4043-C07
 - OL4443-CO3
 - OL4443-CO4
 - OL3133-CO2
 - OL3133-CO4
 - OL3133-CO7
 - OL3143-CO1
 - OL3143-CO3
 - OL3143-CO4
 - OL3146-CO5
 - OL3143-CO6
 - OL4243-CO2
 - OL4243-CO3
 - OL4543-CO5
 - OL4543-CO7
 - OL4843-CO2
 - OL4943-CO2
 - OL4943-CO6
 - OL4963-CO3
- **Learning Outcome 3 (LO3 – Leadership Dynamics & Change Management)** – Students will demonstrate knowledge and application of leadership theory to leading change, resolving conflict, and motivation, as well as understanding of the foundational aspects of change management, including individual and organizational change, adult learning and change, apply models for diagnosing, implementing, and assessing organizational change, evaluating change within organizational cultures and systems, and articulating the role of change leaders in organizations.
 - Proficiency Criteria 1 – demonstrates mastery of basic principles of leadership theory, change theory, and development theory
 - Proficiency Criteria 2 – identifies evidence-based practices in leadership, followership, and leadership ethics
 - Proficiency Criteria 3 – develops theory-based plans for strategic training, human development, and organizational change
 - Proficiency Criteria 4 – compare and contrast theories and models of motivation in the workplace, change management, and leadership dynamics
 - Proficiency Criteria 5 – understand the role of the leader in creating and sustaining vision, and leading change
 - Proficiency Criteria 6 – examine the role of trust and its impact of leadership, organizational culture, and change initiatives
 - LEAD1003-CO1
 - LEAD1003-CO2
 - LEAD1003-CO4
 - LEAD1003-CO5
 - LEAD1003-CO7
 - LEAD2003 or OL4043-C04

- LEAD2003 or OL4043-C04
 - LEAD2003 or OL4043-C05
 - LEAD2003 or OL4043-C06
 - LEAD2003 or OL4043-C08
 - LEAD2003 or OL4043-C09
 - OL4143-CO4
 - OL4243-CO5
 - OL4543-CO1
 - OL4543-CO4
 - OL4543-CO8
- **Learning Outcome 4 (LO4 – Team Building)** – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments. (**Teamwork VALUE Rubric**)
 - Proficiency Criteria 1 – engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
 - Proficiency Criteria 2 – fosters a constructive team climate by a) treating team members with respect, b) exhibiting positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
 - Proficiency Criteria 3 – addresses destructive conflict directly and constructively, helps manage/resolve conflict in a way that strengthens overall team cohesiveness.
 - OL4143-CO6
 - OL3023-CO3
 - OL3023-CO6
 - OL4543-CO2
 - OL4643-CO8
 - OL4843-CO6
 - OL4963-CO2
- **Learning Outcome 5 (LO5 – Adult Learning & Talent Management)** – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
 - Proficiency Criteria 1 – explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
 - Proficiency Criteria 2 – apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process
 - Proficiency Criteria 3 – articulates the links between effective leadership and lifelong learning
 - Proficiency Criteria 4 – develops theory-based plans for strategic training, human development, and organizational change
 - Proficiency Criteria 5 - evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI
 - OL3013-CO3, OL4443-CO2
 - OL3133-CO1
 - OL4243-CO1
 - OL4243-CO4
 - OL4543-CO3
 - OL4643-CO5
 - OL4643-CO6
 - OL4843-CO1
 - OL4843-CO3

- OL4843-CO4
- OL4843-CO5
- **Learning Outcome 6 (LO6 – Financial Literacy)** – students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
 - Proficiency Criteria 1 – describe and apply basic techniques of financial statement (P&L, balance sheet, etc) review and interpretation
 - Proficiency Criteria 2 – describe the budgeting process, including importance of budgeting, budgeting strategy, and short- and long-term budget planning
 - Proficiency Criteria 3 – evaluate the budget and financial strategy of an organization, unit, or improvement initiative in a professional setting
 - Proficiency Criteria 4 – prepare a written financial plan, including budget, for a proposed improvement initiative in a professional setting
 - PS4143-CO2
 - PS4143-CO3
 - PS4843-CO7
- **Learning Outcome 7 (LO7 – Social Responsibility & Global Understanding)** – students will demonstrate an understanding of the importance of cultural diversity in the global and local community, articulate a vision of social responsibility, and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

(Intercultural Knowledge and Competence VALUE Rubric)

 - Proficiency Criteria 1 – articulate insights into own cultural rules and biases and how to recognize and respond to cultural biases
 - Proficiency Criteria 2 – demonstrate an understanding of the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices
 - Proficiency Criteria 3 – articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
 - Proficiency Criteria 4 – develop complex questions about other cultures and consider questions from multiple cultural perspectives
 - LEAD1003-CO6
 - LEAD2003 or OL4043-C01
 - LEAD2003 or OL4043-C07
 - OL4443-CO1
 - OL4443-CO5
 - OL4143-CO1
 - OL4143-CO7
 - OL3023-CO8
 - OL3133-CO3
 - OL3133-CO5
 - OL4643-CO1
 - OL4643-CO2
 - OL4643-CO3
 - OL4643-CO7
 - OL4843-CO8
 - OL4963-CO6

Digital Literacy

- OL3023-CO5
- OL4963-CO5

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Behavioral Science	This department X supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>The Department of Emergency Management, Professional Studies, and Student Affairs Administration (EPS) proposes modifying the 18-hour concentration in Industrial and Organizational Psychology in the B.A.-Organizational Leadership concentration:</p> <p>Delete PSY 3063 Developmental Psychology: Childhood PSY 3163 Developmental Psychology: Adulthood PSY 4043 Social Psychology</p> <p>Add PSY 3018 Lifespan Development Three (3) hours of electives: Approved PSY/SOC upper-division (3000-4000 level) Three (3) hours of electives: Approved PSY upper-division (3000-4000 level)</p> <p>Change Change concentration name from Industrial and Organizational Psychology to Psychology</p>	

Department Head Signature:



Date:



Arkansas Tech University
DEPARTMENTAL SUPPORT FORM


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

Department Affected: History and Political Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>The Department of Emergency Management, Professional Studies, and Student Affairs Administration (EPS) proposes the addition of an 18-hour concentration in Military Leadership:</p> <p>POLS 2043 Comparative Government POLS 2413 International Relations POLS 3013 Recent American Foreign & Military Policy POLS 3473 National Security Policy POLS 3053 Introduction to Public Administration POLS XXXX Upper-Division Political Science elective (3000 – 4000 level)</p>	



Department Head Signature: _____

Date: 14 July 2022

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Bachelor of Arts in Organizational Leadership Agriculture Business Concentration

[PROGRAM
HOMEPAGE](#)

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013	3	ENGL 1023	3
Composition I ¹		Composition II ¹	
SCIL 1XXX Science with Laboratory ¹	4	SCIL 1XXX Science with Laboratory ¹	4
SS 1XXX Social Science Courses ¹	3	SS 1XXX Social Science Courses ¹	3
Elective ²	3	MATH XXXX Mathematics ¹	3
CM 1XXX Communication ¹	3	USHG 1XXX U.S. History and Government ¹	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

Sophomore

Fall	Credits	Spring	Credits
AGBU 2063 Principles of Agricultural Macroeconomics	3	AGBU 2073 Principles of Agricultural Microeconomics	3

Fall	Credits	Spring	Credits
<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3	<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3
Elective ²	9	<u>OL 3013 Foundations of Organizational Leadership</u> LEAD 1003	3
Total Hours	15	Elective ²	6
		Total Hours	15

Junior

Fall	Credits	Spring	Credits
<u>OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management</u>	3	<u>OL 3023 Professional Communications/PS 3023 Professional Communications</u>	3
<u>AGBU 3233 International Agricultural Trade</u>	3	<u>OL 3143 Applied Professional Research/PS 3143 Applied Professional Research</u>	3
<u>AGBU 4013 Agricultural Marketing</u>	3	<u>AGBU 4003 Agri-Business Management</u>	3
<u>OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development</u>	3	<u>OL 4443 Professional Leadership/PS 4443 Professional Leadership</u>	3
<u>OL 4043 Ethical Leadership</u> or LEAD 2003	3	Total Hours	12
Total Hours	15		

Senior

Fall	Credits	Spring	Credits
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Fall	Credits	Spring	Credits
<u>AGBU 4023</u> <u>Agricultural Finance</u>	3	<u>OL 4743</u> <u>Organizational</u> <u>Change/PS 4743</u>	3
<u>OL 4243 Adult</u> <u>Learning in</u> <u>Organizations/PS 4243</u> <u>Adult Learning in</u> <u>Organizations</u>	3	<u>OL 4843 Training and</u> <u>Organizational</u> <u>Development/PS 4843</u>	3
<u>OL 4543 Workplace</u> <u>Supervision/PS 4543</u> <u>Workplace</u> <u>Supervision</u>	3	<u>Training and</u> <u>Organizational</u> <u>Development</u>	
<u>OL 4643</u> <u>Organizational</u> <u>Globalization and</u> <u>Diversity/PS 4643</u> <u>Organizational</u> <u>Globalization and</u> <u>Diversity</u>	3	<u>OL 4963</u> <u>Organizational</u> <u>Leadership</u> <u>Capstone/PS 4963</u> <u>Organizational</u> <u>Leadership Capstone</u> ³	3
<u>OL 4943 Applied</u> <u>Leadership Project/PS</u> <u>4943 Applied</u> <u>Leadership Project</u> ³	3	Elective ²	6
Total Hours	15	Total Hours	15

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

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

³ Must earn a 'C' or better.

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Bachelor of Arts in Organizational Leadership Child Development Concentration

PROGRAM
HOMEPAGE

Curriculum

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

Freshman ▼

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
SCIL 1XXX Science with Laboratory ¹	4	SCIL 1XXX Science with Laboratory ¹	4
SS 1XXX Social Science Courses ¹	3	SS 1XXX Social Science Courses ¹	3
TECH 1001 Orientation to the University	1	MATH XXXX Mathematics ¹	3
Elective ²	6	ECE 2113 Basic Child Growth and Development	3
Total Hours	17	Total Hours	16

Sophomore ▼

Fall	Credits	Spring	Credits
CM 1XXX Communication ¹	3	USHG 1XXX U.S. History and Government ¹	3
FAH 1XXX Fine Arts and Humanities Courses ¹	3	History and Government ¹	

Fall	Credits	Spring	Credits
Elective ²	9	<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3
Total Hours	15	<u>OL 3013 Foundations of Organizational Leadership</u> LEAD 1003	3
		<u>ECE 2513 Curriculum for Early Childhood Education</u>	3
		Elective ²	3
		Total Hours	15

Junior



Fall	Credits	Spring	Credits
<u>OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management</u>	3	<u>OL 3023 Professional Communications/PS 3023 Professional Communications</u>	3
<u>ECE 2313 Foundations and Theories in Early Childhood Education</u>	3	<u>OL 3143 Applied Professional Research/PS 3143 Applied Professional Research</u>	3
<u>ECE 2613 Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children</u>	3	<u>OL 4443 Professional Leadership/PS 4443 Professional Leadership</u>	3
<u>OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development</u>	3	<u>OL 4543 Workplace Supervision/PS 4543 Workplace Supervision</u>	3
<u>OL 4043 Ethical Leadership</u> or LEAD 2003	3	Total Hours	12
Total Hours	15		

Senior



Fall	Credits	Spring	Credits
<u>NUR 2303 Nutrition or HA 2813 Basic Human Nutrition in Hospitality Administration</u>	3	<u>OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations</u>	3
<u>OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity</u>	3	<u>ELED 2113 Human Development and Learning Theories</u>	3
<u>OL 4743 Organizational Change/PS 4743 Organizational Change</u>	3	<u>OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone</u> ³	3
		Electives ²	6
		Total Hours	15
<u>OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development</u>	3		
<u>OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project</u> ³	3		
Total Hours	15		


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


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

³ Must earn a 'C' or better.

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Bachelor of Arts in Organizational Leadership Criminal Justice Concentration

PROGRAM
HOMEPAGE

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013	3	ENGL 1023	3
Composition I ¹		Composition II ¹	
SCIL 1XXX Science with Laboratory ¹	4	SCIL 1XXX Science with Laboratory ¹	4
SS 1XXX Social Science Courses ¹	3	SS 1XXX Social Science Courses ¹	3
Elective ²	3	MATH XXXX	3
CJ 2003 Introduction to Criminal Justice	3	CJ 2043 Crime and Delinquency	3
TECH 1001	1	Total Hours	16
Orientation to the University			
Total Hours	17		

Sophomore

Fall	Credits	Spring	Credits
CM 1XXX	3		
Communication ¹			

Fall	Credits	Spring	Credits
<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3	<u>USHG 1XXX U.S. History and Government</u> ¹	3
Elective ²	9	<u>History and Government</u> ¹	
Total Hours	15	<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3
		OL 3013 Foundations of Organizational Leadership LEAD 1003	3
		<u>CJ 3083 Social Deviance/SOC 3083 Social Deviance</u>	3

Junior

Fall	Credits	Spring	Credits
<u>OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management</u>	3	<u>OL 3023 Professional Communications/PS 3023 Professional Communications</u>	3
<u>CJ 3023 Judicial Process/POLS 3023 Judicial Process</u>	3	<u>OL 3143 Applied Professional Research/PS 3143 Applied Professional Research</u>	3
<u>CJ 3033 Criminal Psychology/PSY 3033 Criminal Psychology</u>	3	<u>OL 4443 Professional Leadership/PS 4443 Professional Leadership</u>	3
<u>OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development</u>	3	<u>OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development</u>	3
		Total Hours	12
<u>OL 4043 Ethical Leadership</u> or LEAD 2003	3		
Total Hours	15		

Senior

Fall	Credits	Spring	Credits
<u>CJ 3103 The Juvenile Justice System/SOC</u>	3	<u>OL 4643 Organizational Globalization and Diversity/PS 4643</u>	3
<u>OL 4243 Adult Learning in Organizations/PS 4243</u>	3	<u>OL 4743 Organizational Change/PS 4743</u>	3
<u>OL 4543 Workplace Supervision/PS 4543</u>	3	<u>OL 4963 Organizational Leadership Capstone/PS 4963</u>	3
<u>OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project</u> ³	3	<u>OL 4963 Organizational Leadership Capstone</u> ³	3
Elective ²	3	Elective ²	6
Total Hours	15	Total Hours	15

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

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

³ Must earn a 'C' or better.

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Bachelor of Arts in Organizational Leadership Emergency Management Concentration

PROGRAM
HOMEPAGE

Curriculum

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

Freshman ▼

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
SCIL 1XXX Science with Laboratory ¹	4	SCIL 1XXX Science with Laboratory ^{1,2}	4
SS 1XXX Social Science Courses ¹	3	SS 1XXX Social Science Courses ¹	3
TECH 1001 Orientation to the University	1	MATH XXXX Mathematics ¹	3
Elective ²	6	Elective ²	3
Total Hours	17	Total Hours	16

Sophomore ▼

Fall	Credits	Spring	Credits
CM 1XXX Communication ¹	3	USHG 1XXX U. S. History and Government	3
FAH 1XXX Fine Arts and Humanities Courses ¹	3	U. S. History and Government ¹	1

Fall	Credits	Spring	Credits
Elective ²	9	<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3
Total Hours	15	OL 3013 Foundations of Organizational Leadership LEAD 1003	3
		<u>EAM 1013 Aim and Scope of Emergency Management</u>	3
		<u>OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development</u>	3
		Total Hours	15

Junior



Fall	Credits	Spring	Credits
<u>OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management</u>	3	<u>OL 3023 Professional Communications/PS 3023 Professional Communications</u>	3
<u>EAM 3013 Public Policy and Politics in Emergency Management</u>	3	<u>OL 3143 Applied Professional Research/PS 3143 Applied Professional Research</u>	3
<u>OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development</u>	3	<u>EAM 3053 Introduction to Ethical and Legal Issues in Emergency Management</u>	3
<u>EAM 3023 Principles of Preparedness and Response Operations</u>	3	<u>OL 4443 Professional Leadership/PS 4443 Professional Leadership</u>	3
<u>OL 4043 Ethical Leadership</u>	3	Total Hours	12
		or LEAD 2003	

Fall	Credits
Total Hours	15

Senior



Fall	Credits	Spring	Credits
<u>EAM 4003 Principles of Disaster Relief and Recovery</u>	3	<u>EAM 4013 Mitigation and Continuity of Operations</u>	3
<u>OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations</u>	3	<u>OL 4743 Organizational Change/PS 4743 Organizational Change</u>	3
<u>OL 4543 Workplace Supervision/PS 4543 Workplace Supervision</u>	3	<u>OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone</u> ³	3
<u>OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity</u>	3	Elective ²	6
<u>OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project</u> ³	3	Total Hours	15
Total Hours	15		

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

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

³ Must earn a 'C' or better.

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Bachelor of Arts in Organizational Leadership Inter-College Concentration

PROGRAM
HOMEPAGE

Curriculum

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

Freshman ▼

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
SCIL 1XXX Science with Laboratory ¹	4	SCIL 1XXX Science with Laboratory ¹	4
SS 1XXX Social Science Courses ¹	3	SS 1XXX Social Science Courses ¹	3
TECH 1001 Orientation to the University	1	MATH XXXX Mathematics ¹	3
Electives ²	6	Electives ²	3
Total Hours	17	Total Hours	16

Sophomore ▼

Fall	Credits	Spring	Credits
CM 1XXX Communication ¹	3	USHG 1XXX U.S. History and Government U.S.	3
FAH 1XXX Fine Arts and Humanities Courses ¹	3	History and Government ¹	1
Electives ²	9	FAH 1XXX Fine Arts and Humanities Courses ¹	3

Fall	Credits	Spring	Credits
Total Hours	15	OL 3013 Foundations of Organizational Leadership LEAD 1003	3
		Electives ²	6
		Total Hours	15

Junior

Fall	Credits	Spring	Credits
<u>OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management</u>	3	<u>OL 3023 Professional Communications/PS 3023 Professional Communications</u>	3
<u>OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development</u>	3	<u>OL 3143 Applied Professional Research/PS 3143 Applied Professional Research</u>	3
<u>OL 4043 Ethical Leadership</u> or LEAD 2003	3	<u>OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations</u>	3
Electives ²	6	<u>OL 4443 Professional Leadership/PS 4443 Professional Leadership</u>	3
Total Hours	15	Total Hours	12

Senior

Fall	Credits	Spring	Credits
<u>OL 4543 Workplace Supervision/PS 4543 Workplace Supervision</u>	3	<u>OL 4743 Organizational Change/PS 4743 Organizational Change</u>	3

Fall	Credits	Spring	Credits
<u>OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity</u>	3	<u>OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development</u>	3
<u>OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project</u> ³	3	<u>OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone</u> ³	3
Electives ²	6	Electives ²	6
Total Hours	15	Total Hours	15

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


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

³ Must earn a 'C' or better.

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Bachelors of Arts in Organizational Leadership Public Relations Concentration

PROGRAM
HOMEPAGE

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
SCIL 1XXX Science with Laboratory ¹	4	SCIL 1XXX Science with Laboratory ^{1,2}	4
SS 1XXX Social Science Courses ¹	3	SS 1XXX Social Science Courses ¹	3
TECH 1001 Orientation to the University	1	MATH XXXX Mathematics ¹	3
Elective ²	6	Elective ²	3
Total Hours	17	Total Hours	16

Sophomore

Fall	Credits	Spring	Credits
CM 1XXX Communication ¹	3	USHG 1XXX U.S. History and Government	3
FAH 1XXX Fine Arts and Humanities Courses ¹	3	U.S. History and Government ¹	1

Fall	Credits	Spring	Credits
Elective ²	9	FAH 1XXX Fine Arts and Humanities Courses ¹	3
Total Hours	15	OL 3013 Foundations of Organizational Leadership LEAD 1003	3
		JOUR 3173 Public Relations Principles	3
		Elective ²	3
		Total Hours	15

Junior

Fall	Credits	Spring	Credits
OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
COMM 3033 Interviewing Principles and Practices	3	OL 3143 Applied Professional Research/PS 3143 Applied Professional Research	3
OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development	3	JOUR 4083 Internet Communication	3
COMM 4153 Persuasive Theory and Audience Analysis	3	OL 4443 Professional Leadership/PS 4443 Professional Leadership	3
OL 4043 Ethical Leadership	3	Total Hours	12
Total Hours	15		

Senior

Fall	Credits	Spring	Credits
<u>JOUR 4033</u> <u>Community</u> <u>Journalism</u>	3	<u>COMM 3073 Group</u> <u>Communication</u>	3
<u>OL 4243 Adult</u> <u>Learning in</u> <u>Organizations/PS 4243</u> <u>Adult Learning in</u> <u>Organizations</u>	3	<u>OL 4743</u> <u>Organizational</u> <u>Change/PS 4743</u> <u>Organizational</u> <u>Change</u>	3
<u>OL 4543 Workplace</u> <u>Supervision/PS 4543</u> <u>Workplace</u> <u>Supervision</u>	3	<u>OL 4843 Training and</u> <u>Organizational</u> <u>Development/PS 4843</u> <u>Training and</u> <u>Organizational</u> <u>Development</u>	3
<u>OL 4643</u> <u>Organizational</u> <u>Globalization and</u> <u>Diversity/PS 4643</u> <u>Organizational</u> <u>Globalization and</u> <u>Diversity</u>	3	<u>OL 4963</u> <u>Organizational</u> <u>Leadership</u> <u>Capstone/PS 4963</u> <u>Organizational</u> <u>Leadership Capstone</u> ³	3
<u>OL 4943 Applied</u> <u>Leadership Project/PS</u> <u>4943 Applied</u> <u>Leadership Project</u> ³	3	Elective ²	3
Total Hours	15	Total Hours	15

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

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

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Bachelor of Arts in Organizational Leadership Industrial/Organizational Psychology Concentration

[PROGRAM
HOMEPAGE](#)

Curriculum

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

Freshman

▼

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
SCIL 1XXX Science with Laboratory ¹	4	SCIL 1XXX Science with Laboratory ¹	4
PSY 2003 General Psychology	3	SS 1XXX Social Science Courses ¹	3
Electives ²	6	MATH XXXX Mathematics ¹	3
TECH 1001 Orientation to the University	1	PSY 2023 Consumer Psychology	3
Total Hours	17	Total Hours	16

Sophomore

▼

Fall	Credits	Spring	Credits
CM 1XXX Communication ¹	3	USHG 1XXX U. S. History and Government	3
FAH 1XXX Fine Arts and Humanities Courses ¹	3	U. S. History and Government ¹	1

Fall	Credits	Spring	Credits
Elective ²	9	FAH 1XXX Fine Arts and Humanities Courses ¹	3
Total Hours	15	OL 3013 Foundations of Organizational Leadership LEAD 1003	3
		PSY 3063 Developmental Psychology: Childhood Psy 3003 3813	3
		Elective ²	3
		Total Hours	15

Junior

Fall	Credits	Spring	Credits
OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
PSY 3163 Developmental Psychology: Adulthood	3	OL 3143 Applied Professional Research/PS 3143 Applied Professional Research	3
OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development	3	OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3
OL 4043 Ethical Leadership <i>or LEAD 2003</i>	3	OL 4443 Professional Leadership/PS 4443 Professional Leadership	3
Elective ²	3	Total Hours	12
Total Hours	15		

Approved
Psy/ Soc
Elective
(3000-4000)

Senior

Fall	Credits	Spring	Credits
PSY 3093 Organizational Psychology	3	PSY 4043 Social Psychology <i>Approved Psy Elective (3000-4000)</i>	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3	OL 4743 Organizational Change/PS 4743 Organizational Change	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone ³	3
OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3	Elective ²	6
OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project ³	3	Total Hours	15
Total Hours	15		

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

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

³ Must earn a 'C' or better.



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.5 Letters of Notification and Letters of Intent, Academic Affairs: Dr. Julie Furst-Bowe
Type Action
Recommended Action Motion to approve the programs as presented.

Memorandum BOT 10.20.22 LONs and LOIs.pdf (109 KB)

L_of_N - Cert Prof Business Admin Cole (003).pdf (292 KB)

L_of_N - Cert Prof Microsoft Apps Cole.pdf (291 KB)

L_of_N- Adv Cert Entrepreneurship Cole.pdf (293 KB)

Lof_N - Adv Cert Data Analytics-Cole.pdf (293 KB)

LOI BA Social Media Influencing (002).pdf (263 KB)

LOI GC Org Leadership.pdf (630 KB)

LOI MA Org Leadership.pdf (367 KB)

LON BA OL Add Mil Lead Option.pdf (331 KB)

LON CP Broadcast Journalism.pdf (350 KB)

LON CP Diversity Studies.pdf (349 KB)

LON CP Print Journalism.pdf (346 KB)

LON CP Public Relations.pdf (346 KB)

LON CP Teaching English to Speakers of Other Languages.pdf (344 KB)

LON MS SCS Add Option 100 Online.pdf (381 KB)

LON Reconf BS HPE WF Option.pdf (1,460 KB)

LON Revision Ms Information Tech.pdf (463 KB)

LON Title Change Add Option MS SCS.pdf (496 KB)

LON Title Change BA OL IOP.pdf (327 KB)

LON Title Change BA Rehab Sci.pdf (330 KB)

New Program BA Social Media Influencing (002).pdf (29,078 KB)

New Program GC Org Leadership.pdf (5,541 KB)

New Program MA Org Leadership.pdf (18,253 KB)

Motion & Voting

Motion to approve the programs as presented.

Motion by Jim Smith, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux



Division of Higher Education

101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Maria Markham, Ph.D.
Director

February 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Interim Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On January 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Curriculum Revision

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online) changed to Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online) changed to Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online) changed to Master of Science in Information Technology (DC 6285; CIP 11.0103; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

INFT 6991	Internship
INFT 6000-level Electives	

Added Courses

INFT 6993	Internship
INFT 5603	Principles of Data Science (optional)
INFT 5803	Principles of Cybersecurity (optional)

INFT 5983	Special Topics (optional)
INFT 6103	Visual Programming (optional)
INFT 6603	Adv Data Science and Machine Learning (optional)
INFT 6803	Adv Cybersecurity (optional)
INFT 6903	Emerging Trends (optional)

Delete Option, Emphasis, Concentration, or Minor

Bachelor of Arts in Journalism: Broadcast Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Print Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Public Relations option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Communications option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Fine Arts option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Science in Information Technology: Computer Based Instruction option (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Summer 2023 (6/1/2023))

Existing Program Offered by Distance Education

Master of Arts in History (DC 5360; CIP 54.0101; 30 credit hours; 100% online; Spring 2023)

Master of Liberal Arts (DC 5960; CIP 24.0101; 30 credit hours; 100% online; Spring 2023)

New Certificate

Advanced Certificate in Data Analytics (DC 3135; CIP 52.1301; 24 credit hours; 62% online; Summer 2023 (6/1/2023))

MATH 1113	College Algebra (or math ACT score of 22 or higher)
BUAD 2003	Business Information Systems
MATH 2223	Quantitative Business Analysis
STAT 2163	Introduction to Statistical Methods OR
PSY 2053	Statistics for the Behavioral Sciences
BDA 2003	Business Problem Solving
BDA 2023	Introduction to Data Visualization
Select 2 courses (6 credit hours) from the following:	
BDA 3003	Data Analytics Apps Development
BDA 3013	Business Spreadsheet Modeling
BDA 3033	Data Modeling and Management
BDA 3053	Business Data Analysis

Advanced Certificate in Entrepreneurship (DC 3165; CIP 52.0701; 27-28 credit hours; 78% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
BLAW 2033	Legal Environment of Business
ECON 2013	Principles of Economics II
MGMT 3003	Management and Organizational Behavior
MGMT 4053	Small Business Management
MGMT 4063	Entrepreneurial Development
MKT 3043	Principles of Marketing

Certificate of Proficiency in Broadcast Journalism (DC 1056; CIP 09.0402; 12 credit hours; 50% online; Summer 2023 (6/1/2023))

<i>JOUR 2253</i>	<i>Basic Video Editing</i>
JOUR 3183	Digital News Writing
JOUR 3193	New Media News Gathering
JOUR 4133	Digital New Production

Italics = New Course

Certificate of Proficiency in Print Journalism (DC 1061; CIP 09.0401; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 2143	Media Writing
JOUR 3143	News Reporting
JOUR 3153	Feature Writing
JOUR 4143	Advanced Reporting

Certificate of Proficiency in Public Relations Journalism (DC 1205; CIP 09.0900; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 3173	Public Relations Principles
JOUR 3273	Public Relations Writing
JOUR 4073	Graphic Communication
JOUR 4173	Public Relations Project

Certificate of Proficiency in Business Administration (DC 1645; CIP 52.0201; 12-13 credit hours; 100% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
ECON 2003	Principles of Economics I OR
ECON 2103	Honors Principles of Economics I OR
ECON 2013	Principles of Economics II

Certificate of Proficiency in Diversity Studies (DC 1066; CIP 30.2301; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

IPBL 1993	Introduction to Diversity Studies
-----------	-----------------------------------

Improving Engagement (select one of the following):

ANTH 2003 Cultural Anthropology
ENGL 2003 Introduction to World Literature
HIST 4143 Native American History
PS 4643/OL 4643 Organizational Globalization and Diversity

Uncovering Bias (select one of the following):

ENGL 4723 Teaching People of Other Cultures
HIST 4123 African American History
PSY 3083 Psychology of Women
SOC 4023 Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following):

COMM 3013 Intercultural Communication
ECON 3013 Economics of Labor Relations
GEOG 2023 Human Geography
RP 3013 Inclusive Recreation

Cultural Environments (select one of the following):

HIST 4133 Latinos in the United States
PHIL 2023 Buddhist Philosophy
PSY 2133 Cross-Cultural Psychology
SOC 4003 Minority Relations

Certificate of Proficiency in Microsoft Applications (DC 1071; CIP 52.0204; 9 credit hours; 67% online; Summer 2023 (6/1/2023))

BUAD 2003 Business Information Systems
BDA 2003 Business Problem Solving
MGMT 3173 Advanced Microsoft Techniques

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (DC 4335; CIP 13.1401; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

TESL/ENGL 5023 Second Language Acquisition
TESL/ENGL 5703 Teaching English as a Second Language
TESL/ENGL 5713 ESL Assessment
TESL/ENGL 5723 Teaching People of Other Cultures
TESL 6003 Linguistics for ESL Teachers

New Option, Emphasis, Concentration, or Minor

Master of Science in Kinesiology, Strength, and Conditioning: Sport Science option (DC 6306; CIP 31.0599; 33 credit hours; 100% online; Summer 2023 (6/1/2023))

PE 6033 Exercise Physiology
PE 6043 Motor Learning & Control
PE 6053 Biomechanics
PE 6083 Research methods and Statistics OR
EDFD 6003 Educational Research
SCS 6013 Measurement and Evaluation in Strength and Conditioning
SCS 6033 Strength & Conditioning Program Design & Development
SCS 6063 Trends in Sports Nutrition & Metabolism
SCS 6003 *Sport Psychology*
SCS 6103 Professional Project

Select 2 courses (6 credit hours) from the following:

MATH 5173	Advanced Biostatistics
PE 6063	Current Issues in Coaching & Athletics
PE 6073	Exercise & Sport Behavior
PE 6891-3	Independent Study
SCS 6023	Scientific Foundations of Strength & Conditioning
SCS 6083	Instructional Strategies for Strength Coaches
SCS 6093	Exercise Science Seminar

Bachelor of Arts in Organizational Leadership: Military Leadership concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

POLS 2043	Comparative Government
POLS 2413	International Relations
POLS 3013	Recent American Foreign & Military Policy
POLS 3473	National Security Policy
POLS 3053	Introduction to Public Administration
POLS XXXX	Upper-Division Political Science elective (3000-4000 level)

Program Reconfiguration

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science (DC 2495; CIP 31.0505; 120-122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
ECON 2003	Principles of Economics
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Classes

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2003	Field-Based Experiences in Health & Exercise Science
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
HES 3023	Exercise Behavior and Adherence

HES 4003	Senior Seminar
HES 4012	Health & Exercise Science Internship (Contact Hours = 490)
HES 4013	Health & Exercise Science Practicum
HES 4023	Principles of Strength and Conditioning
HES 4063	Health and Fitness Programming
HLED 1513	Lifetime Health and Fitness
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Kinesiology option (DC 2495; CIP 31.0505; 120 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities Courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Courses

Major Requirements

ECON 2003	Principles of Economics
<i>HES 1003</i>	<i>Intro Exercise Programming</i>
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
<i>HES 3013</i>	<i>Coaching Power, Speed and Agility</i>
HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Wellness Science Practicum

HES 4023	Principles of Strength and Conditioning
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
<i>HES 4053</i>	<i>Biomechanics</i>
HLED 3203	Consumer Health Programs
HLED 4403	Sport & Exercise Nutrition
PE 1201	Orientation to PE
PE 2513	First Aid
PE 2653	Anatomy and Physiology
PE 3573	Prevention & Care of Athletic Injuries
PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
PE 4033	Exercise Physiology
PE 4103	Principles of Adaptive Physical Activity

Italics = New Courses

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science: Pre-Allied Health option (DC 2495; CIP 31.0505; 122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

U.S. History/Government

Fine Arts & Humanities Course

Core Courses

AHS 2013	Medical Terminology
BIOL 2404	Human Anatomy and Physiology I
BIOL 2414	Human Anatomy and Physiology II
CHEM 2134/2130	Gen. Chemistry II
CHEM 2124	General Chemistry I
COMM 2173	Business & Professional Speaking
ECON 2003	Principles of Economics
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing
PHYS 2014	Physics I
PHYS 2024	Physics II
PSY 2053	Statistics for the Behavioral Sciences

Elective for Observation Hours – PE 4991 Independent Study

Elective PE Class

Fine Arts & Humanities Course

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription

HES 4012 Health & Exercise Science Internship (Contact hours = 490)
HES 4013 Health & Exercise Science Practicum
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HES 4053 Biomechanics
HLED 3203 Consumer Health Programs
HLED 4403 Sport & Exercise Nutrition
PE 1201 Orientation to PE
PE 2513 First Aid
PE 3573 Prevention & Care of Athletic Injuries
PE 3661 Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663 Kinesiology
PE 4033 Exercise Physiology

Italics = New Courses

Title Change

Master of Science in Strength & Conditioning Studies (DC 6306; CIP 31.0599; 33 credit hours) changed to Master of Science in Kinesiology, Strength, and Conditioning (DC 6306; CIP 31.0599; 33 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Organizational Leadership: Industrial/Organizational Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online) changed to Bachelor of Arts in Organizational Leadership: Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

Bachelor of Arts in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours) changed to Bachelor of Science in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours; Summer 2023 (6/1/2023))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Andrea Eubanks
Dr. Jeanine Myers
Jill Hays



Agenda Item Details

Meeting Oct 20, 2022 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.5 Letters of Notification and Letters of Intent, Academic Affairs: Dr. Julie Furst-Bowe
Type Action
Recommended Action Motion to approve the programs as presented.

- Memorandum BOT 10.20.22 LONs and LOIs.pdf (109 KB)
- L_of_N - Cert Prof Business Admin Cole (003).pdf (292 KB)
- L_of_N - Cert Prof Microsoft Apps Cole.pdf (291 KB)
- L_of_N- Adv Cert Entrepreneurship Cole.pdf (293 KB)
- Lof_N - Adv Cert Data Analytics-Cole.pdf (293 KB)
- LOI BA Social Media Influencing (002).pdf (263 KB)
- LOI GC Org Leadership.pdf (630 KB)
- LOI MA Org Leadership.pdf (367 KB)
- LON BA OL Add Mil Lead Option.pdf (331 KB)
- LON CP Broadcast Journalism.pdf (350 KB)
- LON CP Diversity Studies.pdf (349 KB)
- LON CP Print Journalism.pdf (346 KB)
- LON CP Public Relations.pdf (346 KB)
- LON CP Teaching English to Speakers of Other Languages.pdf (344 KB)
- LON MS SCS Add Option 100 Online.pdf (381 KB)
- LON Reconfg BS HPE WF Option.pdf (1,460 KB)
- LON Revision Ms Information Tech.pdf (463 KB)
- LON Title Change Add Option MS SCS.pdf (496 KB)
- LON Title Change BA OL IOP.pdf (327 KB)
- LON Title Change BA Rehab Sci.pdf (330 KB)
- New Program BA Social Media Influencing (002).pdf (29,078 KB)
- New Program GC Org Leadership.pdf (5,541 KB)
- New Program MA Org Leadership.pdf (18,253 KB)

Motion & Voting

Motion to approve the programs as presented.

Motion by Jim Smith, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Stephanie Duffield, Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Maria Markham, Ph.D.
Director

February 3, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Interim Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On January 27, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Curriculum Revision

Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 36 credit hours; 100% online) changed to Master of Engineering in Electrical Engineering (DC 4235; CIP 14.1001; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 36 credit hours; 100% online) changed to Master of Engineering in Mechanical Engineering (DC 4236; CIP 14.1901; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

MGMT 5203	Project Management
SPH 5063	Organizational Communication

Master of Science in Information Technology (DC 6285; CIP 11.0103; 36 credit hours; 100% online) changed to Master of Science in Information Technology (DC 6285; CIP 11.0103; 30 credit hours; 100% online; Summer 2023 (6/1/2023))

Deleted Courses

INFT 6991	Internship
INFT 6000-level Electives	

Added Courses

INFT 6993	Internship
INFT 5603	Principles of Data Science (optional)
INFT 5803	Principles of Cybersecurity (optional)

INFT 5983	Special Topics (optional)
INFT 6103	Visual Programming (optional)
INFT 6603	Adv Data Science and Machine Learning (optional)
INFT 6803	Adv Cybersecurity (optional)
INFT 6903	Emerging Trends (optional)

Delete Option, Emphasis, Concentration, or Minor

Bachelor of Arts in Journalism: Broadcast Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Print Journalism option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Journalism: Public Relations option (DC 1560; CIP 09.0401; 120 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Communications option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Liberal Arts: Fine Arts option (DC 5960; CIP 24.0101; 30 credit hours; Summer 2023 (6/1/2023))

Master of Science in Information Technology: Computer Based Instruction option (DC 6285; CIP 11.0103; 36 credit hours; 100% online; Summer 2023 (6/1/2023))

Existing Program Offered by Distance Education

Master of Arts in History (DC 5360; CIP 54.0101; 30 credit hours; 100% online; Spring 2023)

Master of Liberal Arts (DC 5960; CIP 24.0101; 30 credit hours; 100% online; Spring 2023)

New Certificate

Advanced Certificate in Data Analytics (DC 3135; CIP 52.1301; 24 credit hours; 62% online; Summer 2023 (6/1/2023))

MATH 1113 College Algebra (or math ACT score of 22 or higher)

BUAD 2003 Business Information Systems

MATH 2223 Quantitative Business Analysis

STAT 2163 Introduction to Statistical Methods OR

PSY 2053 Statistics for the Behavioral Sciences

BDA 2003 Business Problem Solving

BDA 2023 Introduction to Data Visualization

Select 2 courses (6 credit hours) from the following:

BDA 3003 Data Analytics Apps Development

BDA 3013 Business Spreadsheet Modeling

BDA 3033 Data Modeling and Management

BDA 3053 Business Data Analysis

Advanced Certificate in Entrepreneurship (DC 3165; CIP 52.0701; 27-28 credit hours; 78% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
BLAW 2033	Legal Environment of Business
ECON 2013	Principles of Economics II
MGMT 3003	Management and Organizational Behavior
MGMT 4053	Small Business Management
MGMT 4063	Entrepreneurial Development
MKT 3043	Principles of Marketing

Certificate of Proficiency in Broadcast Journalism (DC 1056; CIP 09.0402; 12 credit hours; 50% online; Summer 2023 (6/1/2023))

<i>JOUR 2253</i>	<i>Basic Video Editing</i>
JOUR 3183	Digital News Writing
JOUR 3193	New Media News Gathering
JOUR 4133	Digital New Production

Italics = New Course

Certificate of Proficiency in Print Journalism (DC 1061; CIP 09.0401; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 2143	Media Writing
JOUR 3143	News Reporting
JOUR 3153	Feature Writing
JOUR 4143	Advanced Reporting

Certificate of Proficiency in Public Relations Journalism (DC 1205; CIP 09.0900; 12 credit hours; Summer 2023 (6/1/2023))

JOUR 3173	Public Relations Principles
JOUR 3273	Public Relations Writing
JOUR 4073	Graphic Communication
JOUR 4173	Public Relations Project

Certificate of Proficiency in Business Administration (DC 1645; CIP 52.0201; 12-13 credit hours; 100% online; Summer 2023 (6/1/2023))

BUAD 2003	Business Information Systems
MATH 1113	College Algebra or higher MATH course
ACCT 2033	Accounting for Non-Business Majors OR
ACCT 2004	Accounting Principles I
ECON 2003	Principles of Economics I OR
ECON 2103	Honors Principles of Economics I OR
ECON 2013	Principles of Economics II

Certificate of Proficiency in Diversity Studies (DC 1066; CIP 30.2301; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

IPBL 1993	Introduction to Diversity Studies
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Improving Engagement (select one of the following):

ANTH 2003 Cultural Anthropology
ENGL 2003 Introduction to World Literature
HIST 4143 Native American History
PS 4643/OL 4643 Organizational Globalization and Diversity

Uncovering Bias (select one of the following):

ENGL 4723 Teaching People of Other Cultures
HIST 4123 African American History
PSY 3083 Psychology of Women
SOC 4023 Sociology of Gender

Diversity, Inclusion, and Belonging in Work and Society (select one of the following):

COMM 3013 Intercultural Communication
ECON 3013 Economics of Labor Relations
GEOG 2023 Human Geography
RP 3013 Inclusive Recreation

Cultural Environments (select one of the following):

HIST 4133 Latinos in the United States
PHIL 2023 Buddhist Philosophy
PSY 2133 Cross-Cultural Psychology
SOC 4003 Minority Relations

Certificate of Proficiency in Microsoft Applications (DC 1071; CIP 52.0204; 9 credit hours; 67% online; Summer 2023 (6/1/2023))

BUAD 2003 Business Information Systems
BDA 2003 Business Problem Solving
MGMT 3173 Advanced Microsoft Techniques

Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) (DC 4335; CIP 13.1401; 15 credit hours; 100% online; Summer 2023 (6/1/2023))

TESL/ENGL 5023 Second Language Acquisition
TESL/ENGL 5703 Teaching English as a Second Language
TESL/ENGL 5713 ESL Assessment
TESL/ENGL 5723 Teaching People of Other Cultures
TESL 6003 Linguistics for ESL Teachers

New Option, Emphasis, Concentration, or Minor

Master of Science in Kinesiology, Strength, and Conditioning: Sport Science option (DC 6306; CIP 31.0599; 33 credit hours; 100% online; Summer 2023 (6/1/2023))

PE 6033 Exercise Physiology
PE 6043 Motor Learning & Control
PE 6053 Biomechanics
PE 6083 Research methods and Statistics OR
EDFD 6003 Educational Research
SCS 6013 Measurement and Evaluation in Strength and Conditioning
SCS 6033 Strength & Conditioning Program Design & Development
SCS 6063 Trends in Sports Nutrition & Metabolism
SCS 6003 *Sport Psychology*
SCS 6103 Professional Project

Select 2 courses (6 credit hours) from the following:

MATH 5173	Advanced Biostatistics
PE 6063	Current Issues in Coaching & Athletics
PE 6073	Exercise & Sport Behavior
PE 6891-3	Independent Study
SCS 6023	Scientific Foundations of Strength & Conditioning
SCS 6083	Instructional Strategies for Strength Coaches
SCS 6093	Exercise Science Seminar

Bachelor of Arts in Organizational Leadership: Military Leadership concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

POLS 2043	Comparative Government
POLS 2413	International Relations
POLS 3013	Recent American Foreign & Military Policy
POLS 3473	National Security Policy
POLS 3053	Introduction to Public Administration
POLS XXXX	Upper-Division Political Science elective (3000-4000 level)

Program Reconfiguration

Bachelor of Science in Health & Physical Education – Wellness Fitness option (DC 2680; CIP 13.1314; 120-123 credit hours) reconfigured to create Bachelor of Science in Health and Exercise Science (DC 2495; CIP 31.0505; 120-122 credit hours; Summer 2023 (6/1/2023))

General Education Courses

BIOL 1014	Intro to Biological Science
ENGL 1013	Composition I
ENGL 1023	Composition II
MATH 1113	College Algebra/higher
PSY 2003	General Psychology

Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
ECON 2003	Principles of Economics
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing

Two Elective PE Classes

Major Requirements

<i>HES 1003</i>	<i>Intro Exercise Programming</i>
HES 2003	Field-Based Experiences in Health & Exercise Science
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
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PE 3661	Lab Experiences in Anatomy/Physiology and Kinesiology
PE 3663	Kinesiology
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Italics = New Courses

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General Education Courses

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ENGL 1013	Composition I
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Physical Science with Lab

U.S. History/Government

Two Fine Arts & Humanities Courses

Core Courses

AHS 2013	Medical Terminology
COMM 2173	Business & Professional Speaking
COMS 1003	Intro to Comp Systems
HLED 1513	Lifetime Health and Fitness
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MKT 3043	Principles of Marketing

Two Elective PE Courses

Major Requirements

ECON 2003	Principles of Economics
<i>HES 1003</i>	<i>Intro Exercise Programming</i>
<i>HES 2013</i>	<i>Weight training for CPT, Sport Coach, and PE</i>
<i>HES 2023</i>	<i>Endurance Conditioning</i>
HES 2043	Applied Fitness Assessment and Development
HES 3003	Exercise Prescription
<i>HES 3013</i>	<i>Coaching Power, Speed and Agility</i>
HES 4012	Health & Exercise Science Internship (Contact hours = 490)
HES 4013	Wellness Science Practicum

HES 4023	Principles of Strength and Conditioning
<i>HES 4043</i>	<i>Exercise Physiology Lab</i>
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General Education Courses

BIOL 1014	Intro to Biological Science
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U.S. History/Government

Fine Arts & Humanities Course

Core Courses

AHS 2013	Medical Terminology
BIOL 2404	Human Anatomy and Physiology I
BIOL 2414	Human Anatomy and Physiology II
CHEM 2134/2130	Gen. Chemistry II
CHEM 2124	General Chemistry I
COMM 2173	Business & Professional Speaking
ECON 2003	Principles of Economics
HLED 1513	Lifetime Health and Fitness
MGMT 3003	Management & Organization Behavior
MKT 3043	Principles of Marketing
PHYS 2014	Physics I
PHYS 2024	Physics II
PSY 2053	Statistics for the Behavioral Sciences

Elective for Observation Hours – PE 4991 Independent Study

Elective PE Class

Fine Arts & Humanities Course

Major Requirements

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HES 2043	Applied Fitness Assessment and Development
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PE 3663 Kinesiology
PE 4033 Exercise Physiology

Italics = New Courses

Title Change

Master of Science in Strength & Conditioning Studies (DC 6306; CIP 31.0599; 33 credit hours) changed to Master of Science in Kinesiology, Strength, and Conditioning (DC 6306; CIP 31.0599; 33 credit hours; Summer 2023 (6/1/2023))

Bachelor of Arts in Organizational Leadership: Industrial/Organizational Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online) changed to Bachelor of Arts in Organizational Leadership: Psychology concentration (DC 5335; CIP 52.0213; 120 credit hours; 100% online; Summer 2023 (6/1/2023))

Bachelor of Arts in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours) changed to Bachelor of Science in Rehabilitation Science (DC 1740; CIP 51.2314; 120 credit hours; Summer 2023 (6/1/2023))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Andrea Eubanks
Dr. Jeanine Myers
Jill Hays

Summary and Proposals September 27, 2022 Curriculum Committee/October 11, 2022 Faculty Senate

1. College of Arts and Humanities – Department of History and Political Science
 - a. Modify the Minor Pre-Law
 - (1) Add the following courses:
PHIL 2053: Introduction to Critical Thinking; and
POLS 4033: Principles of Legal Study;
 - (2) Delete the following courses:
PHIL 3023: Ethics; and
ENGL 2053: Technical Writing; and
 - (3) Add ENGL 2053: Technical Writing, or ENGL 2043: Introduction to Creative Writing.
2. College of Education and Health - Department of Kinesiology and Rehabilitation Science
 - a. Change the degree for the Bachelor of Arts in Rehabilitation Science to a Bachelor of Science. Remove the name change proposal from the agenda since this type of change goes directly to ADHE for approval.
3. College of Science, Technology, Engineering, and Mathematics - Department of Engineering and Computing Sciences
 - a. Delete ELEG/MATH 3173: Math Methods for Engineers, from the course descriptions.
4. College of Science, Technology, Engineering, & Mathematics - Department of Mathematics and Statistics
 - a. Delete MATH/ELEG 3173: Math Methods for Engineers, from the course descriptions.
5. College of Science, Technology, Engineering, and Mathematics - Department of Physical Science
 - a. Modify the Minor in Engineering Physics, as follows:
 - (1) Change the name to Minor in Physics;
 - (2) Delete 11 hours of Physics Electives;
 - (3) Require the following courses:
PHYS 2114: Calculus-Based Physics I,
PHYS 2124: Calculus-Based Physics II, and
PHYS 3213: Modern Physics;
 - ~~(4) DELETE ITEM 4: Add 6 hours of UD Physics Electives;~~
 - ~~(5) DELETE ITEM 5: Add 3 hours of UD PHYS and MATH Electives;~~
REPLACE WITH: Change PHYS Electives (9 hours of 3000-4000 level) to 6 hours of UD PHYS Electives and 3 hours of UD PHYS or MATH Electives; and
 - (6) Update the program description.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
History and Political Science	5/20/2022

Title	Signature	Date
Department Head		31 May 2022
Dean		31/May/22
Assessment		8/9/2022
Registrar		8/9/2022
Graduate Dean (Graduate Proposals Only)		—
Vice President for Academic Affairs		16/20/22

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/27/22 JW
Faculty Senate (Undergraduate Proposals Only)	10/11/22 CW
Graduate Council (Graduate Proposals Only)	

Program Title:
Pre-Law Minor

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

Add PHIL 2053 Introduction To Critical Thinking as an elective to the pre-law minor

Add POLS 4033 Principles of Legal Study as an elective to the pre-law minor

Delete PHIL 3023 Ethics as an elective to the pre-law minor

Delete ENGL 2053 Technical Writing as a requirement to the pre-law minor

Add ENGL 2053 Technical Writing or ENGL 2043 Creative Writing as a requirement to the pre-law minor

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?
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English & World Languages	This department X supports <input type="checkbox"/> does not support the change.
Comments: EWL supports the revision of the Pre-Law minor so that students have the option to choose between ENGL 2043 Introduction to Creative Writing and ENGL 2053 Technical Writing.	

Department Head Signature: _____

Emily Hoffman

Date: 05-31-22

Pre-Law

The pre-law minor program's objective is to prepare students for entrance to and advanced study at law school or alternative careers in the legal profession (e.g. legal aide, court reporter, paralegal, etc.) upon graduation through the development of writing, analytic and logical reasoning, and research skills key to the study and practice of law.

The minor in pre-law requires 21 hours of courses:

- COMM 2003 Public Speaking
- ~~ENGL 2053 Technical Writing~~ ENGL 2053 or ENGL 2043
- PHIL 3103 Logic
- POLS/CJ 3023 Judicial Process or POLS 3043 Judicial Politics
- POLS 4043 American Constitutional Law

and 6 hours selected from the following:

- BLAW 2033 Legal Environment of Business
- CJ 4023 Law and the Legal System
- HIST 3023 The Era of the American Revolution
- HIST 4183 American Legal History
- MGMT 3123 Business Ethics
- ~~PHIL 3023 Ethics~~ < PHIL 2053
- PHIL 3073 Philosophy of Law < POLS 4033

Religious Studies

The minor in religious studies is designed to provide students with the opportunity to learn about religion in cross-cultural and historical perspectives. The required courses are designed to provide a comparative perspective on world religions and to develop an appreciation of both the origins and contemporary expressions of different religions. This minor is particularly well suited for students in the humanities and social sciences as well as students in other disciplines who want to deepen their understanding of the role of religion in contemporary life.

Students must have a minimum of 2.00 grade point average in the required 18 hours to be eligible for a religious studies minor:

- ANTH 2003 Cultural Anthropology
- HIST 1503 World History to 1500
- HIST 4503 History of Christianity
- PHIL 2013 Religions of the World
- PHIL 3053 Philosophy of Religion
- SOC 4073 Sociology of Religion

Strategic Studies



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/28/2022

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	6/28/2022
Dean Judy L. Cezeaux	<i>Judy L. Cezeaux</i>	7/1/2022
Assessment	<i>Chris E. ...</i>	8/9/2022
Registrar	<i>Sammy Weaver</i>	8/9/2022
Graduate Dean (Graduate Proposals Only)	_____	_____
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/27/22 JW
Faculty Senate (Undergraduate Proposals Only)	10/11/22 JW
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELEG	Course Number: (e.g., 1003) 3173
Official Catalog Title: Math Methods for Engineers	

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

Yes No

MATH 3173

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?
The material in this course will be covered in other courses in the curriculum. See c.
- c. What is the rationale for deleting this course? What evidence supports this action?
The course is no longer required in the curriculum. The course content includes linear algebra, complex variables, discrete mathematics, and applied statistics which is too broad to be covered in depth in one course. The content is now covered in other courses in the curriculum. Electrical Engineering, Electrical Engineering with Biomedical Option, and Computer Engineering majors take MATH 2703: Discrete Mathematics and STAT 3153: Applied Statistics. Linear algebra and complex variables topics are included in the ELEG 2103, 2113, and 3123 courses.

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Mathematics and Statistics	6/28/2022

Title	Signature	Date
Department Head Jeanine L. Myers	<i>Jeanine L. Myers</i>	6/28/2022
Dean Judy L. Cezeaux	<i>Judy L. Cezeaux</i>	7/1/2022
Assessment Dr. Christine Austin	<i>Christ Austin</i>	7/8/2022
Registrar	<i>Sammy Beaulieu</i>	8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/27/22 JW
Faculty Senate (Undergraduate Proposals Only)	10/11/22 JW
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) MATH	Course Number: (e.g., 1003) 3173
Official Catalog Title: Math Methods for Engineers	

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

Yes No

ELEG 3173

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?
The material in this course will be covered in other courses in the curriculum. See c.
- c. What is the rationale for deleting this course? What evidence supports this action?
The course is no longer required in the engineering curriculum and math students don't take it so we are deleting it. The course content includes linear algebra, complex variables, discrete mathematics, and applied statistics which is too broad to be covered in depth in one course. The content is now covered in other courses in the curriculum. Electrical Engineering, Electrical Engineering with Biomedical Option, and Computer Engineering majors take MATH 2703: Discrete Mathematics and STAT 3153: Applied Statistics. Linear algebra and complex variables topics are included in the ELEG 2103, 2113, and 3123 courses.

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

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 Physical Sciences	3-22-2022

Title	Signature	Date
Department Head		3-22-2022
Dean		3-22-2022
Assessment		8-9-2022
Registrar		8/9/2022
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/27/22 JW
Faculty Senate (Undergraduate Proposals Only)	10/11/22 JW
Graduate Council (Graduate Proposals Only)	

Program Title:
Minor in Engineering Physics

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 the name from "minor in engineering physics" to "minor in physics";
- 2- Delete 11 hours of Physics Electives;
- 3- Require the following courses: PHYS 2114, PHYS 2124, PHYS 3213;
- 4- Add 6 hours of UD PHYS Electives;
- 5- Add 3 hours of UP PHYS or MATH Electives; and
- 6- Change engineering physics to physics in minor program description.

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

No impact

Answer the following Assessment questions:

Attached is the Physics degree program assessment plan.

- 3213**
- a. How does the program change align with the university mission?
Arkansas Tech University is dedicated to student success and excellence. To achieve that we have changed the curricula for the physics and engineering physics program. As part of the change, PHYS ~~3023~~ is offered on a yearly basis. This course could play an essential role for some other majors (chemistry, electrical engineering, etc.) if they choose to go to graduate programs. So we decided to include this course in the minor of physics required courses, since it is the backbone for all the modern physics application in any part of the science.
 - b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
NA

3213

 - c. What is the rationale for this program change?
As mentioned above, PHYS ~~3023~~ is a very important course for whoever wanting to do anything physics related. It is understood that if someone wants to have a minor in physics, they possibly want to use it in some ways, and that means they must have basic understanding of the modern physics. Besides, there was no way we could have an exact number of 20 hours for students, ~~so we changed the required number of hours to 18.~~
 - d. How does this program fit in the current state of the discipline?
Several programs use the minor programs to introduce the physics (as a major) to students. Some students might take modern physics and realize they like to become physicists. That is one of the main reasons minor in physics is so important for our program to generate more physics majors.
 - 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.)
A tentative assessment plan that we use for our physics program is attached.

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

Tentative Physics PLO's (Subject to change to satisfy ANSAC criteria)

(I: Introduce, R: Reinforce, E: Emphasize)

PLO 1: An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to classical and modern physics.

Performance Indicator		
State the fundamental laws of classical physics	PHYS 2114/2000 & 2124/2010	I
Understand the fundamental concepts of quantum physics	PHYS 3213, PHYS 4013	R
Explain different natural phenomena using the fundamental concepts of classical and quantum physics	PHYS 3023, PHYS 3133, PHYS 4003	R
Develop ways to describe a specific phenomenon and formulate it	PHYS 4951	E

PLO 2: An ability to formulate or design a system, procedure or program to meet desired needs.

Performance Indicator		
Recognize and apply the relevant laws of physics to the problem	PHYS 2114/2000, PHYS 2124/2010, PHYS 3213	I
Use experimental, computational or theoretical methods to meet the desired needs.	PHYS 3023, PHYS 3133, PHYS 4013, PHYS 4xx3 (Computational Physics)	R
Design the needed system or develop the computer codes to solve the problem in hand.	PHYS 4951	E

PLO 3: An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgement to draw conclusion.

Performance Indicator		
Conduct experiments and collect and analyze data	PHYS 2000, PHYS 2010	I
Fit data into graphs, analyze and interpret the data using the fundamental laws of physics	PHYS 3003, PHYS 4113	R
Plan experiments to test different hypotheses, analyze the data and recommend new ideas to improve the experiment.	PHYS 4951	E

PLO 4: An ability to communicate effectively with a range of audience.

Performance Indicator		
Present Content in their own words	PHSC 1011, PHYS 2000, PHYS 2010	I
Organize and analyze the data in a meaningful and scientific way	PHYS 4113	R
Prepare presentation and present them in local or national meetings	PHYS 4951	E
Criticize peers' presentations in a scientific way	PHYS 4951	E

PLO 5: An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

Performance Indicator		
Perform effectively in teams to conduct experiments	PHYS 2000, PHYS 2010	I
Show the ability to plan the experiments and meet the deadlines in group settings	PHYS 3003, PHYS 4113	R
Coordinate effectively within the team to plan the experiment, analyze the data and finalize the results	PHYS 4951	E

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Electrical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Support the cosmetic change for physics minor.	



Department Head Signature: _____

Date: 5/3/2021 _____

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Mechanical Engineering	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: Joe Z. [Signature]
Date: 5/3/21

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General Information

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Department of Physical Sciences - Minors Available

[DEPARTMENT
HOMEPAGE](#)

Chemistry

The minor in chemistry is designed for science majors who would like to further their studies in chemistry and for students who cannot complete a major in chemistry, but for employment opportunities, would like to gain basic knowledge and competencies in chemistry. The minor in chemistry requires the core chemistry courses:

- [CHEM 2124 General Chemistry I](#) and [CHEM 2120 General Chemistry I Lab](#)
- [CHEM 2134 General Chemistry II](#) and [CHEM 2130 General Chemistry II Lab](#)
- [CHEM 3245 Quantitative Analysis](#)
- [CHEM 3254 Fundamentals of Organic Chemistry](#)
- [CHEM 3264 Mechanistic Organic Chemistry](#)

Geology

The minor in geology is primarily designed for students who are majoring in disciplines where a broader background in geology can aid in recognizing and addressing geological hazards, natural disasters, environmental issues, natural resource management, conservation, and land use planning. The minor in geology requires 20 hours of courses:

- GEOL Electives (11 hours)
- GEOL Electives (9 hours of 3000 or 4000 level)

**No more than one credit hour can be a seminar course or special problem*

~~Engineering~~ Physics

update description

The minor in ~~engineering~~ physics is for engineering students or physical science students wishing to obtain additional background to support their major degree and enhance their employment opportunities. The minor in engineering physics requires 20 hours of courses:

- ~~PHYS~~ Electives (11 hours)
- PHYS Electives (9 hours of 3000 or 4000 level)

**No more than one credit hour can be a seminar course or special problem*

Physical Science

Require:

*PHYS 2114
PHYS 2124
PHYS 3213*

*PHYS or MATH
(3 hours of
3000-4000 level)*

The minor in physical science is for students wishing to obtain additional background to enhance their employment opportunities. The minor in physical science requires 20 hours of courses:

- Electives (11 hours chosen from CHEM, GEOL, PHSC, or PHYS)
- Electives (9 hours of 3000 or 4000 level chosen from CHEM, GEOL, PHSC, or PHYS)

**No more than one credit hour can be a seminar course or special problem*

Summary & Proposals Oct CC Nov FS

1. College of Arts and Humanities - Department of History and Political Science
 - a. Delete the Curriculum in Bachelor of Arts in Public History.

2. College of Business and Economic Development – Department of Agriculture and Tourism
 - a. Add HA 2203: Casino Tourism, to the course descriptions; and
 - b. Add HA 2903: Casino Operations, To the course descriptions;
 - c. **AMENDMENT: Modify the proposal for the new Certificate of Proficiency in Casino and Gaming Industry approved at the August meeting; and**
 - d. **AMENDMENT: Modify the proposal for the new Technical Certificate in Casino and Gaming Industry approved at the August meeting.**

3. College of Education and Health – Department of Curriculum and Instruction
 - a. Delete ELED 4912: Internship in Elementary Education, from the course descriptions;
 - b. Delete RDNG 4023: Disciplinary Reading and Writing, from the course descriptions;
 - c. Add ELED 4003: Seminar in Elementary Education, to the course descriptions;
 - d. Add ELED 4903: Residency A Elementary Education, to the course descriptions;
 - e. Add ELED 4909: Residency B Elementary Education, to the course descriptions;
 - f. Modify the Curriculum in Elementary Education, as follows:
 - (1) Delete RDNG 4023L Disciplinary Reading and Writing, in Semester two of Senior year;
 - (2) Delete ELED 4912: Internship in Elementary Education, in Semester two of Senior year;
 - (3) Add ELED 4003: Seminar in Elementary Education, to Semester one of Senior year; **AMENDMENT: New rationale provided.**
 - (4) Add ELED 4903: Residency A in Elementary Education, to Semester one of Senior year;
 - (5) Add ELED 4909: Residency Bin Elementary Education, to Semester two of Senior year;
 - (6) Move ART 2123: Experiencing Art to Pre-Stage II;
 - (7) Move PE 3593: Methods of Teaching Health and Physical Education for K-6 Teachers, to Stage II Semester two of Senior year; and
 - (8) Move RDNG 4013 to Semester two of Senior year.

4. College of Science, Technology, Engineering, & Mathematics - Department of Biological Sciences
 - a. Delete the Curriculum in Bachelor of Science in Life Science Education for Teacher Licensure.

5. College of Science, Technology, Engineering, & Mathematics - Department of Mathematics and Statistics
 - a. Modify the Curriculum in Mathematics for Teacher Licensure, as follows:
 - (1) Delete HLED 1513: Lifetime Health and Fitness; and
 - (2) Add 3 hours Elective.

6. College of Science, Technology, Engineering, & Mathematics - Department of Physical and Earth Sciences
 - a. Delete the Curriculum in Bachelor of Science in Chemistry Education for Teacher Licensure; and
 - b. Delete the Curriculum in Bachelor of Science in Physics Education for Teacher Licensure.



ARKANSAS TECH UNIVERSITY

REQUEST FOR DELETION OF CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR

Department Initiating Proposal	Date
History and Political Science	9/14/2022

Title	Signature	Date
Department Head Dr. Aaron McArthur, History/PS		9/14/22
Dean Dr. Jeffrey Cass, A&H		9/14/22
Assessment Dr. Christine Austin		9/29/22
Registrar Ms. Tammy Weaver		9/21/22
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 <i>st</i>
Faculty Senate (Undergraduate Proposals Only)	11/8/22 <i>st</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
BA in Public History

LETTER OF NOTIFICATION – 5

DELETION

(Certificate, Degree, Option, Emphasis, Concentration, Minor, or Organizational Unit)

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: Jeffrey Cass, Dean, Arts and Humanities
3. Phone number/e-mail address: (479)-968-0274/jcass@atu.edu
4. Proposed effective date: Fall 2024 (to conclude teach out)
5. Title of certificate, degree program, option, emphasis, concentration, minor, or organizational unit:
BA in Public History, History and Political Science, College of Arts and Humanities
6. CIP Code: 54.0105
7. Degree Code: 5440
8. Reason for deletion and evidence to support action: Has not reached required ADHE graduate count for several years; restructuring of degree to include “Public History” as concentration within BA History. Will require separate proposal.
9. Number of students still enrolled in program: 4, as of Fall 2021
10. Expected graduation date of last student: Fall 2024, though a quicker date may be possible.
11. Provide curriculum for deleted certificate, degree, option, emphasis, concentration, minor, or organizational unit. **[SEE ATTACHED #1]**
12. Name of courses that will be deleted as a result of this action: No courses deleted because there are no Public History courses with differentiated course codes. All PH courses given History course codes and will still be taught for General History students and once approved, for Public History *concentration* students.
13. How will students in the deleted program be accommodated?
Provide documentation of written notification to students currently enrolled in program.
[SEE ATTACHED #2] All students will be given written notification via standard mail and email.
They will be instructed to contact advisor to devise work-out schedule. No first-year students will be admitted to program in Fall 2022 or, if already declared, will be moved to General History degree.

14. Indicate the amount of program funds available for reallocation: No funds available for reallocation. All PH requirements are embedded in existing History course curricula, either as degree requirements or electives.

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



Agenda Item Details

Meeting Mar 16, 2023 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.2 Letter of Notification: Deletion, Academic Affairs: Dr. Furst-Bowe
Type Action
Recommended Action Motion to approve the program deletions as they are presented today.

Memorandum BOT March 2023 Deletions.pdf (104 KB) LON-Public History.pdf (239 KB)
Letter_of_Notification BS Life Science for Teacher Licensure).pdf (240 KB)
LON Chemistry Education.pdf (240 KB) LON Physics Education.pdf (240 KB)

Motion & Voting

Motion to approve the program deletions as they are presented today.

Motion by Len Cotton, second by Bill Clary.

Final Resolution: Motion Passed

Aye: Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux, Stephanie Duffield



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3827 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Ken Warden, Ed.D.
Commissioner

August 4, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Assistant Commissioner of Academic Affairs

Re: Arkansas Tech University
Program Approvals

On July 28, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Program Deletion

Bachelor of Science in Life Science & Earth Science (DC 9300; CIP 13.1322; 124-125 credit hours; Spring 2027 (12/18/2026))

Bachelor of Science in Chemistry Education (DC 3720; CIP 13.1323; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Science in Physics Education (DC 9030; CIP 13.1329; 120 credit hours; Spring 2027 (12/15/2026))

Bachelor of Arts in Public History (DC 5440; CIP 54.0105; 120 credit hours; Fall 2024 (9/1/2024))

Program Reconfiguration

Bachelor of Arts in Communication (DC 1830; CIP 09.0101; 120 credit hours) and Bachelor of Arts in Journalism (DC 1560; CIP 09.0401; 120 credit hours) reconfigured to create Bachelor of Arts in Digital Content Creation (DC 4145; CIP 09.0102; 120 credit hours; 10% online; Fall 2023 (8/1/2023))

General Education Core – 35 credit hours

Major Requirements

COMM/JOUR 1023 Communication and Media Exploration

COMM 3133	Digital Civility
JOUR 3173	Public Relations Principles
JOUR 4023	Social Media
TH 3263	Narrative Film Production

TH 4393 Social Media Influencing

COMM/JOUR 4823 Senior Capstone

Complete 3-credit hours from the following:

COMM 2003 Public Speaking

COMM 2013 Voice & Diction

COMM 3063 Oral Interpretation

TH 2703 Acting Theories and Techniques

Complete 6-credit hours from the following:

COMM 3003 Interpersonal Communication

COMM 3163 Writing for Performance

COMM 3263 Podcast / Radio Theatre Writing

JOUR 2143 Media Writing

JOUR 4073 Graphic Communication

TH 3803 Directing Theories and Techniques

TH 4563 Sound Design for Moving Images

JOUR or TH Internship

JOUR or TH Practicum

Other courses/seminars as approved by instructor

Electives

35 credit hours of Directed Electives

19 credit hours of Upper-Level Electives

Italics = New Courses

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Dr. Jeanine Myers



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Agriculture & Tourism	10/3/2022

Title	Signature	Date
Department Head	<i>Marshall Safford</i>	10/4/22
Dean	<i>Kirk Russell Jones</i>	10/4/2022
Assessment	<i>Chris [unclear]</i>	10/10/22
Registrar	<i>Sammy [unclear]</i>	10/11/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 JW
Faculty Senate (Undergraduate Proposals Only)	11/8/22 JW
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
HA	2203	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Casino Tourism		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
HACAST		

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

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

If selected other list fee type:

Elective Major Minor

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

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

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

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

Answer the following Assessment questions:

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

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) ATTACHED**

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

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

ARKANSAS TECH UNIVERSITY
HOSPITALITY ADMINISTRATION

HA 2203 Casino Tourism

Hospitality Administration Mission Statement:

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration, build a foundation for professional growth and development and encourage lifelong learning.



Program Learning Outcomes

At the conclusion of the program, students will be able to:

1. Exhibit professional hospitality administration knowledge, skills, and abilities.
2. Execute core management concepts in the areas of hospitality accounting, finance, human resources, marketing, operations, and technology.
3. Describe the fundamental principles of leadership and demonstrate successful leadership skills.
4. Utilize critical thinking, problem solving, written and oral communication, and investigative skills specific to hospitality administration.
5. Apply experiential learning experiences acquired through courses, work experience, and internship to become a successful professional.
6. Demonstrate best practices to meet ever-changing guest needs and expectations.

Catalog Description: HA 2203 Casino Tourism: Expanding casinos will create many jobs and provide millions of dollars in capital investment across Arkansas. This course is designed to introduce students to the fascinating and challenging fields of casinos and the impact of tourism within the state, with an emphasis on Arkansas Casinos. Students will explore career opportunities, trends, issues, and challenges facing the tourism, hospitality, and casino industries, as well as the impact of casinos.

HA Course Number	HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
HA 2203	Casino Tourism	The operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services	Recognize the role of casinos and the impact of gambling within the realm of hospitality	Article Reviews- Research

Instructor: Susan West

Office and Hours: 404 El Paso #104

Tuesday 9:00 am until noon

Thursday 10:00 am until noon

*or by appointment or via

<https://atu.webex.com/jcct/swest7>

*Or by appointment

Office Telephone: 479-356-6205 Cell 479-200-6136

Email: swest7@atu.edu

Required Materials:



The Vapors by David Hill -it can be audio, hardcover, softcover, it is your preference.



Casino Management: A Strategic Approach ISBN-13: 978-0131926721

Class Policies

Course Requirements

The following are course requirements:

- Completion of all quizzes/assignments posted on Blackboard
- A final project
- Keep up with readings

Disability Services

Pages 10-11 Student Handbook

Doc Bryan Student Services Center, Suite 141 (479) 968-0302
Ashlee Leavell, Assistant Dean for Student Wellness, sleavell8@atu.edu
TTY: (479) 964-3290

disabilities@atu.edu

<http://www.atu.edu/disabilities>

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Tech is subject to and endorses both the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973.

Students who request accommodations should submit information describing their disability, their past use of accommodations, and the likely impact of the disability on their educational experiences to Disability Services. Types of helpful documentation supportive of such requests include medical records, psycho-educational testing reports, and school records. If students do not have this documentation readily available, they are encouraged to meet with a Disability Services staff member to discuss other ways to demonstrate a connection between their condition and any academic barriers they anticipate in the University environment.

The Office of Disability Services will consider all forms of documentation including student self-report, observation and interaction with the student, and external information from outside sources such as professionals who have diagnosed or treated the condition. External information can be a valuable tool for helping the Disability Services staff member understand the student's barriers, identify strategies for success, and assign reasonable accommodations that facilitate access.

Students seeking disability services should follow these steps accordingly:

Step 1. Complete an online application:

<https://denali.accessiblelearning.com/ATU/ApplicationStudent.aspx>. An alternate format of this application is available upon request.

Step 2. Schedule an appointment with the Disability Services Office in order to discuss the impact of your disability on your educational experience and develop an accommodation plan.

Step 3. Students who are eligible for accommodations will receive a Notice of Eligibility via their One Tech email account outlining the adjustments for which they are approved. Upon receipt of this notification, students may log in to the AIM student portal and request accommodations specific to their courses. Students may print their Notification of

Accommodation letters for hand delivery to their instructors or have the notification delivered directly to faculty via One Tech email.

Students are encouraged to arrange to meet privately with faculty to ensure the notification is acknowledged and that both parties understand the approved accommodations. Students may be asked to share how their disability affects their ability to participate in academic programs and activities and should be prepared to discuss this information. In no instance is a student required to reveal the nature of their disability or provide documentation of their disability to anyone other than the Office of Disability Services.

Most adjustments are available for the duration of the student's academic career. Students must renew their accommodations via the AIM student portal at the beginning of each semester

Academic Honesty

Page 129 of Student Handbook

Procedures for Addressing Violations of Academic Integrity and Classroom Behavior

Since allegations of a violation of academic integrity may have serious consequences, below are the procedures for reporting allegations, the administrative procedure for processing alleged violations, and a statement of institutional penalties that may be applied on top of the instructor's academic penalty in those cases where violations occurred.

1. Principles

1. Arkansas Tech University promotes a culture of academic integrity and professionalism that enhances the quality of an Arkansas Tech degree.
2. The process for reporting and adjudicating an allegation of academic dishonesty should be fair and just for all involved.
3. Faculty members have sole purview for any academic sanction administered if a violation of the academic integrity policy is found to have occurred.
4. Arkansas Tech supports educational, not solely punitive, measures for addressing violations of the academic integrity policy.

Evaluation and Grading

Review Questions over Casino Management Text 4@50 each	200 points
Reading and Assignments from The Vapors	170 points
Discussion Board (2)	90 points
Other Weekly Assignments	360 points
Final Newspaper Creation	100 points
<hr/>	
TOTAL POINTS	920

A = 90% of total points

B = 80-89%

C = 70-79%

D = 60-69%

F = 59%

Casino Management Textbook: You will be need to read chapters from this textbook and answer discussion questions. There are power points for each chapter covered.

The Vapors: Each week you will read the book *The Vapors: A Southern Family, the New York Mob, and the Rise and Fall of Hot Springs, America's Forgotten Capital of Vice*. This is not a textbook, but rather a glimpse into the history of gambling in Arkansas. Written by an Arkansas native, this book examines what may have happened to this state if the gambling continued in Hot Springs. After each section, you will have an assignment.

Discussion Board: there are two discussion board posts over the course of eight weeks and the topics could be controversial. I ask that you write respectfully and understand this is an educational course, not a space to become enraged.

Other Weekly Assignments: Throughout the course, other assignments listed will enhance your understanding of the history and the impact that gaming and gambling has on the community.

Final: Newspaper Creation: For your final, you are to review the articles used in the writing of *The Vapors*. You will select four or five articles to read. After reading them, you will create a newspaper design in Word/PDF or whatever software you would like highlighting the information in news format. An example is provided.

Your Role as a Student: Please note; THIS CLASS IN ONLY 8 weeks, so think about HOW much is involved in pushing much content into such a short time. I have tried to be as thorough as possible, but it will take you being online almost every day to keep up with the assignments! As this is an online course, conversations will happen periodically through discussion boards and I encourage full class participation. During this time, I will NOT tolerate inappropriate language including negative terms regarding one's ethnicity, gender, sexual preference, age, or physical or mental difference. I expect you to manage your time well and keep abreast of all important dates and assignments. In return for your cooperation, I will grade assignments in a timely fashion, be well prepared and will treat you with mutual respect and encourage and help you in any way possible.

Course Schedule *SUBJECT TO CHANGE IF NEEDED

Week 1	Began Reading The Vapors "Water" Podcast Discussion Board	All Assignments due by Sunday of the week at 11:59 PM
Week 2	Chapter 1 Casino Management-Discussion Questions The Vapors "Fire" Arkansas Law Assignment	
Week 3	The Vapors "Holy Ghost" Resume Power Point Assignment	
Week 4	The Vapors "Repentance" Chapters 2 & 3 Casino Management-Discussion Questions Research Paper	
Week 5	The Vapors "Pentecost" Watch Documentary and write a blog	
Week 6	Chapter 5 Casino Management-Discussion Questions Matching Assignment The Vapors "Epilogue"	
Week 7	Discussion Board Casinos and Crime Flyer on Gambling Issues	
Week 8	Chapter 8 Casino Management-Discussion Questions Final Newspaper Articles	



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Agriculture & Tourism	10/3/2022

Title	Signature	Date
Department Head	<i>Marshall Safford</i>	10/4/22
Dean	<i>Kirk Russell Jones</i>	10/4/2022
Assessment	<i>Chris Smith</i>	10/10/22
Registrar	<i>Jimmy Weaver</i>	10/11/22
Graduate Dean (Graduate Proposals Only)	_____	_____
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22
Faculty Senate (Undergraduate Proposals Only)	11/8/22 JW
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
HA	2903	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Casino Operations		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
HACASOP		

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

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

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

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

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

Answer the following Assessment questions:

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

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

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

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

ARKANSAS TECH UNIVERSITY

HOSPITALITY

ADMINISTRATION HA 2903

Casino Operations

Hospitality Administration Mission Statement:

The mission of the Hospitality Administration Program is to provide quality education in hospitality administration, build a foundation for professional growth and development and encourage lifelong learning.



Program Learning Outcomes

At the conclusion of the program, students will be able to:

1. Exhibit professional hospitality administration knowledge, skills, and abilities.
2. Execute core management concepts in the areas of hospitality accounting, finance, human resources, marketing, operations, and technology.
3. Describe the fundamental principles of leadership and demonstrate successful leadership skills.
4. Utilize critical thinking, problem solving, written and oral communication, and investigative skills specific to hospitality administration.
5. Apply experiential learning experiences acquired through courses, work experience, and internship to become a successful professional.
6. Demonstrate best practices to meet ever-changing guest needs and expectations.

Catalog Description: HA 2903 Casino Operations: Casino Operations focuses primarily on the operation and ownership of US commercial casinos, and the hotels attached to them as well as Native American gambling. A review of the historical development of gaming in America will be explored as well as how the industry has evolved to its present form. Topics covered include organizational structure of a casino hotel, how it operates and how it makes a profit, an understanding of the different companies involved in owning casino hotels and the current issues facing these companies. In addition, a review of casino marketing strategies and player rating systems. Students will build on their food and beverage and hotel knowledge to better understand the specific challenges facing casino hotel operators.

HA Course Number	HA Course Title	ACPHA Standard(s)	Learning Outcome(s)	Artifact(s)
HA 2903	Casino Operation	The operation relative to the provision of hospitality goods and/or services, including foodservice management and/or lodging management and related services	Recognize the role of casinos and the impact of gambling within the realm of hospitality	Article Reviews Research

Instructor: Susan West

Office and Hours: 404 El Paso #104

Tuesday 9:00 am until noon

Thursday 10:00 am until noon

*or by appointment or via

<https://atu.webex.com/jmeet/swest7>

*Or by appointment

Office Telephone: 479-356-6205 Cell 479-200-6136

Email: swest7@atu.edu

Required Materials:



Introduction to Casino Management by Jim Kilby

ISBN: 9780981739915

Class Policies

Course Requirements

The following are course requirements:

- Completion of all quizzes/assignments posted on Blackboard
- A final project
- Keep up with readings

Disability Services

Pages 10-11 Student Handbook

Doc Bryan Student Services Center, Suite 141(479) 968 0302Ashlee Leavell, Assistant Dean for Student Wellness, sleavell8@atu.eduTTY: (479) 964-3290

disabilities@atu.edu

<http://www.atu.edu/disabilities>

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Tech is subject to and endorses both the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973.

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Academic Honesty

Page 129 of Student Handbook

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3. Faculty members have sole purview for any academic sanction administered if a violation of the academic integrity policy is found to have occurred.
4. Arkansas Tech supports educational, not solely punitive, measures for addressing violations of the academic integrity policy.

Evaluation and Grading

Discussion Questions over Casino Management Text 4@50 each	200 points
Reading and Video Assignments	200 points
Discussion Board (2)	40 points
Other Weekly Assignments	360 points
Final Research Paper/Presentation	100 points
<hr/>	
TOTAL POINTS	600

A = 90% of total points

B = 80-89%

C = 70-79%

D = 60-69%

F = 59%

Casino Management Textbook: You will be need to read chapters from this textbook and answer discussion questions. There are power points for each chapter covered.

Readings & video assignments: Each week you be assigned videos and other readings to evaluate regarding casino operations.

Discussion Board: there are two discussion board posts over the course of eight weeks and the topics could be controversial. I ask that you write respectfully and understand this is an educational course, not a space to become enraged.

Other Weekly Assignments: Throughout the course, other assignments listed will enhance your understanding marketing and player information gathered at casinos

Final: You will be asked to complete a research paper and present a recorded presentation online. We will discuss topics early in the semester

Your Role as a Student: Please note; **THIS CLASS IN ONLY 8 weeks**, so think about **HOW** much is involved in pushing much content into such a short time. I have tried to be as thorough as possible, but it will take you being online almost every day to keep up with the assignments! As this is an online course, conversations will happen periodically through discussion boards and I encourage full class participation. During this time, I will **NOT** tolerate inappropriate language including negative terms regarding one's ethnicity, gender, sexual preference, age, or physical or mental difference. I expect you to manage your time well and keep abreast of all important dates and assignments. In return for your cooperation, I will grade assignments in a timely fashion, be well prepared and will treat you with mutual respect and encourage and help you in any way possible.

Course Schedule *SUBJECT TO CHANGE IF NEEDED

Week 1	Readings Videos Discussion Board	All Assignments due by Sunday of the week at 11:59 PM
Week 2	Chapter 1 Discussion Questions Arkansas Casino Assignment	
Week 3	Resume Power Point Assignment Podcast	
Week 4	Chapters 2 & 3 Casino Management-Discussion Questions Research Paper guidelines	
Week 5	Watch Movie and write a blog Videos	
Week 6	Chapter 4 Discussion Questions Video Discussion Board	
Week 7	Chapter 5 Discussion Questions Video Project	
Week 8	Chapter 6 Discussion Questions Final-Research Paper and presentation	



ARKANSAS TECH UNIVERSITY

REQUEST FOR NEW CERTIFICATE PROGRAM (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Department of Agriculture & Tourism	

Title	Signature	Date
Department Head Dr. Marshall Swafford	<i>Marshall Swafford</i>	10/31/22
Dean Dr. Russ Jones	<i>[Signature]</i>	10/31/22
Assessment Dr. Christine Austin	<i>Christine Austin</i>	10/31/22
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	10/31/22
Graduate College (if appropriate) Dr. Sarah Gordon	_____	_____
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 JW
Faculty Senate (Undergraduate Proposals Only)	11/8/22 JW
Graduate Council (Graduate Proposals Only)	

Program Title:
Certificate of Proficiency in Casino and Gaming Industry

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. Proposed degree title

Certificate of Proficiency in Casino and Gaming Industry

2. CIP code

52.0901

3. % online (if applicable)

100% Online

4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

Require the below 12 Total Hours:

HA 1043 Introduction to Hospitality
HA 2203 Casino Tourism
HA 2903 Casino Operations
BLAW 2033 Legal Environment of Law

Below are the two new courses with course descriptions:

HA 2203 Casino Tourism

Expanding casinos will create many jobs and provide millions of dollars in capital investment across Arkansas. This course is designed to introduce students to the fascinating and challenging fields of casinos and the impact of tourism within the state, with an emphasis on Arkansas casinos. Students will explore career opportunities, trends, issues, and challenges facing the tourism, hospitality, and casino industries, as well as, the impact of casinos.

HA 2903 Casino Operations

Casino Operations focuses primarily on the operation and ownership of US commercial casinos, and the hotel attached to them as well as Native American gambling. A review of the historical development of gaming in America will be explored, as well as how the industry has evolved to its present form. Topics covered include organizational structure of a casino hotel, how it operates and how it makes a profit, an understanding of the different companies impacted in owning casino hotels and the current issues facing these companies. In addition, a review of casino marketing strategies and

player rating systems. Students will build on their food and beverage and hotel knowledge to better understand the specific challenges facing casino hotel operations.

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

With the passing of Issue #4 in November of 2018, the two existing casinos in Arkansas expanded, also creating two more in Pine Bluff and one in Pope County, there will be a need for a skilled workforce.

The goal of the Casino and Gaming Certificate is to develop proficiencies in casino operations. The certificate program is designed for business/non-major students interested in casino careers, gaming professionals seeking professional development opportunities, hospitality and tourism professionals, and educators seeking to re-skill and expand their knowledge in casino management.

Students will be able to relate the history of tourism in the state and be able to understand the impact of casinos.

Student demand (projected enrollment) for proposed program is 20 students for the first year with projected 4% increase per year.

6. Approval letter from licensure/certification entity, if required.

Not Applicable

7. Effective date, term, and academic year

06/01/2023, 2023 Summer Term, 2023-24 Academic Year



Agenda Item Details

Meeting	Jan 19, 2023 - Arkansas Tech University Board of Trustees Meeting
Category	4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject	4.2 Letter of Notification, New Certificates, Academic Affairs: Dr. Furst-Bowe
Type	Action
Recommended Action	Motion to approve new certificates as they are presented.

**TO: Dr. Robin E. Bowen
President**

**FROM: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs**

RE: Letters of Notifications for New Certificates

DATE: January 3, 2023

Please see below, the list of Letters of Notification for new programs.

College of Business & Economic Development – Department of School of Business

Certificate of Proficiency in Casino and Gaming Industry
Technical Certificate in Casino and Gaming Industry
Graduate Certificate in Business Administration
Graduate Certificate in Business Data Analytics
Graduate Certificate in Digital Marketing

I support the proposals as submitted and forward to you and the Board of Trustees for consideration.

JFB:jh

Attachments

Proposals as submitted <https://www.atu.edu/standingcommittees/curriculum/2022-23CatalogCurriculumProposals.php>

CP Casino Gaming Industry.pdf (116 KB)

Tech Cert Casino Gaming.pdf (188 KB)

New Certificate Program Form - GC Business Administration.pdf (148 KB)

New Certificate Program Form - GC Business Data Analytics.pdf (147 KB)

New Certificate Program Form - GC Digital Marketing.pdf (148 KB)

Motion & Voting

Motion to approve new certificates as they are presented.

Motion by Bill Clary, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux

Abstain: Stephanie Duffield



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Vacant
Director

May 5, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On April 28, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Certificate

Certificate of Proficiency in Casino and Gaming Industry (DC 0665; CIP 52.0901; 12 credit hours; 40% online; Summer 2023 (6/1/2023))

HA 1043 Introduction to Hospitality
HA 2203 *Casino Tourism*
HA 2903 *Casino Operations*
BLAW 2033 Legal Environment of Business

Italics = New Courses

Technical Certificate in Casino and Gaming Industry (DC 2665; CIP 52.0901; 32 credit hours; 40% online; Summer 2023 (6/1/2023))

ENGL 1013 Composition I
MATH 1003 College Mathematics or higher-level math
ACCT 2033 Accounting for Non-Business Majors
HA 1011 Sanitation Safety
HA 1043 Introduction to Hospitality
HA 2063 Guest Service Management
HA 2073 Introduction to Event Management
HA 2203 *Casino Tourism*
HA 2903 *Casino Operations*
HA 2914 Principles of Food Preparation
BLAW 2033 Legal Environment of Business

Italics = New Courses

Graduate Certificate in Business Administration (DC 6255; CIP 52.0201; 12 credit hours; 100% online; Summer 2023 (6/1/2023))

BDA 6203 Business Information Analysis

MGMT 6203 Decision Modeling in Supply Chain Management

Choose two courses from the following:

BDA/MKT 6323 Applied Predictive Analysis

MGMT 6103 Organizational Management & Leadership

MKT 6103 Digital Marketing Management

MKT 6113 Strategic Social Media Marketing

Graduate Certificate in Business Data Analytics (DC 6581; CIP 52.1301; 12 credit hours; 100% online; Summer 2023 (6/1/2023))

BDA 6203 Business Information Analysis

BDA 6323 Applied Predictive Analytics

BDA 6343 Advanced Analytics

BDA 6363 Analytic Strategy

Graduate Certificate in Digital Marketing (DC 6725; CIP 52.1404; 12 credit hours; 100% online; Summer 2023 (6/1/2023))

MKT 6103 Digital Marketing Strategy

MKT 6323 Applied Predictive Analytics

MKT 6113 Strategic Social Media Marketing

MKT 6153 Consumer Insights

Program Deletion

Master of Science in Psychology (DC 6180; CIP 42.0101; 30 credit hours, Fall 2024 (9/1/2024))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Dr. Jeanine Myers
Andrea Eubanks
Jill Hays



ARKANSAS TECH UNIVERSITY

REQUEST FOR NEW CERTIFICATE PROGRAM (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Department of Agriculture & Tourism	

Title.	Signature.	Date
Department Head Dr. Marshall Swafford	<i>Marshall Swafford</i>	10/31/22
Dean Dr. Russ Jones	<i>Russ Jones</i>	10/31/22
Assessment Dr. Christine Austin	<i>Christine Austin</i>	10/31/22
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	10/31/22
Graduate College (if appropriate) Dr. Sarah Gordon	—	—
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	11/8/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
Technical Certificate of Proficiency in Casino and Gaming Industry

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. Proposed degree title

Technical Certificate in Casino and Gaming Industry

2. CIP code

52.0901

3. % online (if applicable)

This program will be all on campus with exception of some courses that may be offered online Due to the content of the experiential learning most of the courses with this technical certificate will be held on the main campus of Arkansas Tech University. There will be a few that could possibly be online, but most all the HA courses will be in the kitchen and dining room at Williamson Hall.

4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

Require the below 32 Total Hours:

General Education Requirements

ENGL 1013 Composition I

MATH 1003 College Mathematics or Higher-Level Mathematics

Major Requirements

ACCT 2033 Accounting for Non-Business Majors

HA 1011 Sanitation Safety

HA 1043 Introduction to Hospitality

HA 2063 Guest Service Management

HA 2073 Introduction to Event Management

HA 2203 Casino Tourism

HA 2903 Casino Operations

HA 2914 Principles of Food Preparation

BLAW 2033 Legal Environment of Business

Below are the two new courses with course descriptions:

HA 2203 Casino Tourism

Expanding casinos will create many jobs and provide millions of dollars in capital investment across Arkansas. This course is designed to introduce students to the fascinating and challenging fields of casinos and the impact of tourism within the state, with an emphasis on Arkansas casinos. Students will explore career opportunities, trends, issues, and challenges facing the tourism, hospitality, and casino industries, as well as, the impact of casinos.

HA 2903 Casino Operations

Casino Operations focuses primarily on the operation and ownership of US commercial casinos, and the hotel attached to them as well as Native American gambling. A review of the historical development of gaming in America will be explored, as well as how the industry has evolved to its present form. Topics covered include organizational structure of a casino hotel, how it operates and how it makes a profit, an understanding of the different companies impacted in owning casino hotels and the current issues facing these companies. In addition, a review of casino marketing strategies and player rating systems. Students will build on their food and beverage and hotel knowledge to better understand the specific challenges facing casino hotel operations.

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

With the passing of Issue #4 in November of 2018, the two existing casinos in Arkansas expanded, also creating two more in Pine Bluff and one in Pope County, there will be a need for a skilled workforce.

The goal of the Casino and Gaming Industry Management Certificate is to strengthen proficiencies in casino operations. The technical certificate expands on the Certificate of Proficiency and is designed for business/non-major students interested in casino careers, gaming professionals seeking professional development opportunities, hospitality and tourism professionals, and educators seeking to re-skill and expand their knowledge in casino management.

Students will be able to execute core management skills needed in operations of casinos. They will be able to apply experiential learning experiences to better serve the workforce in casino operations.

Student demand (projected enrollment) for proposed program is 15 with a 5% increase within 2 years.

6. Approval letter from licensure/certification entity, if required.

Not Applicable

7. Effective date, term, and academic year

06/01/2023, 2023 Summer Term, 2023-24 Academic Year



Agenda Item Details

Meeting Jan 19, 2023 - Arkansas Tech University Board of Trustees Meeting

Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe

Subject 4.2 Letter of Notification, New Certificates, Academic Affairs: Dr. Furst-Bowe

Type Action

Recommended Action Motion to approve new certificates as they are presented.

**TO: Dr. Robin E. Bowen
President**

**FROM: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs**

RE: Letters of Notifications for New Certificates

DATE: January 3, 2023

Please see below, the list of Letters of Notification for new programs.

College of Business & Economic Development – Department of School of Business

- Certificate of Proficiency in Casino and Gaming Industry**
- Technical Certificate in Casino and Gaming Industry**
- Graduate Certificate in Business Administration**
- Graduate Certificate in Business Data Analytics**
- Graduate Certificate in Digital Marketing**

I support the proposals as submitted and forward to you and the Board of Trustees for consideration.

JFB:jh

Attachments

Proposals as submitted <https://www.atu.edu/standingcommittees/curriculum/2022-23CatalogCurriculumProposals.php>

CP Casino Gaming Industry.pdf (116 KB)

Tech Cert Casino Gaming.pdf (188 KB)

New Certificate Program Form - GC Business Administration.pdf (148 KB)

New Certificate Program Form - GC Business Data Analytics.pdf (147 KB)

New Certificate Program Form - GC Digital Marketing.pdf (148 KB)

Motion & Voting

Motion to approve new certificates as they are presented.

Motion by Bill Clary, second by Len Cotton.

Final Resolution: Motion Passed

Aye: Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux

Abstain: Stephanie Duffield



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Vacant
Director

May 5, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Chief Academic Officer

Re: Arkansas Tech University
Program Approvals

On April 28, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

New Certificate

Certificate of Proficiency in Casino and Gaming Industry (DC 0665; CIP 52.0901; 12 credit hours; 40% online; Summer 2023 (6/1/2023))

HA 1043 Introduction to Hospitality
HA 2203 *Casino Tourism*
HA 2903 *Casino Operations*
BLAW2033 Legal Environment of Business

Italics = New Courses

Technical Certificate in Casino and Gaming Industry (DC 2665; CIP 52.0901; 32 credit hours; 40% online; Summer 2023 (6/1/2023))

ENGL 1013 Composition I
MATH 1003 College Mathematics or higher-level math
ACCT 2033 Accounting for Non-Business Majors
HA 1011 Sanitation Safety
HA 1043 Introduction to Hospitality
HA 2063 Guest Service Management
HA 2073 Introduction to Event Management
HA 2203 *Casino Tourism*
HA 2903 *Casino Operations*
HA 2914 Principles of Food Preparation
BLAW2033 Legal Environment of Business

Italics = New Courses

Graduate Certificate in Business Administration (DC 6255; CIP 52.0201; 12 credit hours; 100% online; Summer 2023 (6/1/2023))

BDA 6203 Business Information Analysis

MGMT 6203 Decision Modeling in Supply Chain Management

Choose two courses from the following:

BDA/MKT 6323 Applied Predictive Analysis

MGMT 6103 Organizational Management & Leadership

MKT 6103 Digital Marketing Management

MKT 6113 Strategic Social Media Marketing

Graduate Certificate in Business Data Analytics (DC 6581; CIP 52.1301; 12 credit hours; 100% online; Summer 2023 (6/1/2023))

BDA 6203 Business Information Analysis

BDA 6323 Applied Predictive Analytics

BDA 6343 Advanced Analytics

BDA 6363 Analytic Strategy

Graduate Certificate in Digital Marketing (DC 6725; CIP 52.1404; 12 credit hours; 100% online; Summer 2023 (6/1/2023))

MKT 6103 Digital Marketing Strategy

MKT 6323 Applied Predictive Analytics

MKT 6113 Strategic Social Media Marketing

MKT 6153 Consumer Insights

Program Deletion

Master of Science in Psychology (DC 6180; CIP 42.0101; 30 credit hours, Fall 2024 (9/1/2024))

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Dr. Jeanine Myers
Andrea Eubanks
Jill Hays



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
CURRICULUM & INSTRUCTION	7/1/22

Title	Signature	Date
Department Head	<i>Sheresa Allen</i>	8/1/22
Dean	<i>Linda Bean</i>	8.1.2022
Assessment	<i>Cheryl</i>	8-11-2022
Registrar	<i>Jenny Weaver</i>	8/11/2022
Graduate Dean (Graduate Proposals Only)	_____	_____
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	11/8/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 4912
Official Catalog Title: Internship in Elementary Education	

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?

Course objectives will be covered in new course additions ELED 4903 Residency A in Elementary Education and ELED 4909 Residency B in Elementary Education

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

This course deletion will allow Arkansas Tech University to split the current Internship into two semesters instead of one semester. This will enable students in the Elementary Education Program to experience a full academic year in a public-school setting. This program is highly encouraged by the state department.

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

Department Initiating Proposal	Date
CURRICULUM & INSTRUCTION	7/1/22

Title	Signature	Date
Department Head	<i>Sheresa Cullen</i>	8/1/22
Dean	<i>Linda Bean</i>	8.1.2022
Assessment	<i>Chris</i>	8-11-2022
Registrar	<i>Yammy</i>	8/11/2022
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 JW
Faculty Senate (Undergraduate Proposals Only)	11/8/22 JW
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) RDNG	Course Number: (e.g., 1003) 4023
Official Catalog Title: Disciplinary Reading and Writing	

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?

Course objectives will be covered in new course additions ELED 4003 Seminar in Elementary Education as well as already being embedded in several other courses in the program: ELED 3123 Diagnosis & Assessment of Elementary Students, RDNG 3003 Teaching Literacy Foundations, and SPED 3153 Planning, Instruction, and Assessment for Students with Disabilities

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

This course deletion will allow Arkansas Tech University to split the current Internship into two semesters instead of one semester. This will enable students in the Elementary Education Program to experience a full academic year in a public-school setting. This program is highly encouraged by the state department.

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

Title	Signature	Date
Department Head	<i>Sheresa Cullen</i>	9/12/22
Dean Linda Bean	<i>Linda Bean</i>	9.14.2022
Assessment	<i>Christy</i>	9.14.22
Registrar	<i>Yammy</i>	9/14/2022
Graduate Dean (Graduate Proposals Only)		—
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 JW
Faculty Senate (Undergraduate Proposals Only)	11/8/22 JW
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 4003	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) Seminar in Elementary Education		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Seminar Elementary Education		

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

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

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

Answer the following Assessment questions:

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

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 primary objective of Seminar is to integrate coursework with the realities of the actual classroom to provide a practical and experimental learning environment for the Resident where the Resident can actively attempt to apply their developing knowledge and skills in a supportive environment. To accomplish this goal, specific objectives have been identified. The Resident will:

1. The student will be able to explain the attendance requirement in Arkansas public schools as provided in the state constitutional provisions. **State/INTASC Standards 9 (f), 9 (j), 9 (k), 9**

- (n), 9 (o), 10 (f), 10 (g), 10 (h), 10 (i), 10(j). The Frameworks addressed are 4a, 4b, 4d, 4e, and 4f, which apply to objectives 1-11.
2. The students will be able to discuss the concepts of the right to an education and to list the steps in procedural due process.
 3. The student will be able to explain the concept of freedom of speech and expression in relation to the concerns of the school.
 4. The student will be able to explain the establishment clause of the first amendment and to discuss the limitations of religious activities in school.
 5. The student will be able to explain the 4th amendment and to define the role of the school in conducting student searches.
 6. The student will be able to discuss the legal obligations of school personnel regarding discipline.
 7. The student will be able to discuss the background of racial and gender equality in the public school.
 8. The student will be able to explain how to protect students' welfare in the public schools by being aware of tort liability.
 9. The student will be able to discuss the legal, moral and ethical responsibilities of public school teachers.
 10. The student will be able to identify key law terms.
 11. Be able to define philosophy, metaphysics, epistemology, axiology, logic, perennialism, progressivism/experimentalism, essentialism, existentialism, behaviorism, and reconstructionism . **State Standard 10 (t).**
 12. Given scenarios, identify whether a speaker is a perennialist, experimentalist, essentialist, existentialist, behaviorist, or reconstructionist. **State Standard 10 (t)**
 13. Name and define the six major forces that have shaped American education--local control, universal education, public education, comprehensive education, secular education, changing ideas of the basics. **State Standard 10 (t)**
 14. (This begins the content area reading objectives). Students will be able to name and show proper applications of phonological and phonemic awareness, concepts of print and alphabetic principle, and word analysis skills and strategies. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.1.**
 15. Students will demonstrate how to use the Directed Reading Approach in planning lessons in their content fields and will exhibit awareness of the development of reading comprehension via vocabulary development, reading comprehension skills and strategies for imaginative/literary texts and for informational/expository texts. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.2.**
 16. Students will demonstrate an awareness of reading assessment and instruction including their understanding of the interplay of word length, sentence length, and readers' experiences, in re-writing passages from secondary textbooks at a minimum of three grade levels lower than they were presented in those textbooks, formal and informal methods for assessing reading development, and other methods for increasing reading development. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.3.**
 17. Identify and/or explain aspects of a professional learning community (**Arkansas Teaching Standards 9 & 10, TESS 4d).**

- 18. Appropriately recognize elements of a professional learning community when observed and/or experienced (**Arkansas Teaching Standard 10, TESS 4d**).
 - 19. Examine student data in order to improve student learning and progress (**Arkansas Teaching Standards 9 & 10, TESS 4a**).
 - 20. Demonstrate collaborative efforts to examine and/or improve student learning (**Arkansas Teaching Standard 10, TESS 4c, 4d**).
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

**Measures to assess these different InTASC Standards and FFT criteria include Formative Observations
Arkansas Tech University Student Residency Formative Observation Form**

Intern Name, Program, Email, and T number:	Evaluator Name and Email:	Date:
What is your supervisory role? (Circle one.)	ATU Campus-based Cohort ATU Content	School:
Which evaluation is this? (Circle one.)	1 2 3 4	

TESS Domain 1: Planning and Preparation

1a - Demonstrating Knowledge of Content and Pedagogy (Arkansas Teaching Standards (ATS)/InTASC Standard 4 Content Knowledge)

<p>INEFFECTIVE</p> <p>The intern's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</p>	<p>PROGRESSING</p> <p>The intern's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.</p>	<p>EFFECTIVE</p> <p>The intern's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</p>
<p><i>1b - Demonstrating Knowledge of Students (ATS/InTASC Standard 1 and 2 Learning Development and Differences)</i></p>		
<p>INEFFECTIVE</p> <p>The intern demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>PROGRESSING</p> <p>The intern indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>EFFECTIVE</p> <p>The intern actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>
<p><i>1c - Setting Instructional Outcomes (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)</i></p>		
<p>INEFFECTIVE</p> <p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>PROGRESSING</p> <p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the intern makes no attempt at coordination or integration.</p>	<p>EFFECTIVE</p> <p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.</p>

1d - Demonstrating Knowledge of Resources (ATS/InTASC Standard 7 Planning for Instruction)

INEFFECTIVE

The intern demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek such knowledge.

PROGRESSING

The intern demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek to extend such knowledge.

EFFECTIVE

The intern is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

1e - Designing Coherent Instruction (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

INEFFECTIVE

The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.

PROGRESSING

The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.

EFFECTIVE

The intern coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

1f - Designing Student Assessments (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE

The intern's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.

PROGRESSING

The intern's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The intern intends to use assessment results to plan for future instruction for the class as a whole.

EFFECTIVE

The intern's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The intern intends to use assessment results to plan for future instruction for groups of students.

Domain 1 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE

Classroom interactions, both between the intern and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.

PROGRESSING

Classroom interactions, both between the intern and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.

EFFECTIVE

Classroom interactions between the intern and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

2b - Establishing a Culture for Learning (ATS/InTASC Standard 3 Learning Environments)

<p>INEFFECTIVE</p> <p>The classroom environment conveys a negative culture for learning, characterized by low intern commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>PROGRESSING</p> <p>The intern's attempt to create a culture for learning is partially successful, with little intern commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the intern and students appear to be only "going through the motions."</p>	<p>EFFECTIVE</p> <p>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both intern and students, with students demonstrating pride in their work.</p>
<p><i>2c - Managing Classroom Procedures (ATS/InTASC Standard 3 Learning Environments)</i></p>		
<p>INEFFECTIVE</p> <p>Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</p>	<p>PROGRESSING</p> <p>Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.</p>	<p>EFFECTIVE</p> <p>Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.</p>
<p><i>2d - Managing Student Behavior (ATS/InTASC Standard 3 Learning Environments)</i></p>		
<p>INEFFECTIVE</p> <p>There is no evidence that standards of conduct have been established and little or no intern monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>	<p>PROGRESSING</p> <p>It appears that the intern has made an effort to establish standards of conduct for students. The intern tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>EFFECTIVE</p> <p>Standards of conduct appear to be clear to students, and the intern monitors student behavior against those standards. The intern's response to student misbehavior is appropriate and respects the students' dignity.</p>
<p><i>2e - Organizing Physical Space (ATS/InTASC Standard 3 Learning Environments)</i></p>		
<p>INEFFECTIVE</p> <p>The physical environment is unsafe, or some students don't have access to learning.</p>	<p>PROGRESSING</p> <p>The classroom is safe, and essential learning is accessible to most students; the intern's use of physical resources, including computer technology, is moderately effective. The intern may attempt to modify the physical</p>	<p>EFFECTIVE</p> <p>The classroom is safe, and learning is accessible to all students; the intern ensures that the physical arrangement is appropriate to the learning activities.</p>

<p>Alignment between the physical arrangement and the lesson activities is poor.</p>	<p>arrangement to suit learning activities, with partial success.</p>	<p>The intern makes effective use of physical resources, including computer technology.</p>
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Domain 2 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 3: Instruction

3a - Communicating with Students (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

<p>INEFFECTIVE</p> <p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The intern's use of language contains errors or is inappropriate for students' cultures or levels of development.</p>	<p>PROGRESSING</p> <p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the intern's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p>	<p>EFFECTIVE</p> <p>Expectations for learning, directions and procedures, and explanations of content are clear to students.</p> <p>Communications are appropriate for students' cultures and levels of development.</p>
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3b - Using Questioning and Discussion Techniques (ATS/InTASC Standard 8 Instructional Strategies)

<p>INEFFECTIVE</p> <p>The intern's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p>	<p>PROGRESSING</p> <p>Some of the intern's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The intern's attempts to engage all students in the discussion are only partially successful.</p>	<p>EFFECTIVE</p> <p>Most of the intern's questions elicit a thoughtful response, and the intern allows sufficient time for students to answer. All students participate in the discussion, with the intern stepping aside when appropriate.</p>
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3c - Engaging Students in Learning (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

<p>INEFFECTIVE</p> <p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>PROGRESSING</p> <p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>EFFECTIVE</p> <p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>
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3d - Using Assessment in Instruction (ATS/InTASC Standard 6 Assessment)

<p>INEFFECTIVE</p> <p>Assessment is not used in instruction, either through monitoring of progress by the intern or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>PROGRESSING</p> <p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the intern and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>EFFECTIVE</p> <p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the intern and/or students, and high-quality feedback to students. Students are fully aware of the assessment</p>
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		criteria used to evaluate their work.
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3e - Demonstrating Flexibility and Responsiveness (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

<p>INEFFECTIVE</p> <p>The intern adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The intern brushes aside student questions; when students experience difficulty, the intern blames the students or their home environment.</p>	<p>PROGRESSING</p> <p>The intern attempts to modify the lesson when needed and to respond to student questions, with moderate success. The intern accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>EFFECTIVE</p> <p>The intern promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>
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Domain 3 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 4: Professional Responsibilities

<i>4a - Reflecting on Teaching (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)</i>		
<p>INEFFECTIVE</p> <p>The intern does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.</p>	<p>PROGRESSING</p> <p>The intern provides a partially accurate and objective description of the lesson but does not cite specific evidence. The intern makes only general suggestions as to how the lesson might be improved.</p>	<p>EFFECTIVE</p> <p>The intern provides an accurate and objective description of the lesson, citing specific evidence. The intern makes some specific suggestions as to how the lesson might be improved.</p>
<i>4b - Maintaining Accurate Records (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)</i>		
<p>INEFFECTIVE</p> <p>The intern's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.</p>	<p>PROGRESSING</p> <p>The intern's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.</p>	<p>EFFECTIVE</p> <p>The intern's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.</p>
<i>4c - Communicating with Families (ATS/InTASC Standard 10 Leadership and Collaboration)</i>		
<p>INEFFECTIVE</p> <p>The intern's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The intern makes no attempt to engage families in the instructional program.</p>	<p>PROGRESSING</p> <p>The intern adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p>	<p>EFFECTIVE</p> <p>The intern communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p>
<i>4d - Participating in a Professional Community (ATS/InTASC Standard 10 Leadership and Collaboration)</i>		

<p>INEFFECTIVE</p> <p>The intern avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p>	<p>PROGRESSING</p> <p>The intern becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p>	<p>EFFECTIVE</p> <p>The intern participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>
<p><i>4e - Growing and Developing Professionally (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)</i></p>		
<p>INEFFECTIVE</p> <p>The intern does not participate in professional development activities and makes no effort to share knowledge with colleagues. The intern is resistant to feedback from supervisors or colleagues.</p>	<p>PROGRESSING</p> <p>The intern participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The intern accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>EFFECTIVE</p> <p>The intern seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The intern welcomes feedback from supervisors and colleagues.</p>
<p><i>4f - Showing Professionalism (ATS/InTASC Standard 9 Professional Learning and Ethical Practice and Standard 10 Leadership and Collaboration)</i></p>		
<p>INEFFECTIVE</p> <p>The intern has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The intern fails to comply with school and district regulations and time lines.</p>	<p>PROGRESSING</p> <p>The intern is honest and well intentioned in serving students and contributing to decisions in the school, but the intern's attempts to serve students are limited. The intern complies minimally with school and district regulations, doing just enough to get by.</p>	<p>EFFECTIVE</p> <p>The intern displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p>

Domain 4 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

Use of Technology

INEFFECTIVE

The intern is not aware of the technology available and/or cannot cite how s/he might use technology if it was available.

PROGRESSING

The intern can cite general examples of how s/he might use technology if it was available, and/or makes acceptable use of technology that is available for the lesson evaluated.

EFFECTIVE

The intern can denote specific examples of how s/he would use technology if it was available and/or makes good use of technology that is available for the lesson evaluated.

Pursuit of Equity in Learning

INEFFECTIVE

The intern has little sense of the backgrounds or needs of his or her students within the classroom resulting in inequitable learning opportunities. The intern has not considered supports that a student or group of students may need to help them reach the goals of learning and success in the classroom or disregards this potential.

PROGRESSING

The intern acknowledges that students come from different experiences and backgrounds and recognizes situations in which a student or group of students may need additional support for learning in the classroom and demonstrates some effort to address these needs effectively to provide equitable learning opportunities.

EFFECTIVE

The intern recognizes when a student or group of students may need additional support for learning in the classroom, demonstrates clear efforts to address these needs, and provides equitable learning opportunities for his or her students.

Overall Impact on Student Learning

INEFFECTIVE

The intern did not positively impact student learning in the classroom or had very minimal positive impact on student learning.

PROGRESSING

The intern positively impacted student learning of most students within the classroom.

EFFECTIVE

The intern positively impacted student learning at high levels within the classroom.

Intern Signature: Evaluator Signature:

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

This course deletion will allow Arkansas Tech University to split the current Internship into two semesters instead of one semester. This will enable students in the Elementary Education Program to experience a full academic year in a public-school setting. This program is highly encouraged by the state department.

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

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

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at

http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS
TECH
UNIVERSITY

Syllabus

ELED 4003-Seminar in Elementary Education Arkansas Tech University Term

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.

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.

Instructor:

Phone:

Office:

E-mail:

Office Hours:

Conceptual Framework: Professionals of the 21st Century

Relation to the Conceptual Framework:

1. All human beings grow, develop, and learn.
2. Educational processes have key components.
3. Educational practices are systemically coherent and developmentally appropriate.
4. Educators are moral and ethical professionals.
5. Educators focus on maximizing growth, development, and learning opportunities for all students.

Catalog Description:

ELED 4003. Seminar in Elementary Education. Prerequisites: Admission to Stage II and Residency A. This course is to be taken concurrently with ELED 4903 Residency A in Elementary Education. This course is designed to provide elementary teacher candidates with knowledge and understanding of the history of American Education, school law, content area reading, and other contemporary education issues.

Required Materials/Subscriptions

Subscription to *Taskstream*. (this is actually for your exit portfolio rather than this class, but we will help you with your portfolio in this class)

Many of you may have subscribed last semester. You just need to make sure your subscription is good until the end of this semester. We will complete portions of the final portfolio as a part of this course. If you do not have a subscription, you can go ahead and subscribe now, online, at <http://www.taskstream.com>. The Director of Teacher Education Student Services will be placing you in the system soon—look for an email from their office.

A. Recommended Text:

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*.

Mountain View, CA: Harry K. Wong Publications.

Rules governing the Teacher Excellence and Support System. (2015). Little Rock, AR: Arkansas Dept. of Education

B. Supplemental Reading List:

Heinrichs, A., & Kania, M. (2018). *Arkansas*. Mankato, MN: The Child's World.

Prometrics. (2017). *Praxis II elementary education: Multiple subjects (5001) exam secrets study guide*. Mometrix Media LLC.

Course Rationales:

Law and History/Philosophy of Education The purpose of the legal portion of the course is to supply the pre-service teachers with the knowledge base in order to comply with the **State/INTASC Standards 9 (f), 9 (j), 9 (k), 9 (n), 9 (o), 10 (f), 10 (g), 10 (h), 10 (i), 10(j).**

The Danielson Frameworks addressed are 4a, 4b, 4d, 4e, and 4f.

The purpose of the history/philosophy portion of the course is to equip pre-service teachers with the knowledge base of the U. S.'s historical past so that they can analyze the events and trends of which they will shortly become a part, and will be able to anticipate events that may follow. This is related to the **State Standard 10 (t)** "The teacher embraces the challenge of continuous improvement and change." The philosophy portion will enable the pre-service teacher who will shortly be participating in state-mandated job interviews to deal with the inevitable question, "What is your philosophy of education?" Beyond the interview, teachers need to formulate a philosophy of what they believe good education is so that they themselves can subscribe to it and be governed by that philosophy.

Content Area Reading: The purpose of the content area reading portion of the course is familiarize elementary teachers with concepts and working knowledge of elementary level reading. Constructivism is a pervasive theme. Pre-service teachers in the elementary block will be reminded of word attack skills, comprehension, critical thinking skills, readability issues including the use of readability formulas, textbook selection as a function of issues in reading, and lesson planning among other aspects. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s).** **Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas Foundations of Reading – Science of Reading 1.1, 1.2, and 1.3.**

Course Objectives for law, history, and philosophy (to be done prior to class beginning):

1. The student will be able to explain the attendance requirement in Arkansas public schools as provided in the state constitutional provisions. **State/INTASC Standards 9 (f), 9 (j), 9 (k), 9 (n), 9 (o), 10 (f), 10 (g), 10 (h), 10 (i), 10(j).** **The Frameworks addressed are 4a, 4b, 4d, 4e, and 4f,** which apply to objectives 1-11.
2. The students will be able to discuss the concepts of the right to an education and to list the steps in procedural due process.
3. The student will be able to explain the concept of freedom of speech and expression in relation to the concerns of the school.
4. The student will be able to explain the establishment clause of the first amendment and to discuss the limitations of religious activities in school.
5. The student will be able to explain the 4th amendment and to define the role of the school in conducting student searches.
6. The student will be able to discuss the legal obligations of school personnel regarding discipline.
7. The student will be able to discuss the background of racial and gender equality in the public school.
8. The student will be able to explain how to protect students' welfare in the public schools by being aware of tort liability.
9. The student will be able to discuss the legal, moral and ethical responsibilities of public school teachers.
10. The student will be able to identify key law terms.
11. Be able to define philosophy, metaphysics, epistemology, axiology, logic, perennialism,

progressivism/experimentalism, essentialism, existentialism, behaviorism, and reconstructionism . **State Standard 10 (t)**.

12. Given scenarios, identify whether a speaker is a perennialist, experimentalist, essentialist, existentialist, behaviorist, or reconstructionist. **State Standard 10 (t)**
13. Name and define the six major forces that have shaped American education--local control, universal education, public education, comprehensive education, secular education, changing ideas of the basics. **State Standard 10 (t)**
14. (This begins the content area reading objectives). Students will be able to name and show proper applications of phonological and phonemic awareness, concepts of print and alphabetic principle, and word analysis skills and strategies. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.1.**
15. Students will demonstrate how to use the Directed Reading Approach in planning lessons in their content fields and will exhibit awareness of the development of reading comprehension via vocabulary development, reading comprehension skills and strategies for imaginative/literary texts and for informational/expository texts. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.2.**
16. Students will demonstrate an awareness of reading assessment and instruction including their understanding of the interplay of word length, sentence length, and readers' experiences, in re-writing passages from secondary textbooks at a minimum of three grade levels lower than they were presented in those textbooks, formal and informal methods for assessing reading development, and other methods for increasing reading development. **State /INTASC standards 1 (d), 1 (e), 2 (c), 4(g), 4 (h), 4 (l), 5 (n), 5 (s), 7 (a), 7 (b), 7 (j), 7 (k), 7 (n), 8 (a), 8 (e), 8 (h), 8 (k), 8 (n), 8 (s). Danielson Frameworks addressed are 1b, 1c, 1d, 1e, 1f, 3a, 3c, and 3e. Arkansas FOR Science of Reading 1.3.**
17. Identify and/or explain aspects of a professional learning community (**Arkansas Teaching Standards 9 & 10, TESS 4d**).
18. Appropriately recognize elements of a professional learning community when observed and/or experienced (**Arkansas Teaching Standard 10, TESS 4d**).
19. Examine student data in order to improve student learning and progress (**Arkansas Teaching Standards 9 & 10, TESS 4a**).
20. Demonstrate collaborative efforts to examine and/or improve student learning (**Arkansas Teaching Standard 10, TESS 4c, 4d**).

Assessment and evaluation methods

The following are required:

1. attendance and participation to all PD days (*Arkansas Tech Student Handbook*). There are NO excused absences for ANYTHING unless ATU has released you from a requirement—
 - a. please make sure you have people who can help in case of family illnesses, flat tires, sporting events, children's getting out of school, etc.
 - b. No--you can not miss for attending a football game(band concert, basketball, FFA, FBLA, or any other event you help with) if it falls on a class day.
 - c. We only meet 4 times. You can go late on your own or whatever you need to do, but you MUST be in our class or fail the class.
 - d. DO NOT SCHEDULE ANY DOCTORS, DENTIST, ETC. APPOINTMENTS). Failure to attend class is failure in the class.
2. Be able to explain the theory of Grit and how that applies to student internship, the student's

- future career, and to creating strong future students of their own.
3. For School Law, satisfactory performance on an completion of the mandated reporter IDEAS training and ethics video assignment
This must be completed and uploaded to blackboard by August 16 at 11:59 p.m.
 4. We will have some online PD courses that you will take, complete, and upload the certificate of completion for.
 5. Content Area Reading—
 - a. Students are to write a lesson plans that on a topic that will be assigned relating to content area reading and that you teach from using and demonstrating a Constructivist Approach;
 - b. Utilize the lesson plan format that will be discussed in class, used in yourEd. Psyc class, and will be used in student teaching.
 - c. We will work on these in class on Day 2 and then students will turn in their a lesson plans when they return to a later PD day and teach from them.(100 points total);
 - d. You will each teach a mini-lesson individually in a small group to peers from another subject area. Please include how you will assess the reading performance and what method you will use based on the three Arkansas Foundations of Reading – Science of Reading competencies.
 - e. You will need to also have a copy of some information to give to your small group to teach them to read more effectively using science of reading approaches.
 - i. Plan on making up to 8 copies of your article, chapter, etc. that you are teaching from.
 6. Completion of the IDEAS science of reading modules.
 7. Be able to explain TESS to other individuals
 8. Students will create their resume up to industry standards by utilizing our student services on campus.
 - a. Have a copy of your rough draft resume on Day 2.
 - b. After listening to the representative from Career services speak, you will send her your revised resume which she will critique.
 - c. Once they are up to standards, they will be uploaded to TaskStream. Students will have a signed e-mail or letter from those offices stating that you have worked with them.
 9. Students will create a PGP which will help prepare them for becoming a reflective teacher as well as help prepare them for TESS when they become a classroom teacher. You will also be able to use these as a part of your portfolio. 😊
 10. Students will complete several IDEAs modules to help:
 - a. Further your understanding in several areas of teaching and management
 - b. Complete courses that you will have to have the certificates to give to the licensure officer so that the state will license you.
 - i. We are just trying to keep you on track with completing those in a timely manner.

Calculation of the grade for ELED4003:

Ethics/Law assignment:	100 points
Resume rough draft in class	25 points
Resume final draft	50 points
Lesson Plan/quiz question	25 points

IDEAS PD modules	480 points
PGP	50 points
Attendance on each day (100 each day)	400 points

(Role will be taken at different points during the day and if you don't respond, you will lose points for that section of the class day.)

Reflective piece on the last day/final 50 points

There will be random points for exit slips at the end of some days—25 points

This is tentative and may change as the course evolves and changes.

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

Late enrollment; absences, again: Due to the brief nature of “the block,” students must attend all day on the 4 days we hold class. This three-semester hour course will be completed in 4 sessions plus outside of class assignments. All assignments are required when due. No late work. No exceptions. No requests from you to have extensions please. Consider this your job this semester. This is a fast-moving, intense pre-service educational experience.

Administrative Requirements:

1. You **MUST** go to blackboard and do the federally mandated attendance module during the first week of ATU classes.
2. You will be dropped by the registrar’s office this semester if you do not, because we have to turn you in as non-attending since we have no other way of knowing if you are going to show up before our attendance deadline.
3. You must complete Module 1 of our class **PRIOR** to entering the public schools.
4. Attendance policy: Students are expected to attend all class meetings, **DRESS PROFESSIONALLY**, and participate fully. Most class meetings will require the active involvement of students. For emergency absences, refer to the *Arkansas Tech Student Handbook*. **Don’t schedule Doctor’s appointments, purchase tickets to something, go on vacation, have a sick sister/grandma/aunt/dog/goldfish or anything else that keeps you from PD days. YOU HAVE TO BE HERE!**

Don’t get sick...(please)

Other family emergencies will be dealt with on an individual basis (basically only a death in the family will be considered unless I have guidance from student services otherwise). ***This does not include sick children, spouses, etc. You need to make sure you have steady childcare (even for sick children) and reliable transportation. Do not ask to skip class or leave early to go do volunteer coaching etc.*** You will have after class time and all of internship for that.

*****DON'T ASK US TO MISS CLASS FOR A BALLGAME!!! We moved the class to Thursday to have less conflicts that we previously did. If you have a game, you will have to go late. Sorry. We only meet 4 times and there are a LOT of games.

5. Plagiarism and other academic misconduct: Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty is subject to the disciplinary section outlined in the *Arkansas Tech Student Handbook*.
6. Quality and timeliness of work: All work submitted should be of professional quality, neatly presented, grammatically correct and free of spelling and punctuation errors. **Work that is late will not receive credit. That does not mean you won't have to do it. Promptness and the ability to meet short deadlines are professionally-related competencies.** Make it your motto: "No excuses. I will make it happen."
7. We would suggest NOT waiting until the last minute to upload assignments. If they are late—they are late. If your internet, computer, tablet, or blackboard is down, that is your problem for not planning ahead—not ours.
8. Bring a device specifically a tablet or laptop (not phone) (we don't have lots of outlets—charge it), iPad, surface, etc. to work on. Sometimes, we will be doing on-line activities. EVERY MEETING

Policies:

Attendance

Class attendance and participation is required. Please refer to the course schedule and make a note of the class meeting dates for this course.

Academic Dishonesty

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 all 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 both unfair and dishonest practices. Academic offenses involving dishonesty and misconduct not expressly set forth in the definitions may also be considered dishonesty or academic misconduct.

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:

1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity **MUST** be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.

Example: 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.

All violations should be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be <https://www.atu.edu/academic-integrity> and should be running by the first week of classes.

Definitions

Academic Dishonesty

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

Cheating

Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means;

d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

Plagiarism

Plagiarism is stealing the ideas or writing of another person and them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized.

Acknowledgement of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Academic Misconduct

Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as,

talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal or nonverbal harassment and/or

threats in the relation to classes. Student behavior should not infringe on the rights of other students or faculty during a class. (Arkansas Tech University Graduate Catalogue).

Tobacco Products

No tobacco products are allowed in classrooms.

Technology

Students are requested to use proper netiquette when communicating with students during online assignment, to ensure a quality learning environment for all. There are *inherent* technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard, Arkansas IDEAS, and Taskstream.

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week Website:

<https://ois.atu.edu/>

Incomplete Grade Contract

A grade of "I" (Incomplete) may be recorded for a student who has not completed all the requirements of a course ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least 75% of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the instructor will complete an "Incomplete Grade Contract," setting a reasonable time limit within the following semester in which the work must be completed. The incomplete grade contract is to be signed by both the instructor and the student.

An "I" grade must be removed by the end of the succeeding regular semester of enrollment after the "I" is received. Beginning in the first summer term, 1990, and thereafter, a grade of "I" will not be computed in the grade point average for the semester recorded; however, the "I" will automatically change to a grade of "F" and be computed in the grade point average at the end of the next regular semester (fall or spring), unless course requirements are completed and the final grade is reported before the end of the semester.

Inclement Weather Policy

Classes meet unless the University has closed due to inclement weather. In the event dangerous road conditions exist where you live or in the area you travel, you must exercise sound judgment in deciding whether to attend class. Please check Blackboard to learn of the University's closing. If the University has not closed and you decide it would be unsafe to attend class, please notify the professor by email concerning your decision.

Access, Accommodations, and Diversity

Access

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>.

Accommodation

If a specific accommodation is needed due to temporary or long-term injury, handicap, or disability, please contact the instructor as soon as possible. Please remember this is a teaching institution that focuses on its teaching mission. If clarification or other individual help with course material or objectives is required, contact the instructor as soon as possible. Please take advantage of all the resources available to you.

Diversity

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>.

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).

Privacy & Accessibility Policies:

See the following links:

[Third-Party Privacy and Accessibility Policies](#) or https://www.atu.edu/etech/privacy_accessibility.php

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:

4. 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-gettingsick/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-gettingsick/cloth-face-cover-guidance.html>).

5. All students are required to participate in a daily health self-screen (<https://www.atu.edu/pandemicrecovery/student-healthscreening.php>). For students commuting to campus, please complete

before coming to campus. For residential students, please complete 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 in the student health screening document and repeated below:

- Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm
- Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
- University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm

6. 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.).

7. 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 email 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.

For more information about ATU COVID-19 policies, please refer to the ATU Pandemic Framework

(<https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework2020.pdf>) as well as the University's Pandemic Recovery webpage (<https://www.atu.edu/pandemicrecovery/>).



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
CURRICULUM & INSTRUCTION	7/1/22

Title	Signature	Date
Department Head	<i>Sheresa Cullen</i>	8/1/22
Dean	<i>Linda Bean</i>	8.1.2022
Assessment	<i>Am An</i>	8-11-2022
Registrar	<i>Yommy Juarez</i>	8/11/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	11/8/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 4903	Effective Term: <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Residency A in Elementary Education		

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

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Every Fall and Spring full semester

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

No

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

No

Answer the following Assessment questions:

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

Not Applicable

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

The primary goal of Residency A is to integrate coursework with the realities of the actual classroom to provide a practical and experimental learning environment for the intern where the intern can actively attempt to apply his or her developing knowledge and skills in a supportive environment. To accomplish this goal, specific objectives have been identified. The Intern will:

1. **Communicate accurately and effectively in the content area.**
2. **Maintain professional rapport with students.**
3. **Obtain feedback from and communicate with students in a way that enhances student learning.**

4. Encourage the development of student involvement, responsibility, and critical thinking skills.
5. Manage the classroom in a way that ensures the best use of instructional time.
6. Create an atmosphere conducive to learning, self-discipline, and development of positive self-concept.
7. Use a variety of instructional techniques, methods, and media related to the objectives.
8. Organize instruction to take into account individual and cultural differences among learners.
9. Plan instruction to achieve selected objectives.
10. Demonstrate understanding of human growth and development characteristics of students.
11. Demonstrate the value of self-evaluation and reflective thinking.
12. Demonstrate an understanding of the importance of educational research.
13. Demonstrate knowledge of foundations of public education in America, both at the state and district levels.
14. Demonstrate knowledge of legal responsibilities of the public-school system.
15. Prepare to arrange for conference and referral opportunities.

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

This program change will allow the student program to be more practiced based which is called for by the State of Arkansas. This program change is in reaction to a Forward Arkansas Grant we were awarded with the support of the Arkansas Department of Elementary and Secondary Education. This will allow students to have meaningful co-teaching experiences in the field and a seminar during the first semester of their senior year to increase their classroom experiences and mentoring experiences.

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

The addition of this course will provide students with more time in the public school classrooms allowing them to put theory into practice while have multiple systems of support including but not limited to mentor teachers, site coordinators, and instructors. It will also allow students to experience a full year of public school prior to becoming certified teachers and having a classroom of their own.

**Measures to assess these different InTASC Standards and FFT criteria include Formative Observations
Arkansas Tech University Student Residency Formative Observation Form**

Intern Name, Program, Email, and T number:	Evaluator Name and Email:	Date:
What is your supervisory role? (Circle one.)	ATU Campus-based Cohort ATU Content	School:

Which evaluation is this? (Circle one.)	1	2	3	4	
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TESS Domain 1: Planning and Preparation

1a - Demonstrating Knowledge of Content and Pedagogy (Arkansas Teaching Standards (ATS)/InTASC Standard 4 Content Knowledge)

<p>INEFFECTIVE</p> <p>The intern's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</p>	<p>PROGRESSING</p> <p>The intern's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.</p>	<p>EFFECTIVE</p> <p>The intern's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</p>
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1b - Demonstrating Knowledge of Students (ATS/InTASC Standard 1 and 2 Learning Development and Differences)

<p>INEFFECTIVE</p> <p>The intern demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>PROGRESSING</p> <p>The intern indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>EFFECTIVE</p> <p>The intern actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>
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1c - Setting Instructional Outcomes (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

<p>INEFFECTIVE</p> <p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>PROGRESSING</p> <p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the intern makes no attempt at coordination or integration.</p>	<p>EFFECTIVE</p> <p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.</p>
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<p><i>1d - Demonstrating Knowledge of Resources (ATS/InTASC Standard 7 Planning for Instruction)</i></p>		
<p>INEFFECTIVE</p> <p>The intern demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek such knowledge.</p>	<p>PROGRESSING</p> <p>The intern demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek to extend such knowledge.</p>	<p>EFFECTIVE</p> <p>The intern is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>
<p><i>1e - Designing Coherent Instruction (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)</i></p>		
<p>INEFFECTIVE</p> <p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p>	<p>PROGRESSING</p> <p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>EFFECTIVE</p> <p>The intern coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>

1f - Designing Student Assessments (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>The intern's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>The intern's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The intern intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>The intern's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The intern intends to use assessment results to plan for future instruction for groups of students.</p>

Domain 1 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>Classroom interactions, both between the intern and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p>	<p>Classroom interactions, both between the intern and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Classroom interactions between the intern and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental</p>

		differences among groups of students.
<i>2b - Establishing a Culture for Learning (ATS/InTASC Standard 3 Learning Environments)</i>		
<p>INEFFECTIVE</p> <p>The classroom environment conveys a negative culture for learning, characterized by low intern commitment to the subject, low expectations for student achievement, and little or no student pride in work.</p>	<p>PROGRESSING</p> <p>The intern's attempt to create a culture for learning is partially successful, with little intern commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the intern and students appear to be only "going through the motions."</p>	<p>EFFECTIVE</p> <p>The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both intern and students, with students demonstrating pride in their work.</p>
<i>2c - Managing Classroom Procedures (ATS/InTASC Standard 3 Learning Environments)</i>		
<p>INEFFECTIVE</p> <p>Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.</p>	<p>PROGRESSING</p> <p>Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.</p>	<p>EFFECTIVE</p> <p>Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.</p>
<i>2d - Managing Student Behavior (ATS/InTASC Standard 3 Learning Environments)</i>		
<p>INEFFECTIVE</p> <p>There is no evidence that standards of conduct have been established and little or no intern monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.</p>	<p>PROGRESSING</p> <p>It appears that the intern has made an effort to establish standards of conduct for students. The intern tries, with uneven results, to monitor student behavior and</p>	<p>EFFECTIVE</p> <p>Standards of conduct appear to be clear to students, and the intern monitors student behavior against those standards. The intern's response to student misbehavior is appropriate and respects the students' dignity.</p>

	respond to student misbehavior.	
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2e - Organizing Physical Space (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>The physical environment is unsafe, or some students don't have access to learning.</p> <p>Alignment between the physical arrangement and the lesson activities is poor.</p>	<p>The classroom is safe, and essential learning is accessible to most students; the intern's use of physical resources, including computer technology, is moderately effective. The intern may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; the intern ensures that the physical arrangement is appropriate to the learning activities. The intern makes effective use of physical resources, including computer technology.</p>

Domain 2 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 3: Instruction

3a - Communicating with Students (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

<p>INEFFECTIVE</p> <p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The intern's use of language contains errors or is inappropriate for students' cultures or levels of development.</p>	<p>PROGRESSING</p> <p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the intern's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p>	<p>EFFECTIVE</p> <p>Expectations for learning, directions and procedures, and explanations of content are clear to students.</p> <p>Communications are appropriate for students' cultures and levels of development.</p>
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3b - Using Questioning and Discussion Techniques (ATS/InTASC Standard 8 Instructional Strategies)

<p>INEFFECTIVE</p> <p>The intern's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.</p>	<p>PROGRESSING</p> <p>Some of the intern's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The intern's attempts to engage all students in the discussion are only partially successful.</p>	<p>EFFECTIVE</p> <p>Most of the intern's questions elicit a thoughtful response, and the intern allows sufficient time for students to answer. All students participate in the discussion, with the intern stepping aside when appropriate.</p>
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3c - Engaging Students in Learning (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

<p>INEFFECTIVE</p> <p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>PROGRESSING</p> <p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>EFFECTIVE</p> <p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>
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3d - Using Assessment in Instruction (ATS/InTASC Standard 6 Assessment)

<p>INEFFECTIVE</p> <p>Assessment is not used in instruction, either through monitoring of progress by the intern or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>PROGRESSING</p> <p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the intern and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>EFFECTIVE</p> <p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the intern and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>
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3e - Demonstrating Flexibility and Responsiveness (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

<p>INEFFECTIVE</p> <p>The intern adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The intern brushes aside student questions; when students experience difficulty, the intern blames the students or their home environment.</p>	<p>PROGRESSING</p> <p>The intern attempts to modify the lesson when needed and to respond to student questions, with moderate success. The intern accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>EFFECTIVE</p> <p>The intern promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>
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Domain 3 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 4: Professional Responsibilities

4a - Reflecting on Teaching (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE

The intern does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.

PROGRESSING

The intern provides a partially accurate and objective description of the lesson but does not cite specific evidence. The intern makes only general suggestions as to how the lesson might be improved.

EFFECTIVE

The intern provides an accurate and objective description of the lesson, citing specific evidence. The intern makes some specific suggestions as to how the lesson might be improved.

4b - Maintaining Accurate Records (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE

The intern's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.

PROGRESSING

The intern's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.

EFFECTIVE

The intern's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.

4c - Communicating with Families (ATS/InTASC Standard 10 Leadership and Collaboration)

INEFFECTIVE

The intern's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The intern makes no attempt to engage families in the instructional program.

PROGRESSING

The intern adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.

EFFECTIVE

The intern communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.

4d - Participating in a Professional Community (ATS/InTASC Standard 10 Leadership and Collaboration)

<p>INEFFECTIVE</p> <p>The intern avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p>	<p>PROGRESSING</p> <p>The intern becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p>	<p>EFFECTIVE</p> <p>The intern participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>
<p><i>4e - Growing and Developing Professionally (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)</i></p>		
<p>INEFFECTIVE</p> <p>The intern does not participate in professional development activities and makes no effort to share knowledge with colleagues. The intern is resistant to feedback from supervisors or colleagues.</p>	<p>PROGRESSING</p> <p>The intern participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The intern accepts, with some reluctance, feedback from supervisors and colleagues.</p>	<p>EFFECTIVE</p> <p>The intern seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The intern welcomes feedback from supervisors and colleagues.</p>
<p><i>4f - Showing Professionalism (ATS/InTASC Standard 9 Professional Learning and Ethical Practice and Standard 10 Leadership and Collaboration)</i></p>		
<p>INEFFECTIVE</p> <p>The intern has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The intern fails to comply with school and district regulations and time lines.</p>	<p>PROGRESSING</p> <p>The intern is honest and well intentioned in serving students and contributing to decisions in the school, but the intern's attempts to serve students are limited. The intern complies minimally with school and district regulations, doing just enough to get by.</p>	<p>EFFECTIVE</p> <p>The intern displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.</p>

Domain 4 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

Use of Technology

INEFFECTIVE

The intern is not aware of the technology available and/or cannot cite how s/he might use technology if it was available.

PROGRESSING

The intern can cite general examples of how s/he might use technology if it was available, and/or makes acceptable use of technology that is available for the lesson evaluated.

EFFECTIVE

The intern can denote specific examples of how s/he would use technology if it was available and/or makes good use of technology that is available for the lesson evaluated.

Pursuit of Equity in Learning

INEFFECTIVE

The intern has little sense of the backgrounds or needs of his or her students within the classroom resulting in inequitable learning opportunities. The intern has not considered supports that a student or group of students may need to help them reach the goals of learning and success in the classroom or disregards this potential.

PROGRESSING

The intern acknowledges that students come from different experiences and backgrounds and recognizes situations in which a student or group of students may need additional support for learning in the classroom and demonstrates some effort to address these needs effectively to provide equitable learning opportunities.

EFFECTIVE

The intern recognizes when a student or group of students may need additional support for learning in the classroom, demonstrates clear efforts to address these needs, and provides equitable learning opportunities for his or her students.

Overall Impact on Student Learning

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>The intern did not positively impact student learning in the classroom or had very minimal positive impact on student learning.</p>	<p>The intern positively impacted student learning of most students within the classroom.</p>	<p>The intern positively impacted student learning at high levels within the classroom.</p>

Intern Signature: Evaluator Signature:

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

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

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



ARKANSAS
TECH
UNIVERSITY

ELED 4903 - Residency A in Elementary Education
Arkansas Tech University

Term

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.

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.

Course Number: 4903

Course Title: Residency A in Elementary Education

Instructor Information:

Office:

Office Hours:

Office Phone:

Email: (Email communications will be directed primarily through each student's ATU email account. Please check your ATU account frequently or forward the ATU email to your private email account.)

Course Description:

Prerequisites: Stage II Acceptance, Residency A Application, Approved Arkansas Educators License System (AELS) Background Check, Degree Audit, 2.7 or higher GPA, Arkansas IDEAS Account.

This course is to be taken concurrently with ELED 4003 Seminar in Elementary Education. Part I of an intensive yearlong residency in elementary education. Students will spend time in elementary education (K-6) environments applying their knowledge and skills in reflective decision making with children and families.

This course involves professional applications of pedagogical and professional practice of elementary educators. The course is structured around the professional expectations including state requirements for pedagogical and professional assessments through the Teacher Excellence Support System (TESS). A complete handbook regarding Residency A expectations and requirements is located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)

This course involves the completion of requirements for teacher licensure required for by Arkansas Act 416 of 2017.

Recommended Text:

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher.*

Mountain View, CA: Harry K. Wong Publications.

Rules governing the Teacher Excellence and Support System. (2015). Little Rock, AR: Arkansas Dept. of Education

Supplemental Reading List:

Heinrichs, A., & Kania, M. (2018). *Arkansas*. Mankato, MN: The Child's World.

Prometrics. (2017). *Praxis II elementary education: Multiple subjects (5001) exam secrets study guide*. Mometrix Media LLC.

Rationale for the Course:

This course is based on the premise that a student can receive guidance to complete licensure requirements not covered in previous courses prior to the Residency semesters. In this course, a student will work through guided modules to complete the independent state requirement modules and Praxis test(s) required for licensure, provide guidance and opportunity to develop communitive and professional artifacts that can be utilized in the Residency A Portfolio, and provide an opportunity for growth in knowledge and understanding of digital teaching capabilities. The student's personal journey of growth as a novice educator will also serve as a component of the course.

Course Objectives:

The primary goal of Residency is to integrate coursework with the realities of the actual classroom in order to provide a practical and experimental learning environment for the resident where the resident can actively attempt to apply his or her developing knowledge and skills in a supportive environment. In order to accomplish this goal, specific objectives have been identified. The Resident will:

- Communicate accurately and effectively in the content area.
- Maintain professional rapport with students.
- Obtain feedback from and communicate with students in a way that enhances student learning.
- Encourage the development of student involvement, responsibility, and critical thinking skills.
- Manage the classroom in a way that ensures the best use of instructional time.
- Create an atmosphere conducive to learning, self-discipline, and development of positive self- concept.
- Use a variety of instructional techniques, methods, and media related to the objectives.
- Organize instruction to take into account individual and cultural differences among learners.
- Plan instruction to achieve selected objectives.
- Demonstrate understanding of human growth and development characteristics of students.
- Demonstrate the value of self-evaluation and reflective thinking.
- Demonstrate an understanding of the importance of educational research.
- Demonstrate knowledge of foundations of public education in America, both at the state and district levels.
- Demonstrate knowledge of legal responsibilities of the public-school system.
- Prepare to arrange for conference and referral opportunities.

Course Expectations & Requirements:

A complete handbook regarding Residency A expectations and requirements is located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)

This course involves the completion of requirements for teacher licensure required for by Arkansas Act 416 of 2017. Plagiarism must be avoided. This includes plagiarism of both published and unpublished information. All work submitted must be your own work.

Along with course requirements students will need to complete the following modules for Arkansas Licensure:

1. Arkansas IDEAS Modules Required for Initial Licensure

Upon completion of ELED the student will have record of the Arkansas IDEAS modules required for initial teacher licensure.

- Science of Reading Modules 1-14 (15.5 hrs.)
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Upon completion of ELED the student will have record of completion and/or passing scores of Praxis content area tests, the Principles of Learning and Teaching test, and Pearson's Foundations of Reading test required for an Arkansas Initial Teaching License.

- Praxis Principles of Learning & Teaching
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3. Residency A Portfolio

- www.atu.edu/techeducation

Grading:

The progress toward goals and objectives should be noted, recorded, and discussed periodically. When evaluating the resident for grading purposes, the appropriate mentoring teacher should base decisions upon the following evaluation guidelines:

FOR GRADE "C"

Resident should approximate the following requirements:

1. Be regular in attendance; be on time in arrival and departure.
2. Dress professionally.
3. Complete all required work on time.
4. Be cooperative and professional at all times.
5. Take and act upon constructive feedback positively in a professional manner.
6. Keep lesson plans on file for each lesson for which they have primary responsibility.
7. Keep students engaged in worthwhile activities the full period.
8. Demonstrate appropriate management skills.
9. Meets most professional standards and expectations.
10. Integrate technology into curriculum.

FOR GRADE "B"

Satisfy all conditions for a grade of "C" and approximate the following:

1. Show initiative in carrying out responsibilities and show attention to detail.
2. Demonstrate the ability to select activities.

3. Elicit positive responses from the students.
4. Show growth and demonstrate reflective thinking.
5. Meets professional standards and expectations.
6. Enhance learning with the use of appropriate technology.

FOR GRADE "A"

Satisfy all conditions for a grade of "B" and approximate the following:

1. Exhibit outstanding and consistent initiative and originality in carrying out responsibilities.
2. Exhibit masterful application of principles of learning and teaching through demonstrating an outstanding ability to select activities.
3. Elicit positive and sustained response from the students.
4. Show significant growth and increase in reflective thinking.
5. Meets or exceeds professional standards and expectations.
6. Demonstrate use of technology as a substantive tool for learning.

If the resident receives a grade below "C", the resident is not recommended for licensure and is obligated to repeat the Residency experience. If it appears that the student will receive a grade below "C", the Campus-based Supervisor or liaison, as appropriate, must inform the Director of Teacher Education Student Services of the problem and alternatives discussed with the resident. This disclosure should be made in a timely manner so the resident can withdraw from Residency if remediation efforts are not successful.

Policies:

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Class attendance and participation is required. Please refer to the course schedule and make a note of the class meeting dates for this course.

Academic Dishonesty

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On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

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Example: 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.

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

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Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

Plagiarism

Plagiarism is stealing the ideas or writing of another person and them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized.

Acknowledgement 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.

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Technical Support

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Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week Website: <https://ois.atu.edu/>

Incomplete Grade Contract

A grade of "I" (Incomplete) may be recorded for a student who has not completed all the requirements of a course ONLY in situations where the student has an illness or other circumstances beyond the student's control, and has completed at least 75% of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the instructor will complete an "Incomplete Grade Contract," setting a reasonable time limit within the following semester in which the work must be completed. The incomplete grade contract is to be signed by both the instructor and the student.

An "I" grade must be removed by the end of the succeeding regular semester of enrollment after the "I" is received. Beginning in the first summer term, 1990, and thereafter, a grade of "I" will not be computed in the grade point average for the semester recorded; however, the "I" will automatically change to a grade of "F" and be computed in the grade point average at the end of the next regular semester (fall or spring), unless course requirements are completed and the final grade is reported before the end of the semester.

Inclement Weather Policy

Classes meet unless the University has closed due to inclement weather. In the event dangerous road conditions exist where you live or in the area you travel, you must exercise sound judgment in deciding whether to attend class. Please check Blackboard to learn of the University's closing. If the University has not closed and you decide it would be unsafe to attend class, please notify the professor by email concerning your decision.

Access, Accommodations, and Diversity

Access

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>.

Accommodation

If a specific accommodation is needed due to temporary or long-term injury, handicap, or disability, please contact the instructor as soon as possible. Please remember this is a teaching institution that focuses on its teaching mission. If clarification or other individual help with course material or objectives is required, contact the instructor as soon as possible. Please take advantage of all the resources available to you.

Diversity

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>.

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).

Privacy & Accessibility Policies:

See the following links:

[Third-Party Privacy and Accessibility Policies](#) or https://www.atu.edu/etech/privacy_accessibility.php

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:

4. 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-gettingsick/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-gettingsick/cloth-face-cover-guidance.html>).

5. All students are required to participate in a daily health self-screen

(<https://www.atu.edu/pandemicrecovery/student-healthscreening.php>). For students

commuting to campus, please complete

before coming to campus. For residential students, please complete 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 in the student health screening document and repeated below:

- Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm
- Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
- University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm

6. 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.).

7. 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 email 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.

For more information about ATU COVID-19 policies, please refer to the ATU Pandemic Framework (<https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework2020.pdf>) as well as the University's Pandemic Recovery webpage (<https://www.atu.edu/pandemicrecovery/>).



ELED 4903 – Residency A in Elementary Education

Arkansas Tech University

Term

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Course Number: 4903

Course Title: Residency A in Elementary Education

Instructor Information:

Office:

Office Hours:

Office Phone:

Email: (Email communications will be directed primarily through each student's ATU email account. Please check your ATU account frequently or forward the ATU email to your private email account.)

Course Description:

Prerequisites: Stage II Acceptance, Residency A Application, Approved Arkansas Educators License System (AELS) Background Check, Degree Audit, 2.7 or higher GPA, Arkansas IDEAS Account.

This course is to be taken concurrently with ELED 4003 Seminar in Elementary Education. Part I of an intensive yearlong residency in elementary education. Students will spend time in elementary education (K-6) environments applying their knowledge and skills in reflective decision making with children and families.

This course involves professional applications of pedagogical and professional practice of elementary educators. The course is structured around the professional expectations including state requirements for pedagogical and professional assessments through the Teacher Excellence Support System (TESS). A complete handbook regarding Residency A expectations and requirements is located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)

This course involves the completion of requirements for teacher licensure required for by Arkansas Act 416 of 2017.

Recommended Text:

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Rationale for the Course:

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Course Objectives:

The primary goal of Residency is to integrate coursework with the realities of the actual classroom in order to provide a practical and experimental learning environment for the resident where the resident can actively attempt to apply his or her developing knowledge and skills in a supportive environment. In order to accomplish this goal, specific objectives have been identified. The Resident will:

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- Demonstrate understanding of human growth and development characteristics of students.
- Demonstrate the value of self-evaluation and reflective thinking.
- Demonstrate an understanding of the importance of educational research.
- Demonstrate knowledge of foundations of public education in America, both at the state and district levels.
- Demonstrate knowledge of legal responsibilities of the public-school system.
- Prepare to arrange for conference and referral opportunities.

Course Expectation& Requirements:

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Along with course requirements students will need to complete the following modules for Arkansas Licensure:

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- www.atu.edu/teachereducation

Grading:

The progress toward goals and objectives should be noted, recorded, and discussed periodically. When evaluating the resident for grading purposes, the appropriate mentoring teacher should base decisions upon the following evaluation guidelines:

FOR GRADE “C”

Resident should approximate the following requirements:

1. Be regular in attendance; be on time in arrival and departure.
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FOR GRADE “B”

Satisfy all conditions for a grade of “C” and approximate the following:

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Website: <https://ois.atu.edu/>

Incomplete Grade Contract

A grade of “I” (Incomplete) may be recorded for a student who has not completed all the requirements of a course ONLY in situations where the student has an illness or other circumstances beyond the student’s control, and has completed at least 75% of the course requirements, provided work already completed is of passing quality. If a grade of “I” is assigned, the instructor will complete an “Incomplete Grade Contract,” setting a reasonable time limit within the following semester in which the work must be completed. The incomplete grade contract is to be signed by both the instructor and the student.

An “I” grade must be removed by the end of the succeeding regular semester of enrollment after the “I” is received. Beginning in the first summer term, 1990, and thereafter, a grade of “I” will not be computed in the grade point average for the semester recorded; however, the “I” will automatically change to a grade of “F” and be computed in the grade point average at the end of the next regular semester (fall or spring), unless course requirements are completed and the final grade is reported before the end of the semester.

Inclement Weather Policy

Classes meet unless the University has closed due to inclement weather. In the event dangerous road conditions exist where you live or in the area you travel, you must exercise sound judgment in deciding whether to attend class. Please check Blackboard to learn of the University’s closing. If the University has not closed and you decide it would be unsafe to attend class, please notify the professor by email concerning your decision.

Access, Accommodations, and Diversity

Access

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>.

Accommodation

If a specific accommodation is needed due to temporary or long-term injury, handicap, or disability, please contact the instructor as soon as possible. Please remember this is a teaching institution that focuses on its teaching mission. If clarification or other individual help with course material or objectives is required, contact the instructor as soon as possible. Please take advantage of all the resources available to you.

Diversity

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>.

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).

Privacy & Accessibility Policies:

See the following links:

[Third-Party Privacy and Accessibility Policies](https://www.atu.edu/etech/privacy_accessibility.php) or
https://www.atu.edu/etech/privacy_accessibility.php

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:

4. 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-gettingsick/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-gettingsick/cloth-face-cover-guidance.html>).

5. All students are required to participate in a daily health self-screen

(<https://www.atu.edu/pandemicrecovery/student-healthscreening.php>). For students commuting to campus, please complete

before coming to campus. For residential students, please complete 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 in the student health screening document and repeated below:

- Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm
- Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
- University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm

6. 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.).

7. 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 email 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.

For more information about ATU COVID-19 policies, please refer to the ATU Pandemic Framework

(<https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework2020.pdf>) as well as the University's Pandemic Recovery webpage

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
CURRICULUM & INSTRUCTION	7/1/22

Title	Signature	Date
Department Head	<i>Theresa Cullen</i>	8/1/22
Dean	<i>Linda Bean</i>	8.1.2022
Assessment	<i>Mr. M. Z.</i>	8-11-2022
Registrar	<i>Yammy Guevara</i>	8/11/2022
Graduate Dean (Graduate Proposals Only)	_____	_____
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 JW
Faculty Senate (Undergraduate Proposals Only)	11/8/22 JW
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 4909	Effective Term: • Spring Summer
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Residency B in Elementary Education		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) RESIDENCY B ELEM EDUCATION		

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

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

If selected other list fee type:

Elective Major Minor

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

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

Every Fall and Spring full semester

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

No

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

No

Answer the following Assessment questions:

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

Not Applicable

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

The primary goal of Residency A is to integrate coursework with the realities of the actual classroom to provide a practical and experimental learning environment for the intern where the intern can actively attempt to apply his or her developing knowledge and skills in a supportive environment. To accomplish this goal, specific objectives have been identified. The Intern will:

1. **Communicate accurately and effectively in the content area.**
2. **Maintain professional rapport with students.**
3. **Obtain feedback from and communicate with students in a way that enhances student learning.**

4. Encourage the development of student involvement, responsibility, and critical thinking skills.
5. Manage the classroom in a way that ensures the best use of instructional time.
6. Create an atmosphere conducive to learning, self-discipline, and development of positive self-concept.
7. Use a variety of instructional techniques, methods, and media related to the objectives.
8. Organize instruction to take into account individual and cultural differences among learners.
9. Plan instruction to achieve selected objectives.
10. Demonstrate understanding of human growth and development characteristics of students.
11. Demonstrate the value of self-evaluation and reflective thinking.
12. Demonstrate an understanding of the importance of educational research.
13. Demonstrate knowledge of foundations of public education in America, both at the state and district levels.
14. Demonstrate knowledge of legal responsibilities of the public-school system.
15. Prepare to arrange for conference and referral opportunities.

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

This program change will allow the student program to be more practiced based which is called for by the State of Arkansas. This program change is in reaction to a Forward Arkansas Grant we were awarded with the support of the Arkansas Department of Elementary and Secondary Education. This will allow students to have meaningful co-teaching experiences in the field and a seminar during the first semester of their senior year to increase their classroom experiences and mentoring experiences.

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

The addition of this course will provide students with more time in the public school classrooms allowing them to put theory into practice while have multiple systems of support including but not limited to mentor teachers, site coordinators, and instructors. It will also allow students to experience a full year of public school prior to becoming certified teachers and having a classroom of their own.

**Measures to assess these different InTASC Standards and FFT criteria include Formative Observations
Arkansas Tech University Student Residency Formative Observation Form**

Intern Name, Program, Email, and T number:	Evaluator Name and Email:	Date:
What is your supervisory role? (Circle one.)	ATU Campus-based Cohort ATU Content	School:

Which evaluation is this? (Circle one.)	1 2 3 4
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TESS Domain 1: Planning and Preparation

1a - Demonstrating Knowledge of Content and Pedagogy (Arkansas Teaching Standards (ATS)/InTASC Standard 4 Content Knowledge)

<p>INEFFECTIVE</p> <p>The intern's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</p>	<p>PROGRESSING</p> <p>The intern's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.</p>	<p>EFFECTIVE</p> <p>The intern's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</p>
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1b - Demonstrating Knowledge of Students (ATS/InTASC Standard 1 and 2 Learning Development and Differences)

<p>INEFFECTIVE</p> <p>The intern demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>PROGRESSING</p> <p>The intern indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>EFFECTIVE</p> <p>The intern actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>
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1c - Setting Instructional Outcomes (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

<p>INEFFECTIVE</p> <p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>PROGRESSING</p> <p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the intern makes no attempt at coordination or integration.</p>	<p>EFFECTIVE</p> <p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.</p>
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1d - Demonstrating Knowledge of Resources (ATS/InTASC Standard 7 Planning for Instruction)

<p>INEFFECTIVE</p> <p>The intern demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek such knowledge.</p>	<p>PROGRESSING</p> <p>The intern demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek to extend such knowledge.</p>	<p>EFFECTIVE</p> <p>The intern is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>
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1e - Designing Coherent Instruction (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

<p>INEFFECTIVE</p> <p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.</p>	<p>PROGRESSING</p> <p>The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.</p>	<p>EFFECTIVE</p> <p>The intern coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</p>
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1f - Designing Student Assessments (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>The intern's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>The intern's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The intern intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>The intern's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The intern intends to use assessment results to plan for future instruction for groups of students.</p>

Domain 1 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>Classroom interactions, both between the intern and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.</p>	<p>Classroom interactions, both between the intern and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</p>	<p>Classroom interactions between the intern and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</p>

2b - Establishing a Culture for Learning (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE

The classroom environment conveys a negative culture for learning, characterized by low intern commitment to the subject, low expectations for student achievement, and little or no student pride in work.

PROGRESSING

The intern's attempt to create a culture for learning is partially successful, with little intern commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the intern and students appear to be only "going through the motions."

EFFECTIVE

The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both intern and students, with students demonstrating pride in their work.

2c - Managing Classroom Procedures (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE

Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties.

PROGRESSING

Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties are only partially effective.

EFFECTIVE

Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of noninstructional duties, which occur smoothly.

2d - Managing Student Behavior (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE

There is no evidence that standards of conduct have been established and little or no intern monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.

PROGRESSING

It appears that the intern has made an effort to establish standards of conduct for students. The intern tries, with uneven results, to monitor student behavior and respond to student misbehavior.

EFFECTIVE

Standards of conduct appear to be clear to students, and the intern monitors student behavior against those standards. The intern's response to student misbehavior is appropriate and respects the students' dignity.

2e - Organizing Physical Space (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>The physical environment is unsafe, or some students don't have access to learning.</p> <p>Alignment between the physical arrangement and the lesson activities is poor.</p>	<p>The classroom is safe, and essential learning is accessible to most students; the intern's use of physical resources, including computer technology, is moderately effective. The intern may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; the intern ensures that the physical arrangement is appropriate to the learning activities. The intern makes effective use of physical resources, including computer technology.</p>

Domain 2 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 3: Instruction		
<i>3a - Communicating with Students (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)</i>		
INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The intern's use of language contains errors or is inappropriate for students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the intern's use of language is correct but may not be completely appropriate for students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students.</p> <p>Communications are appropriate for students' cultures and levels of development.</p>

3b - Using Questioning and Discussion Techniques (ATS/InTASC Standard 8 Instructional Strategies)

INEFFECTIVE

The intern's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.

PROGRESSING

Some of the intern's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The intern's attempts to engage all students in the discussion are only partially successful.

EFFECTIVE

Most of the intern's questions elicit a thoughtful response, and the intern allows sufficient time for students to answer. All students participate in the discussion, with the intern stepping aside when appropriate.

3c - Engaging Students in Learning (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE

Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.

PROGRESSING

Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.

EFFECTIVE

Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.

3d - Using Assessment in Instruction (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE

Assessment is not used in instruction, either through monitoring of progress by the intern or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.

PROGRESSING

Assessment is occasionally used in instruction, through some monitoring of progress of learning by the intern and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.

EFFECTIVE

Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the intern and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.

3e - Demonstrating Flexibility and Responsiveness (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>The intern adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The intern brushes aside student questions; when students experience difficulty, the intern blames the students or their home environment.</p>	<p>The intern attempts to modify the lesson when needed and to respond to student questions, with moderate success. The intern accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>The intern promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>
<p>Domain 3 Criteria Feedback and Next Steps:</p> <p>What does the student intern need to improve upon in this Domain that will be observed again in future lessons?</p> <p>What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?</p>		

TESS Domain 4: Professional Responsibilities

4a - Reflecting on Teaching (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>The intern does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.</p>	<p>The intern provides a partially accurate and objective description of the lesson but does not cite specific evidence. The intern makes only general suggestions as to how the lesson might be improved.</p>	<p>The intern provides an accurate and objective description of the lesson, citing specific evidence. The intern makes some specific suggestions as to</p>

		how the lesson might be improved.
<i>4b - Maintaining Accurate Records (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)</i>		
<p>INEFFECTIVE</p> <p>The intern's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.</p>	<p>PROGRESSING</p> <p>The intern's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.</p>	<p>EFFECTIVE</p> <p>The intern's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.</p>
<i>4c - Communicating with Families (ATS/InTASC Standard 10 Leadership and Collaboration)</i>		
<p>INEFFECTIVE</p> <p>The intern's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The intern makes no attempt to engage families in the instructional program.</p>	<p>PROGRESSING</p> <p>The intern adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p>	<p>EFFECTIVE</p> <p>The intern communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p>
<i>4d - Participating in a Professional Community (ATS/InTASC Standard 10 Leadership and Collaboration)</i>		
<p>INEFFECTIVE</p> <p>The intern avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p>	<p>PROGRESSING</p> <p>The intern becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p>	<p>EFFECTIVE</p> <p>The intern participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>

4e - Growing and Developing Professionally (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE

The intern does not participate in professional development activities and makes no effort to share knowledge with colleagues. The intern is resistant to feedback from supervisors or colleagues.

PROGRESSING

The intern participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The intern accepts, with some reluctance, feedback from supervisors and colleagues.

EFFECTIVE

The intern seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The intern welcomes feedback from supervisors and colleagues.

4f - Showing Professionalism (ATS/InTASC Standard 9 Professional Learning and Ethical Practice and Standard 10 Leadership and Collaboration)

INEFFECTIVE

The intern has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The intern fails to comply with school and district regulations and time lines.

PROGRESSING

The intern is honest and well intentioned in serving students and contributing to decisions in the school, but the intern's attempts to serve students are limited. The intern complies minimally with school and district regulations, doing just enough to get by.

EFFECTIVE

The intern displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.

Domain 4 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

Use of Technology

<p style="text-align: center;">INEFFECTIVE</p> <p>The intern is not aware of the technology available and/or cannot cite how s/he might use technology if it was available.</p>	<p style="text-align: center;">PROGRESSING</p> <p>The intern can cite general examples of how s/he might use technology if it was available, and/or makes acceptable use of technology that is available for the lesson evaluated.</p>	<p style="text-align: center;">EFFECTIVE</p> <p>The intern can denote specific examples of how s/he would use technology if it was available and/or makes good use of technology that is available for the lesson evaluated.</p>
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Pursuit of Equity in Learning

<p style="text-align: center;">INEFFECTIVE</p> <p>The intern has little sense of the backgrounds or needs of his or her students within the classroom resulting in inequitable learning opportunities. The intern has not considered supports that a student or group of students may need to help them reach the goals of learning and success in the classroom or disregards this potential.</p>	<p style="text-align: center;">PROGRESSING</p> <p>The intern acknowledges that students come from different experiences and backgrounds and recognizes situations in which a student or group of students may need additional support for learning in the classroom and demonstrates some effort to address these needs effectively to provide equitable learning opportunities.</p>	<p style="text-align: center;">EFFECTIVE</p> <p>The intern recognizes when a student or group of students may need additional support for learning in the classroom, demonstrates clear efforts to address these needs, and provides equitable learning opportunities for his or her students.</p>
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Overall Impact on Student Learning

<p style="text-align: center;">INEFFECTIVE</p> <p>The intern did not positively impact student learning in the classroom or had very minimal positive impact on student learning.</p>	<p style="text-align: center;">PROGRESSING</p> <p>The intern positively impacted student learning of most students within the classroom.</p>	<p style="text-align: center;">EFFECTIVE</p> <p>The intern positively impacted student learning at high levels within the classroom.</p>
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Intern Signature: Evaluator Signature:

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.



ELED 4909 – Residency B in Elementary Education

Arkansas Tech University

Term

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.

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.

Course Number: 4909

Course Title: Residency B in Elementary Education

Instructor Information:

Office: Office Hours:

Office Phone:

Email: (Email communications will be directed primarily through each student's ATU email account. Please check your ATU account frequently or forward the ATU email to your private email account.)

Course Description:

Prerequisites: Stage II Acceptance, Residency B Application, Approved Arkansas Educators License System (AELS) Background Check, Degree Audit, 2.7 or higher GPA, Arkansas IDEAS Account

This course involves professional applications of pedagogical and professional practice of elementary educators. The course is structured around the professional expectations including state requirements for pedagogical and professional assessments through the Teacher Excellence Support System (TESS). A complete handbook regarding residency expectations and requirements is located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)

This course involves the completion of a requirements for teacher licensure required for by Arkansas Act 416 of 2017.

Recommended Text:

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications.

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Supplemental Reading List:

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Rationale for the Course:

This course is based on the premise that a student can receive guidance to complete licensure requirements not covered in previous courses prior to the residency semester. In this course, a student will work through guided modules to complete the independent state requirement modules and Praxis test(s) required for licensure, provide guidance and opportunity to develop communitive and professional artifacts that can be utilized in the Exit Portfolio, and provide an opportunity for growth in knowledge and understanding of digital teaching capabilities. The student's personal journey of growth as a novice educator will also serve as a component of the course.

Course Objectives:

The primary goal of residency is to integrate coursework with the realities of the actual classroom in order to provide a practical and experimental learning environment for the resident where the resident can actively attempt to apply his or her developing knowledge and skills in a supportive environment. In order to accomplish this goal, specific objectives have been identified. The Resident will:

- Communicate accurately and effectively in the content area.
- Maintain professional rapport with students.
- Obtain feedback from and communicate with students in a way that enhances student learning.
- Encourage the development of student involvement, responsibility, and critical thinking skills.
- Manage the classroom in a way that ensures the best use of instructional time
- Create an atmosphere conducive to learning, self-discipline, and development of positive self- concept.
- Use a variety of instructional techniques, methods, and media related to the objectives.

- Organize instruction to take into account individual and cultural differences among learners.
- Plan instruction to achieve selected objectives.
- Demonstrate understanding of human growth and development characteristics of students.
- Demonstrate the value of self-evaluation and reflective thinking.
- Demonstrate an understanding of the importance of educational research.
- Demonstrate knowledge of foundations of public education in America, both at the state and district levels.
- Demonstrate knowledge of legal responsibilities of the public-school system.
- Prepare to arrange for conference and referral opportunities.

Course Expectation& Requirements:

A complete handbook regarding residency expectations and requirements is located on the Arkansas Tech Teacher Education website (www.atu.edu/teachereducation)

This course involves the completion of a requirements for teacher licensure required for by Arkansas Act 416 of 2017. Plagiarism must be avoided. This includes plagiarism of both published and unpublished information. All work submitted must be your own work.

Along with course requirements students will need to complete the following modules for Arkansas Licensure:

1. Arkansas IDEAS Modules Required for Initial Licensure

Upon completion of ELED the student will have record of the Arkansas IDEAS modules required for initial teacher licensure.

- Science of Reading Modules 1-14 (15.5 hrs.)
- Professional Ethics-ERC 19048- (1 hr.)
- Dyslexia Awareness-(1 hr.)
- Child Maltreatment-HWB17118 (2 hrs.)
- Parental Involvement-(2 hrs.)
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2. Tests Required for Licensure

Upon completion of ELED the student will have record of completion and/or passing scores of Praxis content area tests, the Principles of Learning and Teaching test, and Pearson's Foundations of Reading test required for an Arkansas Initial Teaching License.

- Praxis Principles of Learning & Teaching
- Praxis Content Area Assessment:
 - 5002-Reading & Language Arts (157 Pass)
 - 5003-Mathematics (157 Pass)
 - 5004-Social Studies (154 Pass)
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- Pearson's Foundations of Reading

3. Exit Portfolio www.atu.edu/techereducation

Grading:

The progress toward goals and objectives should be noted, recorded, and discussed periodically. When evaluating the resident for grading purposes, the appropriate mentoring teacher should base decisions upon the following evaluation guidelines:

FOR GRADE "C"

Resident should approximate the following requirements:

1. Be regular in attendance; be on time in arrival and departure.
2. Dress professionally.
3. Complete all required work on time.
4. Be cooperative and professional at all times.
5. Take and act upon constructive feedback positively in a professional manner.
6. Keep lesson plans on file for each lesson for which they have primary responsibility.
7. Keep students engaged in worthwhile activities the full period.
8. Demonstrate appropriate management skills.
9. Meets most professional standards and expectations.
10. Integrate technology into curriculum.

FOR GRADE "B"

Satisfy all conditions for a grade of "C" and approximate the following:

1. Show initiative in carrying out responsibilities and show attention to detail.

2. Demonstrate the ability to select activities.
3. Elicit positive responses from the students.
4. Show growth and demonstrate reflective thinking.
5. Meets professional standards and expectations.
6. Enhance learning with the use of appropriate technology.

FOR GRADE "A"

Satisfy all conditions for a grade of "B" and approximate the following:

1. Exhibit outstanding and consistent initiative and originality in carrying out responsibilities.
2. Exhibit masterful application of principles of learning and teaching through demonstrating an outstanding ability to select activities.
3. Elicit positive and sustained response from the students.
4. Show significant growth and increase in reflective thinking.
5. Meets or exceeds professional standards and expectations.
6. Demonstrate use of technology as a substantive tool for learning.

If the resident receives a grade below "C", the resident is not recommended for licensure and is obligated to repeat the residency experience. If it appears that the student will receive a grade below "C", the Campus-based Supervisor or liaison, as appropriate, must inform the Director of Teacher Education Student Services of the problem and alternatives discussed with the resident. This disclosure should be made in a timely manner so the resident can withdraw from residency if remediation efforts are not successful.

Policies:

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Class attendance and participation is required. Please refer to the course schedule and make a note of the class meeting dates for this course.

Academic Dishonesty

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 all 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 both unfair and dishonest practices. Academic offenses involving dishonesty and misconduct not expressly set forth in the definitions may also be considered dishonesty or academic misconduct.

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

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1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity **MUST** be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.

Example: 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.

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Definitions

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

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Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student; b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means;

d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

Plagiarism

Plagiarism is stealing the ideas or writing of another person and them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized.

Acknowledgement 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.

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Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as,

talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal or nonverbal harassment and/or threats in the relation to classes. Student behavior should not infringe on the rights of other students or faculty during a class. (Arkansas Tech University Graduate Catalogue).

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Technical Support

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Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week Website: <https://ois.atu.edu/>

Incomplete Grade Contract

A grade of "I" (Incomplete) may be recorded for a student who has not completed all the requirements of a course ONLY in situations where the student has an illness or other circumstances beyond the

student's control, and has completed at least 75% of the course requirements, provided work already completed is of passing quality. If a grade of "I" is assigned, the instructor will complete an "Incomplete Grade Contract," setting a reasonable time limit within the following semester in which the work must be completed. The incomplete grade contract is to be signed by both the instructor and the student.

An "I" grade must be removed by the end of the succeeding regular semester of enrollment after the "I" is

received. Beginning in the first summer term, 1990, and thereafter, a grade of "I" will not be computed in the grade point average for the semester recorded; however, the "I" will automatically change to a grade of "F" and be computed in the grade point average at the end of the next regular semester (fall or spring), unless course requirements are completed and the final grade is reported before the end of the semester.

Inclement Weather Policy

Classes meet unless the University has closed due to inclement weather. In the event dangerous road conditions exist where you live or in the area you travel, you must exercise sound judgment in deciding whether to attend class. Please check Blackboard to learn of the University's closing. If the University has not closed and you decide it would be unsafe to attend class, please notify the professor by email concerning your decision.

B. Access, Accommodations, and Diversity

Access

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>.

Accommodation

If a specific accommodation is needed due to temporary or long-term injury, handicap, or disability, please contact the instructor as soon as possible. Please remember this is a teaching institution that focuses on its teaching mission. If clarification or other individual help with course material or objectives is required, contact the instructor as soon as possible. Please take advantage of all the resources available to you.

Diversity

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>.

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).

Privacy & Accessibility Policies:

See the following links:

[Third-Party Privacy and Accessibility Policies](#) or https://www.atu.edu/etech/privacy_accessibility.php

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-gettingsick/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-gettingsick/cloth-face-cover-guidance.html>).

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

commuting to campus, please complete before coming to campus. For residential students, please complete 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 in the student health screening document and repeated below:

3. Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm
4. Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
5. University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm

6. 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.).
7. 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 email 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.

For more information about ATU COVID-19 policies, please refer to the ATU Pandemic Framework (<https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework2020.pdf>) as well as the University's Pandemic Recovery webpage

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ELED 4909 – Residency B in Elementary Education

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- www.atu.edu/teachereducation

Grading:

The progress toward goals and objectives should be noted, recorded, and discussed periodically. When evaluating the resident for grading purposes, the appropriate mentoring teacher should base decisions upon the following evaluation guidelines:

FOR GRADE “C”

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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>.

Accommodation

If a specific accommodation is needed due to temporary or long-term injury, handicap, or disability, please contact the instructor as soon as possible. Please remember this is a teaching institution that focuses on its teaching mission. If clarification or other individual help with course material or objectives is required, contact the instructor as soon as possible. Please take advantage of all the resources available to you.

Diversity

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>.

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).

Privacy & Accessibility Policies:

See the following links:

[Third-Party Privacy and Accessibility Policies](#) or
https://www.atu.edu/etech/privacy_accessibility.php

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:

4. 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-gettingsick/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-gettingsick/cloth-face-cover-guidance.html>).

5. All students are required to participate in a daily health self-screen (<https://www.atu.edu/pandemicrecovery/student-healthscreening.php>). For students commuting to campus, please complete

before coming to campus. For residential students, please complete 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 in the student health screening document and repeated below:

- Department of Public Safety available beginning July 6th (716 N El Paso Avenue); Monday-Friday; 8am-5pm
- Health and Wellness Center available beginning August 3rd (outdoor tent station by north entrance of Doc Bryan Student Services Center); Monday-Friday; 8am-5pm
- University Commons Clubhouse available beginning August 10th; Monday-Friday; 8am-10pm and Sunday; 5pm-10pm

6. 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.).

7. 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 email 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.

For more information about ATU COVID-19 policies, please refer to the ATU Pandemic Framework

(<https://www.atu.edu/pandemicrecovery/docs/Pandemic%20Framework2020.pdf>) as well as the University's Pandemic Recovery webpage (<https://www.atu.edu/pandemicrecovery/>).



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Curriculum & Instruction	7/1/22

Title	Signature	Date
Department Head	<i>Sheresa Cullen</i>	8/1/22
Dean	<i>Linda Bean</i>	8.1.2022
Assessment	<i>[Signature]</i>	8-11-2022
Registrar	<i>Yammy Walker</i>	8/11/2022
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 <i>SW</i>
Faculty Senate (Undergraduate Proposals Only)	11/8/22 <i>SW</i>
Graduate Council (Graduate Proposals Only)	

Program Title: BS – Elementary Education

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

1. Delete RDNG 4023 Disciplinary Reading and Writing in Semester two of Senior year
2. Delete ELED 4912 Internship in Elementary Education in Semester two of Senior year
3. Add ELED 4003 Seminar in Elementary Education to Semester one of Senior year
4. Add ELED 4903 Residency A in Elementary Education to Semester one of Senior year
5. Add ELED 4909 Residency B in Elementary Education to Semester two of Senior year
6. Move ART 2123 Experiencing Art to Pre-Stage II
7. Move PE 3593 Methods of Teaching Health and Physical Education for K-6 Teachers to Stage II – Semester two of senior year
8. Move RDNG 4013 to Semester two of Senior year

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

Answer the following Assessment questions:

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

These changes are designed to better meet the needs of our Elementary Education majors. By implementing these changes, we will be able to offer our students more extensive experiences in the public school classrooms. These changes will allow our students to spend their senior year in the classroom while also receiving the course instruction necessary to meet all standards and objectives.

- 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 changes will provide students with more time in the public school classrooms allowing them to put theory into practice while have multiple systems of support including but not limited to mentor teachers, site coordinators, and instructors. It will also allow students to experience a full year of public school prior to becoming certified teachers and having a classroom of their own.

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

This program change will allow the student program to be more practiced based which is called for by the State of Arkansas. This program change is in reaction to a Forward Arkansas Grant we were awarded with the support of the Arkansas Department of Elementary and Secondary Education. This will allow students to have meaningful co-teaching experiences in the field and a seminar during the first semester of their senior year to increase their classroom experiences and mentoring experiences.

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

There were 7 schools involved in the Forward Arkansas grant program who are all exploring models similar to this which increase student mentoring, supervision and field based experiences. This program is highly encouraged by the state department.

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

The learning outcomes include state licensure standards adapted from InTASC and from the Danielson Framework for Teaching. These standards include the following:

The InTASC Standards include the following four categories of standards:

1. The Learner and Learning (This category includes Standards 1 & 2 - Learner Development and Learning Differences and Standard 3 - Learning Environment.) FFT/TESS Domains 1 and 2
2. Content Knowledge (This category includes Standards 4 - Content Knowledge and 5 - Application of Content). FFT/TESS Domains 1 and 3
3. Instructional Practice (This category includes Standards 6 - Assessment, 7 - Planning for Instruction, and 8 - Instructional Strategies). FFT/TESS Domains 1, 2, and 3
4. Professional Responsibility (This category includes Standards 9 - Professional Learning and Ethical Practice and 10 - Leadership and Collaboration) FFT/TESS Domain 4

Measures to assess these different InTASC Standards and FFT criteria include course artifacts, formative evaluations during internship, an exit portfolio, and national Praxis licensure assessments (which are aligned to national InTASC and FFT standards).

Sample assessments are attached below with respective rubrics concerning measures used to assess students across the program at different times.

If this course will affect other departments, a Departmental Support Form for each 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 _____ (enter title for program changing)	
Freshman Fall Semester 1 Add/Change: Delete: Total Hours:	Freshman Spring Semester 2 Add/Change: Delete: Total Hours:
Sophomore Fall Semester 3 Add/Change: Delete: Total Hours:	Sophomore Spring Semester 4 Add/Change: <ul style="list-style-type: none"> ● Move ART 2123 Experiencing Art to this semester (3 hours) Delete: Total Hours:
Junior Fall Semester 5 Add/Change: Delete: Total Hours:	Junior Spring Semester 6 Add/Change: Delete: Total Hours:
Senior Fall Semester 7 Add/Change: <ul style="list-style-type: none"> ● Add ELED 4603 4003 Seminar in Elementary Education (3 hours) ● Add 4903 Residency A in Elementary Education (3 hours) ELED 4903 Delete: ART 2123 Total Hours: 15	Senior Spring Semester 8 Add/Change: <ul style="list-style-type: none"> ● Add ELED 4909 Residency B in Elementary Education (9 hours) ● Move PE Methods of Teaching Health and Physical Education for K-6 Teachers (3 hours) to this semester PE3593 ● Move RDNG 4013 Child and Adolescent Literature to this semester (3 hours) Delete: <ul style="list-style-type: none"> ● Delete ELED 4912 Internship in Elementary Education (12 hours) ● Delete RDNG 4023 Disciplinary Reading and Writing (3 hours) Total Hours: 15

ELED 3133 Pre-Student Internship Video Teach

	Unacceptable	Acceptable	Highly Effective	Score/Level
<p>1. PLANNING:</p> <p>Written plan includes accommodations/ differentiation/ interventions for diversity taken from the demographics</p> <p>CAEP Standard 1a, 1b, 1c, 3c, 3d, TESS 1a, 1b, InTASC/ATS Standard 2</p>	<p>No accommodations are planned.</p>	<p>One or two accommodations are planned.</p>	<p>Three or more specific accommodations are planned and explained clearly.</p>	
<p>Standards</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard:</p> <p>STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs</p> <p>Standard:</p> <p>STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 1: Planning and Preparation</p> <p>Component:</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <p>Component:</p> <p>1b Demonstrating Knowledge of Students</p>				

<p>2. PLANNING:</p> <p>Written plan includes clearly stated, measurable objective(s) aligned with standards</p> <p>CAEP Standard 2a, 2b, 2c, 2d, 3c; TESS 1a, 1e; InTASC/ATS Standard 7</p>	<p>Objective(s) is/are not measurable and/or closely aligned with the Curriculum Standards</p>	<p>Objective(s) is/are measurable yet are not closely aligned with the Curriculum standards.</p>	<p>Objective(s) is/are measurable and are closely aligned to the Curriculum standards. Bloom's Taxonomy level(s) and Multiple Intelligence(s) are identified.</p>	
<p>Standards</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard:</p> <p>STANDARD 2 - Understanding and Applying Content and Curricular Knowledge for Teaching</p> <p>Standard:</p> <p>STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 1: Planning and Preparation</p> <p>Component:</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <p>Component:</p> <p>1e Designing Coherent Instruction</p>				

<p>3. PLANNING:</p> <p>Written plan includes methods, activities and resources that are aligned with the stated objective(s)</p> <p>CAEP Standard 3c, 3f; TESS 1a, 1e; InTASC/ATS Standard 7</p>	<p>Written plan include methods, activities, and/or resources that are not aligned with the stated objective(s).</p>	<p>Written plan include methods, activities, and/or resources that are aligned with the stated objectives.</p>	<p>Written plan include methods, activities, and/or resources that are aligned with the stated objectives written with exceptional detail including a rationale for using them.</p>	
<p>Standards</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard:</p> <p>STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 1: Planning and Preparation</p> <p>Component:</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <p>Component:</p> <p>1e Designing Coherent Instruction</p>				

<p>4. PLANNING:</p> <p>Written plan includes appropriate assessment(s) aligned with the measurable objective(s)</p> <p>CAEP Standard 3a, 3b, 3c; TESS 1e, 1f; InTASC/ATS Standard 6</p>	<p>Written plan either omits an assessment or includes one or more assessments that are not appropriately aligned with the measurable objective(s).</p>	<p>Written plan includes a developmentally appropriate assessment.</p>	<p>Written plan includes a developmentally appropriate assessment that includes one or more assessments that are appropriately aligned with the measurable objective(s).</p>	
<p>Standards</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard:</p> <p>STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 1: Planning and Preparation</p> <p>Component:</p> <p>1e Designing Coherent Instruction</p> <p>Component:</p> <p>1f Designing Student Assessments</p>				

5. TEACHING:

Video shows evidence of a climate of fairness AND rapport with students

CAEP Standard 4a, 4d; TESS 2a; InTASC/ATS Standard 3

Candidate shows no evidence of attempting to establish rapport with students and/or attempts for rapport are not developmentally appropriate OR, the teacher is obviously unfair to one or more students.

The candidate establishes a basic rapport with students and is fair with all students, not accepting unfair behavior between students.

The candidate is fair in the treatment of students, encourages fairness to students, and shows individual rapport to individual students.

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 2: Classroom Environment

Component:

2a Creating an Environment of Respect and Rapport

6. TEACHING:

Video shows evidence of communicating high learner expectations AND extending thinking

CAEP Standard 4e;
TESS 3a, 3b;
InTASC/ATS Standards 5, 7

Candidate implicitly or explicitly implies that students cannot learn; therefore attempting no strategies on extending students' thinking.

The candidate communicates that all students can learn.

The candidate communicates that all students can learn and uses multiple learning strategies to extend higher-level thinking.

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3a Communicating With Students

Component:

3b Using Questioning and Discussion Techniques

7. TEACHING:

Video shows evidence of maintaining consistent standards of classroom behavior AND providing an environment that is safe and conducive to learning

CAEP Standard 3e, 4a, 4g; TESS 2a, 2b, 2c, 2d, 2e; InTASC/ATS Standard 3

Classroom is unsafe and/or candidate ignores one or more inappropriate behavior(s).

Classroom appears to be safe and teacher addresses inappropriate behavior consistently.

Classroom is safe, conducive to learning, and the candidate responds to inappropriate behavior in a respectful manner OR behavior in the room is consistently appropriate.

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

Standard:

STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 2: Classroom Environment

Component:

2a Creating an Environment of Respect and Rapport

Component:

2b Establishing a Culture for Learning

Component:

2c Managing Classroom Procedures

Component:

2d Managing Student Behavior

Component:

2e Organizing Physical Space

<p>8. TEACHING:</p> <p>Video shows evidence of clearly stating objective(s) and procedures for the lesson. Candidate shows attempt(s) to make content comprehensible to all students</p>	<p>Candidate does not let the students know what they are going to learn and/or makes no attempts to make content comprehensible to students and/or teaches students</p>	<p>Candidate lets the students know what they are going to learn and attempts to make content comprehensible to students, teaching only accurate information.</p>	<p>Candidate lets the students know what they are going to learn in a logical and clear sequence, clearly communicating what students will learn in the lesson.</p>	
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CAEP Standard 4a,
4b, 4c, 4d, 4e, 4f;
TESS 3a, 3b, 3c;
InTASC/ATS
Standards 1, 4

incorrect
information.

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3a Communicating With Students

Component:

3b Using Questioning and Discussion Techniques

Component:

3c Engaging Students in Learning

<p>9. TEACHING:</p> <p>Video shows evidence of using instructional time to the fullest AND a positive and encouraging disposition throughout the lesson</p> <p>CAEP Standard 4a, TESS 3a, 3e; InTASC/ATS Standard 8</p>	<p>Candidate spends too much time on non-instructional tasks before the lesson or during the lesson and/or does not have a positive disposition during the lesson.</p>	<p>Candidate has a positive disposition during the lesson and paces the lesson well for most of the students.</p>	<p>Candidate provides students with activities of instructional value for the entire instructional time and paces them appropriately. Any necessary non-instructional procedures are performed efficiently.</p>
<p>Standards</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard:</p> <p>STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 3: Instruction</p> <p>Component:</p> <p>3a Communicating With Students</p> <p>Component:</p> <p>3e Demonstrating Flexibility and Responsiveness</p>			

<p>10. TEACHING:</p> <p>Video shows evidence of professional attire of the candidate AND appropriate orally communicated ideas presented clearly with fluency</p> <p>CAEP Standards 4b, 4c, 4e; TESS 3a; InTASC/ATS Standard 9</p>	<p>Candidate is not dressed in appropriate attire and/or does not speak clearly and/or with fluency.</p>	<p>Candidate is dressed in appropriate attire and speaks clearly and with fluency.</p>	<p>Candidate is dressed in appropriate attire and speaks clearly, with fluency, and in developmentally appropriate language that all learners can understand.</p>
<p>Standards</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard:</p> <p>STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 3: Instruction</p> <p>Component:</p> <p>3a Communicating With Students</p>			

<p>11.</p> <p>PROFESSIONALISM:</p> <p>Reflection addresses the impact of the lesson on learner outcomes including an analysis of successes/areas in which to improve that will impact planning for future lessons</p> <p>CAEP Standard 5d; TESS 4a; InTASC/ATS Standard 9</p>	<p>Reflection only consist of personal opinion that does not focus clearly on the required criterion - learner outcomes and an analysis of the lesson which impacts student. learning for future lessons is not present.</p>	<p>Reflection is focused on the criterion, yet not in analytical detail.</p>	<p>Reflection contains detailed specificity and articulation of strengths and areas for improvement of the lesson in addition to how the lesson impacted learning and how to improve for future lessons.</p>	
<p>Standards</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard:</p> <p>Standard 5- Developing as a Professional</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 4: Professional Responsibilities</p> <p>Component:</p> <p>4a Reflecting on Teaching</p>				

12.
PROFESSIONALIS
M:

Reflection
demonstrates that the
candidate takes
responsibility for
student learning

CAEP Standard 5a,
5c; TESS 4a, 4b;
InTASC/ATS
Standard 10

Candidate states
reasons why the
lesson did not
work well and
why students did
not learn.

Candidate states
why students
learned and why
some students
needed
improvement.

Candidate states
why students
learned,
discusses fully
the assessment
results that
produced learner
outcomes, and
speaks to
improving
instruction for
students who
showed a lack of
learning
outcomes.

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4a Reflecting on Teaching

Component:

4b Maintaining Accurate Records

<p>13. PROFESSIONALIS M:</p> <p>Candidate shows evidence of how to communicate assessment results with students/parents/guardians concerning student learning</p> <p>CAEP Standard 5a; TESS 4c; InTASC/ATS Standard 6</p>	<p>Candidate does not explain clearly how evidence (results) of learning occurred with students.</p>	<p>Candidate explains clearly to parents how much the students learned according to the assessment results.</p>	<p>Candidate uses quantitative assessment. Candidate explains with numbers the learning outcomes (gains) of the students.</p>	
<p>Standards</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard:</p> <p>Standard 5- Developing as a Professional</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 4: Professional Responsibilities</p> <p>Component:</p> <p>4c Communicating with Families</p>				
<p>14. PROFESSIONALIS M:</p> <p>Candidate describes how he/she collaborated with the classroom teacher/university instructor to develop this lesson, and</p>	<p>Candidate does not include comments about collaboration or the remarks are very brief and vague.</p>	<p>Candidate describes how he/she collaborated with another professional in the planning and implementation of the lesson.</p>	<p>Candidate describes in detail how he/she collaborated with another professional in the planning and implementation of the lesson.</p>	

supplies evidence of collaboration with the classroom teacher

CAEP Standard 5b, 5d; TESS 4a, 4d, 4e, 4f; InTASC/ATS Standard 9

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4a Reflecting on Teaching

Component:

4d Participating in a Professional Community

Component:

4e Growing and Developing Professionally

Component:

4f Showing Professionalism

ELED 4033 Pre-Internship Behavioral Intervention Case Study Rubric

	Unacceptable	Acceptable	Target/Highly Effective	Score/Level
<p>Student's Background</p> <p>The candidate provided evidence of important information about the student's background from at least three sources (including interests, strengths and needs.) ACEI 1.0, 3.2; FFT 1b, InTASC 1, 2, CAEP 1</p>	<p>The candidate did not provide evidence of the importance of discovering and reporting information about the student's background (0 or 1 source given).</p>	<p>The candidate provided some evidence but lacked depth of the importance of discovering and reporting information about the student's background (1 or 2 sources given).</p>	<p>The candidate provided evidence of the importance of discovering and reporting information about the student's background (3 or more sources given).</p>	
<p>Standards</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard:</p> <p>STANDARD 1 - Understanding and Addressing Each Child's Developmental and Learning Needs</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 1: Planning and Preparation</p> <p>Component:</p> <p>1b Demonstrating Knowledge of Students</p>				

<p>Behavioral Objective</p> <p>The candidate provided evidence of an effective objective that was understandable to the student and measurable. ACEI 3.1, FFT 1c, InTASC 7, CAEP 3</p>	<p>The candidate did not provide evidence of a good behavioral objective. The objective was missing or unclear.</p>	<p>The candidate provided some evidence but lacked depth in providing evidence of a good behavioral objective. The objective was unclear or not measurable.</p>	<p>The candidate provided evidence of a good behavioral objective that was clear to the reader, easy to understand and measurable.</p>	
<p>Standards</p> <p>USA- CAEP K-6 Elementary Teacher Standards (2015)</p> <p>Standard:</p> <p>STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 1: Planning and Preparation</p> <p>Component:</p> <p>1c Setting Instructional Outcomes</p>				
<p>Modification and/or intervention</p> <p>The candidate provided evidence of modifications and/or tools used to aid the student in his/her own development. ACEI 3.2, FFT 1c,</p>	<p>The candidate did not provide evidence of modifications and/or tools to aid the student in his/her own development.</p>	<p>The candidate provided some evidence but lacked depth of modifications and/or tools to aid the student in his/her own development.</p>	<p>The candidate provided strong evidence of modifications and/or tools to aid the student in his/her own development. The tool was included in the narrative for the reader to see.</p>	

1e; InTASC 3, 7,
CAEP 4

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 4 - Supporting Each Child's Learning Using Effective Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 1: Planning and Preparation

Component:

1c Setting Instructional Outcomes

Component:

1e Designing Coherent Instruction

Instrument used to measure levels of behaviors (prior to, during, and at the end of the study).

The candidate provided evidence of the correct use of an instrument to measure and record student growth. The information was presented in a bar graph and an explanation of the bar graph was written in a narrative and

The candidate did not provide evidence of an instrument to measure and record student growth.

The candidate provided some evidence but lacked depth of instruments used to measure and record student growth.

The candidate provided strong evidence of the correct use of an instrument to measure and record student growth. The information was presented in a bar graph and an explanation of the bar graph was written in a narrative and shared with the teacher, student and parent(s) or guardian.

shared with the teacher, student and parent(s) or guardian. ACEI 4.0, FFT 1f, 3d, InTASC 6, CAEP 3

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 1: Planning and Preparation

Component:

1f Designing Student Assessments

Domain:

Domain 3: Instruction

Component:

3d Using Assessment in Instruction

<p>Analysis of the impact on student learning with a computer graphic</p> <p>The candidate provided evidence of recommendations for the next step in working with the student. ACEI 4.0,</p>	<p>The candidate did not provide evidence of insight for reporting recommendations for the next step in working with the student.</p>	<p>The candidate provided some evidence but lacked depth with recommendations and insight for the next step in working with the student. The analysis was unclear.</p>	<p>The candidate provided strong evidence of reporting recommendations for the next step in working with the student that was clear to the reader and easy to replicate for future studies.</p>	
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FFT 4a, InTASC
6, CAEP 3

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

STANDARD 3 – Assessing, Planning, and Engaging Learners for Instruction

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4a Reflecting on Teaching

<p>References</p> <p>The candidate provided well developed resources to support ideas with a minimum of 3 strong sources and professional references in the</p>	<p>The candidate did not provide an adequate number of resources with 1 or none provided in the narrative and/or in the reference section using APA Style.</p>	<p>The candidate provided some (1 or 2 strong references) as evidence in the narrative and/or in the reference section using APA Style.</p>	<p>The candidate provided 3 or more strong professional references in the narrative and/or in the reference section using APA Style.</p>	
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narrative/reference section. Using APA Style.

InTASC 9

FFT 4f, CAEP 5

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4f Showing Professionalism

<p>Parental /Guardian Partnership</p>	<p>The candidate did not provide evidence of reporting to or working with the parents/guardian.</p>	<p>The candidate provided some evidence but lacked depth and clarity with the reporting of working with the parents/guardian and future goals.</p>	<p>The candidate did not provide evidence of reporting to or working with the parents/guardian. This was clear to the reader and included future goals.</p>	
<p>The candidate did provide evidence of reporting to and/or working with parents/guardians. ACEI 5.2, FFT 4c,</p>				

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4c Communicating with Families

<p>Reflection</p> <p>The candidate demonstrated the importance of reflecting on the case study process and the student's progress. ACEI 5.1, FFT 4a, 4e;</p>	<p>The candidate did not demonstrate the importance of reflecting on the case study process and/or the student's progress.</p>	<p>The candidate provided some evidence but lacked depth with demonstration of the importance of reflecting on the case study process and/or the student's progress.</p>	<p>The candidate demonstrated the importance of reflecting on the case study process and/or the student's progress by the quality of work evident in the reflection.</p>	
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Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4a Reflecting on Teaching

Component:

4e Growing and Developing Professionally

<p>Mechanics</p> <p>The candidate demonstrated technology skills and/or proper grammar in creating and documenting the case study.</p>	<p>The candidate did not demonstrate technology skills and/or proper grammar in creating and documenting the case study (3 or more errors).</p>	<p>The candidate provided some evidence but lacked depth with demonstrating technology skills and/or proper grammar in creating and documenting the case study (2 or 3 errors).</p>	<p>The candidate demonstrated technology skills and/or proper grammar in creating and documenting the case study with 1 or less errors.</p>	
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ACEI 5.1, FFT 4f,
InTASC 9, CAEP
5

Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4f Showing Professionalism

<p>Disposition for Conducting a Case Study</p> <p>The candidate demonstrated an overall disposition for best teaching practices when planning, implementing, and/or reporting on the case study. ACEI 5.1, FFT 4f,</p>	<p>The candidate did not demonstrate a disposition for best teaching practices in planning for, implementing, and/or reporting on the case study.</p>	<p>The candidate provided some evidence but lacked depth and understanding with demonstrating a disposition for best teaching practices in planning for, implementing, and/or reporting on the case study.</p>	<p>The candidate demonstrated an overall disposition for best teaching practices when planning, implementing, and/or reporting on the case study which was evident in the narrative provided.</p>	
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Standards

USA- CAEP K-6 Elementary Teacher Standards (2015)

Standard:

Standard 5- Developing as a Professional

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4f Showing Professionalism

ATU Internship Exit Portfolio Domain 2 and 3 - Plan, Implementation, and Evaluation Rubric

	Unacceptable	Acceptable	Exceptional	Score/Level
(INTASC Standard 2, FFT 1b) Prior Knowledge Consideration	Teacher does not provide evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides somewhat limited evidence to demonstrate that students' prior knowledge has been considered.	Teacher provides sufficient and clear evidence to demonstrate that students' prior knowledge has been considered.	
	<p>Standards</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 1: Planning and Preparation</p> <p>Component:</p> <p>1b Demonstrating Knowledge of Students</p>			
(INTASC Standard 8, FFT 3a, 3e) Teacher and Student Communication	The teacher's communication with students is predominantly unclear, and there is little to no flexibility and/or responsiveness demonstrated.	The teacher mostly communicates effectively with the students and demonstrates some flexibility and responsiveness during instruction.	The teacher communicates effectively with the students and demonstrates flexibility and responsiveness during instruction.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3a Communicating With Students

Component:

3e Demonstrating Flexibility and Responsiveness

<p>(INTASC Standard 3, FFT 2c, 2d, 2e) Classroom Management</p>	<p>The teacher does not manage the classroom well. Major misbehaviors are noted and/or minor misbehaviors are not addressed effectively.</p>	<p>The teacher manages the classroom in a primarily effective way. The majority of minor misbehaviors are handled quickly and effectively. No major issues are observed.</p>	<p>The teacher manages the classroom in a highly effective behavior with little to no student misbehavior. If minor misbehavior occurs, it is handled quickly and effectively.</p>	
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Standards

USA- INTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 2: Classroom Environment

Component:

2c Managing Classroom Procedures

Component:

2d Managing Student Behavior

Component:

2e Organizing Physical Space

<p>(INTASC Standard 1, FFT 1b) Developmentally Appropriate Practice</p>	<p>The teacher does not demonstrate an understanding of the developmental levels of his/her students and/or does not follow the plan delineated as related to developmental levels of the students.</p>	<p>The teacher demonstrates some understanding of development to design and implement his/her lesson, and the lesson generally follows the plan in considering the developmental levels of the students.</p>	<p>The teacher uses understanding of development to design and implement a lesson that is appropriate to the students' developmental levels following the lesson plan developed.</p>	
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Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 1: Planning and Preparation

Component:

1b Demonstrating Knowledge of Students

<p>(INTASC Standard 2, FFT 2a)</p> <p>UDL Consideration</p>	<p>Evidence is not present that the teacher considered UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment.</p>	<p>The teacher considers UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment with high standards for learning, but these considerations are not clearly delineated on the plan.</p>	<p>The teacher uses and clearly delineates on his/her plan UDL principles and an understanding of diversity and students' prior knowledge to insure an inclusive learning environment with high standards for learning.</p>	
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Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 2: Classroom Environment

Component:

2a Creating an Environment of Respect and Rapport

(INTASC Standard 3, FFT 2b)

Learning Environment Development

The teacher does not make effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher does not address how he or she might use technology in the lesson if it was available to promote an effective learning environment.

The teacher makes somewhat effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides some explanation of how he or she might use technology in the lesson if it was available to promote an effective learning environment.

The teacher makes effective use of the technology that is available to assist in creating an effective learning environment. If technology is not available, the teacher provides detailed explanation of how he or she might use technology to promote student learning in the lesson if it was available to promote an effective learning environment.

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 3: Learning Environment. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 2: Classroom Environment

Component:

2b Establishing a Culture for Learning

<p>(INTASC Standards 3, 4, FFT 3c)</p> <p>Meaningful Content Learning</p>	<p>The teacher does not demonstrate an acceptable level of his/her content area and/or does not provide any meaningful learning opportunities where social interaction, active engagement, and/or motivation occurs.</p>	<p>The teacher demonstrates an acceptable level of his/her content area and provides learning opportunities for students that are somewhat meaningful where some social interaction, active engagement, and motivation occurs.</p>	<p>The teacher demonstrates a strong understanding of his/her content area that is used to provide a meaningful learning opportunity for students that encourages positive social interaction, active engagement, and motivation of learners.</p>	
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Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 3: Instruction

Component:

3c Engaging Students in Learning

<p>(INTASC Standard 5, FFT 3b, 3c)</p> <p>Higher-level Thinking and Real-life Application</p>	<p>The teacher does not provide opportunity for higher-level thinking and/or does not provide any connections to real-life.</p>	<p>The teacher provides opportunity for some higher-level thinking at times during the lesson and provides occasional real-life explanations within the lesson.</p>	<p>The teacher provides opportunities for learners to critically think, create, and/or problem solve with real-life connections to and/or applications of the content.</p>	
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	<p>Standards</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 3: Instruction</p> <p>Component:</p> <p>3b Using Questioning and Discussion Techniques</p> <p>Component:</p> <p>3c Engaging Students in Learning</p>			
<p>(INTASC Standard 6, FFT 3d)</p> <p>Assessment Use</p>	<p>The teacher ignores the use of assessment within the lesson.</p>	<p>The teacher relies on anecdotal forms of assessment to determine if learning has occurred.</p>	<p>The teacher effectively uses assessment(s) to determine if appropriate learning has occurred.</p>	
	<p>Standards</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 3: Instruction</p> <p>Component:</p> <p>3d Using Assessment in Instruction</p>			

<p>(INTASC Standard 7, FFT 1c, 1e, 1f)</p> <p>Alignment</p>	<p>The teacher's plan does not demonstrate alignment between standards, objectives, learning activities, and/or assessments used.</p>	<p>The teacher's plan is mostly aligned, and objectives are mostly well-designed and connected with learning activities and assessment(s) used.</p>	<p>The teacher's plan demonstrates alignment between appropriate learning standards, well-developed objectives, instructional activities, and assessment(s) used.</p>	
<p>Standards</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 7: Planning for Instruction. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 1: Planning and Preparation</p> <p>Component:</p> <p>1c Setting Instructional Outcomes</p> <p>Component:</p> <p>1e Designing Coherent Instruction</p> <p>Component:</p> <p>1f Designing Student Assessments</p>				

<p>(INTASC Standard 9, FFT 4a, 4d, 4e, 4f)</p> <p>Reflection Specificity</p>	<p>The teacher's guided reflection ignores feedback from the evaluator, does not address learning of the students, contains little to no reflective depth and/or the attainment of standards and/or objectives by the students is not considered in the reflection.</p>	<p>The teacher's guided TESS-aligned reflection contains some reflective depth, is professional in design, and somewhat considers the evaluation results provided by his/her supervisor. Student learning is somewhat addressed, but it is not addressed explicitly as related to standards and objectives</p>	<p>The teacher's guided TESS-aligned reflection is highly reflective, professional, and considers the evaluation results provided by his/her supervisor. The teacher also specifically cites and discusses the evidence of student learning based upon the lesson objectives and state standards outlined.</p>	
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Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4a Reflecting on Teaching

Component:

4d Participating in a Professional Community

Component:

4e Growing and Developing Professionally

Component:

4f Showing Professionalism

ATU Internship Exit Portfolio Domain 4 - Professional Responsibilities Communication, Service, and Growth

	Unacceptable	Acceptable	Highly Effective	Score/Level I
(INTASC Standard 10, FFT 4c) Family Communication Tools/Approaches	The teacher provides fewer than 3 communication tools/approaches used to communicate (or that could be used to communicate) with families, and/or essential information is absent in the attempted communications.	The teacher provides evidence (paper scan or digital) of 3 or more communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information. Opportunities for two-way communication are limited or are not present.	The teacher provides evidence (paper scan or digital) of 3 or more well-designed communication tools/approaches used to communicate (or that could be used to communicate) with families that provide necessary information and clear and consistent opportunities for two-way communication between the teacher and the families.	

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4c Communicating with Families

(INTASC Standard 10, FFT 4d)

Service Initiatives

The teacher does not provide evidence that he or she has participated in service initiatives while at the school or community in which he or she is interning.

The teacher provides evidence (paper scan or digital) that he or she has participated in 1 service initiative at the school or community in which he or she is interning.

The teacher provides evidence (paper scan or digital) that he or she has participated in 2 or more service initiatives at the school or community in which he or she is interning.

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4d Participating in a Professional Community

<p>(INTASC Standard 9, FFT 4e)</p> <p>Professional Participation and Development</p>	<p>The teacher does not provide evidence that he or she has participated in activities that demonstrate professional participation and development.</p>	<p>The teacher provides evidence (paper scan or digital) of 1-2 activities that demonstrate professional participation and development while completing the internship.</p>	<p>The teacher provides evidence (paper scan or digital) of 3 or more activities that demonstrate professional participation and development while completing the internship.</p>	
<p>Standards</p> <p>USA- InTASC Model Core Teaching Standards (2014)</p> <p>Standard: Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>USA- The Danielson Group Framework for Teaching (2013)</p> <p>Domain:</p> <p>Domain 4: Professional Responsibilities</p> <p>Component:</p> <p>4e Growing and Developing Professionally</p>				

(INTASC Standard 9, FFT 4f)

Professional Growth Plan Specificity

The teacher does not provide a 1 to 1 ½ page professional growth plan or does not connect the plan to student learning, self-evaluation, or supervisor(s) feedback.

The teacher provides a 1 to 1 ½ page professional growth plan with general ideas of how he or she will continue to improve as a professional and that is somewhat related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher generally notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities.

The teacher provides a 1 to 1 ½ page professional growth plan with detailed specifics of how he or she will continue to improve as a professional and that is specifically related to his or her self-evaluation, supervisor(s) feedback, and/or student learning. The teacher specifically notes and considers professional organization resources (i.e., AMLE, CAEP-ELED, NCTM, NCTE, NSTA, etc.) and continuing education opportunities.

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4f Showing Professionalism

(INTASC
Standard 9, FFT
4f)

Clear
Communication

The teacher's
written
communication is
unclear with a
number of errors
present.

The teacher's and
written
communication is
acceptable with
few errors and
primarily clear
communication.

The teacher's
written
communication is
very good with
very few to no
errors present and
very clear
communication.

Standards

USA- InTASC Model Core Teaching Standards (2014)

Standard: Standard 9: Professional Learning and Ethnical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

USA- The Danielson Group Framework for Teaching (2013)

Domain:

Domain 4: Professional Responsibilities

Component:

4f Showing Professionalism

Arkansas Tech University Student Internship Formative Observation Form

Intern Name, Program, Email, and T number:	Evaluator Name and Email:	Date:
What is your supervisory role? (Circle one.)	ATU Campus-based Cohort ATU Content	School:
Which evaluation is this? (Circle one.)	1 2 3 4	

<p>TESS Domain 1: Planning and Preparation</p>		
<p><i>1a - Demonstrating Knowledge of Content and Pedagogy (Arkansas Teaching Standards (ATS)/InTASC Standard 4 Content Knowledge)</i></p>		
<p>INEFFECTIVE</p> <p>The intern's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.</p>	<p>PROGRESSING</p> <p>The intern's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.</p>	<p>EFFECTIVE</p> <p>The intern's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.</p>
<p><i>1b - Demonstrating Knowledge of Students (ATS/InTASC Standard 1 and 2 Learning Development and Differences)</i></p>		

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The intern indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The intern actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.

1c - Setting Instructional Outcomes (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the intern makes no attempt at coordination or integration.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.

1d - Demonstrating Knowledge of Resources (ATS/InTASC Standard 7 Planning for Instruction)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The intern demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek such knowledge.	The intern demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The intern does not seek to extend such knowledge.	The intern is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.

--

1e - Designing Coherent Instruction (ATS/InTASC Standard 4 Content Knowledge and Standard 7 Planning for Instruction)

INEFFECTIVE

The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.

PROGRESSING

The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.

EFFECTIVE

The intern coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.

1f - Designing Student Assessments (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE

The intern's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.

PROGRESSING

The intern's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The intern intends to use assessment results to plan for future instruction for the class as a whole.

EFFECTIVE

The intern's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The intern intends to use assessment results to plan for future instruction for groups of students.

Domain 1 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 2: The Classroom Environment

2a - Creating an Environment of Respect and Rapport (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE

Classroom interactions, both between the intern and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.

PROGRESSING

Classroom interactions, both between the intern and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.

EFFECTIVE

Classroom interactions between the intern and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.

2b - Establishing a Culture for Learning (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE

The classroom environment conveys a negative culture for learning, characterized by low intern commitment to the subject, low expectations for student achievement, and little or no student pride in work.

PROGRESSING

The intern's attempt to create a culture for learning is partially successful, with little intern commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the intern and students appear to be only "going through the motions."

EFFECTIVE

The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both intern and students, with students demonstrating pride in their work.

2c - Managing Classroom Procedures (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE

Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and

PROGRESSING

Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of

EFFECTIVE

Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of

performance of noninstructional duties.	noninstructional duties are only partially effective.	noninstructional duties, which occur smoothly.
---	---	--

2d - Managing Student Behavior (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
There is no evidence that standards of conduct have been established and little or no intern monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the intern has made an effort to establish standards of conduct for students. The intern tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the intern monitors student behavior against those standards. The intern's response to student misbehavior is appropriate and respects the students' dignity.

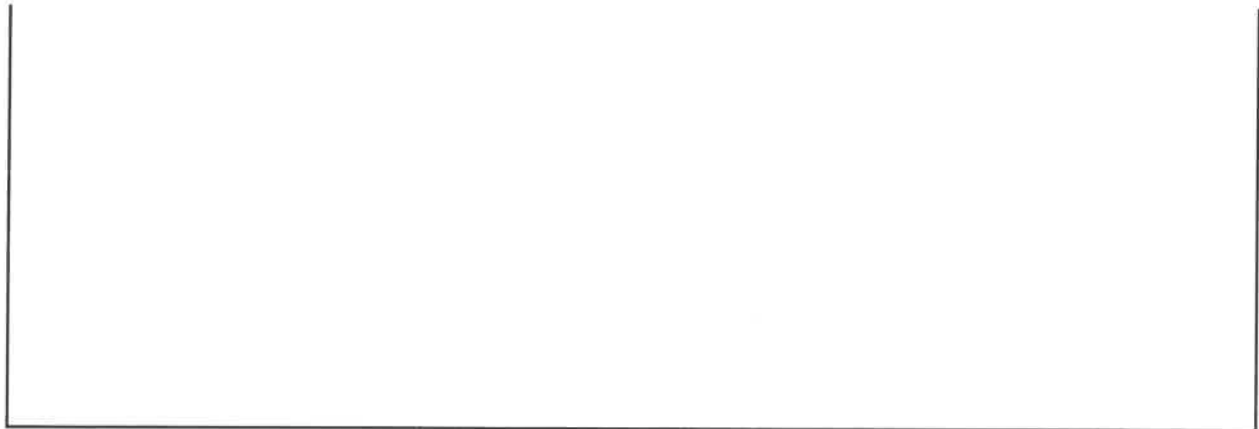
2e - Organizing Physical Space (ATS/InTASC Standard 3 Learning Environments)

INEFFECTIVE	PROGRESSING	EFFECTIVE
The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the intern's use of physical resources, including computer technology, is moderately effective. The intern may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the intern ensures that the physical arrangement is appropriate to the learning activities. The intern makes effective use of physical resources, including computer technology.

Domain 2 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?



TESS Domain 3: Instruction

3a - Communicating with Students (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE

Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The intern's use of language contains errors or is inappropriate for students' cultures or levels of development.

PROGRESSING

Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the intern's use of language is correct but may not be completely appropriate for students' cultures or levels of development.

EFFECTIVE

Expectations for learning, directions and procedures, and explanations of content are clear to students.

Communications are appropriate for students' cultures and levels of development.

3b - Using Questioning and Discussion Techniques (ATS/InTASC Standard 8 Instructional Strategies)

INEFFECTIVE

The intern's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.

PROGRESSING

Some of the intern's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The intern's attempts to engage all students in the discussion are only partially successful.

EFFECTIVE

Most of the intern's questions elicit a thoughtful response, and the intern allows sufficient time for students to answer. All students participate in the discussion, with the intern stepping aside when appropriate.

3c - Engaging Students in Learning (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>

3d - Using Assessment in Instruction (ATS/InTASC Standard 6 Assessment)

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>Assessment is not used in instruction, either through monitoring of progress by the intern or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is occasionally used in instruction, through some monitoring of progress of learning by the intern and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the intern and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>

3e - Demonstrating Flexibility and Responsiveness (ATS/InTASC Standard 5 Application of Content and Standard 8 Instructional Strategies)

INEFFECTIVE	PROGRESSING	EFFECTIVE
<p>The intern adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The intern brushes aside student questions; when students experience difficulty,</p>	<p>The intern attempts to modify the lesson when needed and to respond to student questions, with moderate success. The intern accepts responsibility for student success, but has only a limited</p>	<p>The intern promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>

the intern blames the students or their home environment.

repertoire of strategies to draw upon.

Domain 3 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

TESS Domain 4: Professional Responsibilities

4a - Reflecting on Teaching (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

INEFFECTIVE

The intern does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.

PROGRESSING

The intern provides a partially accurate and objective description of the lesson but does not cite specific evidence. The intern makes only general suggestions as to how the lesson might be improved.

EFFECTIVE

The intern provides an accurate and objective description of the lesson, citing specific evidence. The intern makes some specific suggestions as to how the lesson might be improved.

4b - Maintaining Accurate Records (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)

<p>INEFFECTIVE</p> <p>The intern's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.</p>	<p>PROGRESSING</p> <p>The intern's systems for maintaining both instructional and noninstructional records are rudimentary and only partially effective.</p>	<p>EFFECTIVE</p> <p>The intern's systems for maintaining both instructional and noninstructional records are accurate, efficient, and effective.</p>
<p><i>4c - Communicating with Families (ATS/InTASC Standard 10 Leadership and Collaboration)</i></p>		
<p>INEFFECTIVE</p> <p>The intern's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The intern makes no attempt to engage families in the instructional program.</p>	<p>PROGRESSING</p> <p>The intern adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.</p>	<p>EFFECTIVE</p> <p>The intern communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.</p>
<p><i>4d - Participating in a Professional Community (ATS/InTASC Standard 10 Leadership and Collaboration)</i></p>		
<p>INEFFECTIVE</p> <p>The intern avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.</p>	<p>PROGRESSING</p> <p>The intern becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.</p>	<p>EFFECTIVE</p> <p>The intern participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>
<p><i>4e - Growing and Developing Professionally (ATS/InTASC Standard 9 Professional Learning and Ethical Practice)</i></p>		

INEFFECTIVE

The intern does not participate in professional development activities and makes no effort to share knowledge with colleagues. The intern is resistant to feedback from supervisors or colleagues.

PROGRESSING

The intern participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The intern accepts, with some reluctance, feedback from supervisors and colleagues.

EFFECTIVE

The intern seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The intern welcomes feedback from supervisors and colleagues.

4f - Showing Professionalism (ATS/InTASC Standard 9 Professional Learning and Ethical Practice and Standard 10 Leadership and Collaboration)

INEFFECTIVE

The intern has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The intern fails to comply with school and district regulations and time lines.

PROGRESSING

The intern is honest and well intentioned in serving students and contributing to decisions in the school, but the intern's attempts to serve students are limited. The intern complies minimally with school and district regulations, doing just enough to get by.

EFFECTIVE

The intern displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.

Domain 4 Criteria Feedback and Next Steps:

What does the student intern need to improve upon in this Domain that will be observed again in future lessons?

What are evaluator recommendations for the student intern to implement in future lessons (actionable steps) in this domain?

Use of Technology

<p>INEFFECTIVE</p> <p>The intern is not aware of the technology available and/or cannot cite how s/he might use technology if it was available.</p>	<p>PROGRESSING</p> <p>The intern can cite general examples of how s/he might use technology if it was available, and/or makes acceptable use of technology that is available for the lesson evaluated.</p>	<p>EFFECTIVE</p> <p>The intern can denote specific examples of how s/he would use technology if it was available and/or makes good use of technology that is available for the lesson evaluated.</p>
<p><i>Pursuit of Equity in Learning</i></p>		
<p>INEFFECTIVE</p> <p>The intern has little sense of the backgrounds or needs of his or her students within the classroom resulting in inequitable learning opportunities. The intern has not considered supports that a student or group of students may need to help them reach the goals of learning and success in the classroom or disregards this potential.</p>	<p>PROGRESSING</p> <p>The intern acknowledges that students come from different experiences and backgrounds and recognizes situations in which a student or group of students may need additional support for learning in the classroom and demonstrates some effort to address these needs effectively to provide equitable learning opportunities.</p>	<p>EFFECTIVE</p> <p>The intern recognizes when a student or group of students may need additional support for learning in the classroom, demonstrates clear efforts to address these needs, and provides equitable learning opportunities for his or her students.</p>
<p><i>Overall Impact on Student Learning</i></p>		
<p>INEFFECTIVE</p> <p>The intern did not positively impact student learning in the classroom or had very minimal positive impact on student learning.</p>	<p>PROGRESSING</p> <p>The intern positively impacted student learning of most students within the classroom.</p>	<p>EFFECTIVE</p> <p>The intern positively impacted student learning at high levels within the classroom.</p>

Intern Signature:

Evaluator Signature:

Required Praxis Assessment prior to Internship

Elementary Education (5006)

Test at a Glance

The *Praxis*® Elementary Education Assessment test is designed for candidates who possess the knowledge, skills, and abilities in elementary reading and language arts, social studies, math, and science instruction that are important and necessary as they prepare to enter the field of elementary education in the primary through upper elementary school grades.

Test Name	Elementary Education Assessment		
Test Code	5006		
Time	4.5 hours		
Number of Questions	180 selected-response questions		
Format	The test consists of a variety of selected response questions, where you select one or more answer choices; and other types of questions. You can review the possible question types in Understanding Question Types.		
Test Delivery	Computer delivered		
	Subtests	Subject Test Length (Minutes)	Approximate Number of Questions
	5007 Reading and Language Arts & Social Studies	150	95
	5008 Mathematics and Science	120	85

Test Name	Elementary Education: Reading and Language Arts & Social Studies
Test Code	5007
Time	2.5 hours
Number of Questions	95 selected-response questions
Format	Selected-response questions
Test Delivery	Computer delivered

	Content Categories	Approx. # Questions	Approx. % Examination
III	I. Reading and Language Arts	62	65%
	II. Social Studies	33	35%

Test Name	Elementary Education: Mathematics and Science
Test Code	5008
Time	2 hours
Number of Questions	85 selected-response questions

Format	Selected-response questions
Test Delivery	Computer delivered

	Content Categories	Approx. # Questions	Approx. % Examination
III	I.Mathematics	51	60%
	II.Science	34	40%

All questions assess content from the above Mathematics and Science domains. Approximately 70 percent of questions assess content applied to a Task of Teaching Mathematics, and approximately 70 percent of questions assess content applied to a Task of Teaching of Science.

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Required Praxis prior to recommendation for licensure

Principles of Learning and Teaching: Grades K–6 (5622)
Test at a Glance

Test Name: Principles of Learning and Teaching: Grades K–6

Test Code: 5622

Time: 2 hours

Number of Questions: 70 selected-response questions, 4 constructed-response questions

Format: Selected response; constructed-response questions related to two case histories

Test Delivery: Computer delivered

Percentage Content Categories Questions Questions of Exam:

- I. Students as Learners 21, 22.5%
- II. Instructional Process 21, 22.5%
- III. Assessment 14, 15%
- IV. Professional 14, 15% Development, Leadership, and Community
- V. Analysis of Instructional 4, 25% Scenarios
 - A. Students as 1–2 Learners
 - B. Instructional 1–2 Process
 - C. Assessment 0–1
 - D. Professional 0–1 Development, Leadership, and Community

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Bachelor of Science in Elementary Education

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HOMEPAGE](#)

The Elementary Education program meets the needs of today's children building on the common core of knowledge, performance, and dispositions needed for professional educators in elementary education. This program is designed for those individuals preparing to teach in grades K-6.

There are three stages in the Bachelor of Science Elementary Education Degree program. Teacher candidates begin the first stage by taking general education requirements and are introduced to basic concepts, theory and practices.

During the second stage teacher candidates complete general education requirements and take courses specifically designed to prepare them for the education profession. Admission requires a minimum cumulative grade point average of 2.70 on all college work attempted with no grade below "C" (including work from other colleges and universities); and beginning the development of a portfolio which must include a philosophy and documented evidence of observations of children.

During the third stage of the elementary program, teacher candidates are placed in an appropriate environment for their internship. Admission to this stage requires a minimum grade point average of 2.70 with no grade below "C" in all courses and a satisfactory score on the licensure exam as established by the Arkansas Department of Education. Teacher candidates should make application for admission to the internship for the spring semester by October 15, or the fall semester by March 15.

See the [College of Education and Health](#) page for additional requirements.

Curriculum

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

Freshman

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Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
BIOL 1014 Introduction to Biological Science	4	HIST 1503 World History to 1500	3

Fall	Credits	Spring	Credits
<u>MATH 1003 College Mathematics</u>	3	Social Studies Course (History, Economics, and/or Geography)	3
<u>COMM 2173 Business and Professional Speaking</u>	3	<u>PHSC 1013 Introduction to Physical Science</u>	3
<u>EDFD 1001 Orientation to Teaching K-12</u>	1	<u>PHSC 1021 Physical Science Laboratory</u>	1
Total Hours	14	<u>POLS 2003 American Government</u>	3
		Total Hours	16

Sophomore

Fall	Credits	Spring	Credits
<u>EDMD 3013 Integrating Instructional Technology</u>	3	ART 2123 <u>MUS 2003 Introduction to Music</u>	3 3
<u>HIST 1903 Survey of American History</u>	3	PE 3593 Methods of Teaching Health and Physical Education for K-6 Teachers	3
<u>MATH 2033 Mathematical Concepts I</u>	3	<u>MATH 2043 Mathematical Concepts II</u>	3
<u>GEOL 1004 Essentials of Earth Science</u>	4	<u>SPED 2023 Development and Characteristics of Diverse Learners</u>	3
<u>ELED 2003 Educational Research and the Teacher as a Lifelong Learner</u>	3	<u>ELED 2113 Human Development and Learning Theories</u>	3
Total Hours	16	Total Hours	15 +8 15

Junior

Fall	Credits	Spring	Credits
<u>MATH 3033 Methods of Teaching Elementary Mathematics</u>	3		

Fall	Credits	Spring	Credits
<u>RDNG 3003 Teaching Literacy Foundations</u>	3	<u>BIOL 3243 Integrating the Three Dimensions of Science/PHSC 3243 Integrating the Three Dimensions of Science</u>	3
<u>SPED 3033 Foundations of Special Education</u>	3	<u>HIST 2153 Introduction to Arkansas History</u>	3
<u>ELED 3123 Diagnosis and Assessment of Elementary Students</u>	3	<u>RDNG 3163 Integrated Language Arts</u>	3
<u>ELED 3133 Integrated Curriculum</u>	3	<u>SPED 3153 Planning, Instruction, and Assessment for Students with Disabilities</u>	3
Total Hours	15	<u>ELED 3143 Teaching Methods K-6 Social Studies</u>	3
		Total Hours	15

Senior ~~ELED4003~~ 3
~~ELED4903~~ 3

Fall	Credits	Spring	Credits
ART 2123 Experiencing Art	3	RDNG 4023 Disciplinary Reading and Writing	3
<u>PHSC 3253 Teaching Methods for STEM/BIOL 3253 Teaching Methods for STEM</u>	3	ELED 4912 Internship in Elementary Education	12
<u>RDNG 4003 Literacy Assessment and Intervention</u>	3	Total Hours	15
RDNG 4013 Child and Adolescent Literature	3	<u>ELED 4909</u>	<u>9</u>
<u>ELED 4033 Classroom and Behavior Management</u>	3	<u>PE 3593</u>	<u>3</u>
Total Hours	15	<u>RDNG 4013</u>	<u>3</u>

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

DEGREE AUDIT CHECK LIST (BS-EED) Elementary Education

-2022-23. *2023-24*

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
SCIENCE		0
US HIST/GOVT		0
SOC SCI		0
SOC SCI		0
FINE ART/HUM		0
FINE ART/HUM		0
SPH		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		6
Electives		
C or better in All Courses		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
Major Requirements		Hrs
ELED	2003 2113 3123 3133 3143 4033 4912 <i>4003 4903 4909</i>	
EDFD	1001♦	
RDNG	3003 3163 4003 4013 4025	
SPED	2023 3033 3153	55
ART	2123**	3
BIOL	1014**	4
BIOL/PHSC	3243 3253	6
COMM	2173**	3
EDMD	3013	3
GEOL	1004	4
HIST	1503** 1903** 2153	9
MATH	1003** 2033 2043 3033	12
MUS	2003**	3
PE	3593	3
PHSC	1013** 1021**	4
POLS	2003**	3
Social Studies	HIST ECON or GEOG	3
TOTAL MAJOR HOURS		115
TOTAL HOURS		

Final Check:

Min. hours required 121
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____


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

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

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ELED 2003 Educational Research and the Teacher as a Lifelong Learner	3	ELED 2113 Human Development and Learning Theories	3
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Junior



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RDNG 3003 Teaching Literacy Foundations	3		

Fall	Credits	Spring	Credits
<u>SPED 3033 Foundations of Special Education</u>	3	<u>HIST 2153 Introduction to Arkansas History</u>	3
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Senior

Fall	Credits	Spring	Credits
<u>PHSC 3253 Teaching Methods for STEM/BIOL 3253 Teaching Methods for STEM</u>	3	<u>RDNG 4013 Child and Adolescent Literature</u>	3
<u>RDNG 4003 Literacy Assessment and Intervention</u>	3	<u>ELED 4909</u>	9
<u>ELED 4003</u>	3	<u>PE 3593 Methods of Teaching Health and Physical Education for K-6 Teachers</u>	3
<u>ELED 4033 Classroom and Behavior Management</u>	3	Total Hours	15
<u>ELED 4903</u>	3		
Total Hours	15		

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

DEGREE AUDIT CHECK LIST (BS-EED) Elementary Education

2023-24

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
SCIENCE		0
US HIST/GOVT		0
SOC SCI		0
SOC SCI		0
FINE ART/HUM		0
FINE ART/HUM		0
SPH		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		6
Electives		
C or better in All Courses		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
Major Requirements		Hrs
ELED	2003 2113 3123 3133 3143 4003	
	4033 4903 4909 EDFD 1001♦	
RDNG	3003 3163 4003 4013	
SPED	2023 3033 3153	55
ART	2123**	3
BIOL	1014**	4
BIOL/PHSC	3243 3253	6
COMM	2173**	3
EDMD	3013	3
GEOL	1004	4
HIST	1503** 1903** 2153	9
MATH	1003** 2033 2043 3033	12
MUS	2003**	3
PE	3593	3
PHSC	1013** 1021**	4
POLS	2003**	3
Social Studies	HIST ECON or GEOG	3
	TOTAL MAJOR HOURS	115
	TOTAL HOURS	

Final Check:

Min. hours required 121
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR DELETION OF CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR

Department Initiating Proposal	Date
Biological Sciences	10/10/2022

Title	Signature	Date
Department Head		10/10/2022
Dean		10/11/2022
Assessment Dr. Christine Austin		10/11/22
Registrar Ms. Tammy Weaver		10/11/22
Graduate College (if appropriate) Dr. Sarah Gordon	—	—
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 JW
Faculty Senate (Undergraduate Proposals Only)	11/8/22 JW
Graduate Council (Graduate Proposals Only)	

Program Title:
BS Life Science and Earth Science

BS-LED

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. Current degree/certificate/option/unit title, degree code, and CIP code.

BS Life Science and Earth Science (Life Science for Teacher Licensure)

Degree Code: 9300

CIP Code: 13.1322

2. Effective date, term, and academic year.

Effective Date: 12/18/2026

Term: Fall 2026

Academic Year: 2026-2027

3. Reason for deletion.

This program has low enrollment with five current majors and has been historically a low enrollment program. The current students will be allowed to complete their degree. The last semester needed for current student degree completion is estimated to be fall semester 2026. All required courses will be taught to allow degree completion.



Agenda Item Details

Meeting Mar 16, 2023 - Arkansas Tech University Board of Trustees Meeting

Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe

Subject 4.2 Letter of Notification: Deletion, Academic Affairs: Dr. Furst-Bowe

Type Action

Recommended Action Motion to approve the program deletions as they are presented today.

Memorandum BOT March 2023 Deletions.pdf (104 KB)

LON-Public History.pdf (239 KB)

Letter_of_Notification BS Life Science for Teacher Licensure).pdf (240 KB)

LON Chemistry Education.pdf (240 KB)

LON Physics Education.pdf (240 KB)

Motion & Voting

Motion to approve the program deletions as they are presented today.

Motion by Len Cotton, second by Bill Clary.

Final Resolution: Motion Passed

Aye: Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux, Stephanie Duffield



Division of Higher Education

101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3827 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Ken Warden, Ed.D.
Commissioner

August 4, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Assistant Commissioner of Academic Affairs

Re: Arkansas Tech University
Program Approvals

On July 28, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Program Deletion

Bachelor of Science in Life Science & Earth Science (DC 9300; CIP 13.1322; 124-125 credit hours; Spring 2027 (12/18/2026))

Bachelor of Science in Chemistry Education (DC 3720; CIP 13.1323; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Science in Physics Education (DC 9030; CIP 13.1329; 120 credit hours; Spring 2027 (12/15/2026))

Bachelor of Arts in Public History (DC 5440; CIP 54.0105; 120 credit hours; Fall 2024 (9/1/2024))

Program Reconfiguration

Bachelor of Arts in Communication (DC 1830; CIP 09.0101; 120 credit hours) and Bachelor of Arts in Journalism (DC 1560; CIP 09.0401; 120 credit hours) reconfigured to create Bachelor of Arts in Digital Content Creation (DC 4145; CIP 09.0102; 120 credit hours; 10% online; Fall 2023 (8/1/2023))

General Education Core – 35 credit hours

Major Requirements

COMM/JOUR 1023 Communication and Media Exploration

COMM 3133	Digital Civility
JOUR 3173	Public Relations Principles
JOUR 4023	Social Media
TH 3263	Narrative Film Production

TH 4393 Social Media Influencing
COMM/JOUR 4823 Senior Capstone
Complete 3-credit hours from the following:
COMM 2003 Public Speaking
COMM 2013 Voice & Diction
COMM 3063 Oral Interpretation
TH 2703 Acting Theories and Techniques

Complete 6-credit hours from the following:
COMM 3003 Interpersonal Communication
COMM 3163 Writing for Performance
COMM 3263 Podcast / Radio Theatre Writing
JOUR 2143 Media Writing
JOUR 4073 Graphic Communication
TH 3803 Directing Theories and Techniques
TH 4563 Sound Design for Moving Images

JOUR or TH Internship

JOUR or TH Practicum

Other courses/seminars as approved by instructor

Electives

35 credit hours of Directed Electives

19 credit hours of Upper-Level Electives

Italics = New Courses

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Dr. Jeanine Myers



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Mathematics and Statistics	6/30/22

Title	Signature	Date
Department Head Jeanine L. Myers		6/30/22
Dean Judy L. Cezeaux		7/11/2022
Assessment Dr. Christine Austin		7/8/2022
Registrar		8/1/22
Graduate Dean (Graduate Proposals Only)	—	—
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 <i>JW</i>
Faculty Senate (Undergraduate Proposals Only)	11/8/22 <i>JW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
B.S. Mathematics Education *for Teacher Licensure*

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

Delete the 3 hour HLED 1513 and add 3 hours of elective.

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?
HLED 1513 is no longer required for Math Ed majors. Student success.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- c. What is the rationale for this program change?
HLED 1513 is no longer specifically required for the math ed degree.
 1. How will the program change impact learning for students enrolled in this program?
They get 3 elective hours.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
It is no longer required for the math ed degree.
- 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.
Math Ed majors are desperately needed across 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.)
Same as any elective.

If this course will affect other departments, a Departmental Support Form for each 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 _____ (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: 3 hrs of elective</p> <p>Delete: HLED 1513</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Graduate Certificate In Information Technology Assessment Plan

Learning Outcomes:

1. Students will analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions (Specialized Knowledge)

Courses Used for Measurement:

With the courses in the graduate certificate in IT program being electives, we use all of these courses for our assessment process. The above learning outcome (LO) is generic enough that we can use the final project/exam from each of the below course to collect artifacts. Although it is preferred that students complete 5000 level courses to complete their certificate, we will allow them to complete 6000 level courses if they meet the prerequisites.

- INFT 5103 Software Development
- INFT 5203 Database Systems
- INFT 5303 Developing and Administering Web Sites
- INFT 5403 Intro to Information Technology and Systems
- INFT 5413 Computer Systems and Architecture
- INFT 5503 The UNIX Operating System
- INFT 5603 Principles of Data Science
- INFT 5703 Principles of Networking
- INFT 5803 Principles of Cybersecurity
- INFT 6103 Visual Programming
- INFT 6203 Database Development and Administration
- INFT 6303 Design of Web-based Information Systems
- INFT 6403 Information Systems Analysis and Design
- INFT 6603 Adv Data Science and Machine Learning
- INFT 6703 Adv Networking
- INFT 6803 Adv Cybersecurity

Introductory/Reinforcement courses – LO1
5000 Level Courses are Introduction/Reinforcement Courses
<ul style="list-style-type: none">• INFT 5103 Software Development• INFT 5203 Database Systems• INFT 5303 Developing and Administering Web Sites• INFT 5403 Intro to Information Technology and Systems• INFT 5413 Computer Systems and Architecture• INFT 5503 The UNIX Operating System

- INFT 5603 Principles of Data Science
- INFT 5703 Principles of Networking
- INFT 5803 Principles of Cybersecurity

6000 Level Courses are Reinforcement/Mastery courses:

- INFT 6103 Visual Programming
- INFT 6203 Database Development and Administration
- INFT 6303 Design of Web-based Information Systems
- INFT 6403 Information Systems Analysis and Design
- INFT 6603 Adv Data Science and Machine Learning
- INFT 6703 Adv Networking
- INFT 6803 Adv Cybersecurity

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:

With only 1 learning outcome, we will re-evaluate our assessment strategy 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:

We will work with instructors in each of our graduate courses to gather artifacts for the learning outcome. The 5000 level courses will be the introduction/reinforcement (I/R) classes, and the 6000 level courses will be reinforcement/mastery (R/M) courses.

DEGREE AUDIT CHECK LIST (BS-MAED) Mathematics Education

~~2022-23~~ **2023-24**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		18
Electives		
		7
TOTAL ELECTIVE HOURS		4


Student's Name		
T#		
Major Requirements		Hrs
MATH	1001♦ 2703** 2914 2924 2934 3003 3123 3203 3243 3703 3772 4003 4033 4113 4123 4703 4971	49
STAT	3153	3
ANTH	2003**	3
COMM	2003**	3
COMS	2803	3
HLED	1513	3
PHYS**	2114 2000 2124 2010	8
SEED	2002 3702 4054 4503 4556 4909	26
"C" or better in all classes on this side		
		95
	TOTAL MAJOR HOURS	98
	TOTAL HOURS	

Final Check: Min. hours required 120 Earned Hrs _____
 57 hours upper level _____ thru _____ minus P/C HRS _____
 # of "D" hours _____ thru _____ to be completed _____
 Max activity hours 4 _____ **TOTAL** _____

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

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General Information

Navigate this section: 

- Introduction
- Academic Calendar
- Administration & Faculty
- Programs of Study
- Admission
- ACTS Course Transfer System
- Fees & Expenses
- Student Affairs Operations
- Financial Aid
- Scholarships
- Regulations & Procedures
- Graduation Requirements
- General Education Requirements
- University Honors
- College Distinction
- Military Science
- Catalog PDF 

Mathematics Education for Teacher Licensure

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman

	Fall	Credits	Spring	Credits
	ENGL 1013	3	ENGL 1023	3
	Composition I ¹		Composition II ¹	
	USHG 1XXX U. S. History and Government U. S.	3	SS 1XXX Social Science Courses ¹	3
	History and Government ¹		HEED 1513 Lifetime Health and Fitness	3
	MATH 1001	1	MATH 2703 Discrete Mathematics	3
	Orientation to Mathematics		MATH 2924 Calculus II	4
	MATH 2914 Calculus I	4		
	Elective	4	Total Hours	16
	Total Hours	15		

Sophomore

	Fall	Credits	Spring	Credits
--	------	---------	--------	---------

Fall	Credits	Spring	Credits
<u>PHYS 2114 Calculus-Based Physics I and PHYS 2000 Physics Laboratory I</u>	4	<u>PHYS 2124 Calculus-Based Physics II and PHYS 2010 Physics Laboratory II</u>	4
<u>COMS 2803 Programming in C</u>	3	<u>FAH 1XXX Fine Arts and Humanities Courses ¹</u>	3
<u>MATH 2934 Calculus III</u>	4	<u>ANTH 2003 Cultural Anthropology</u>	3
<u>MATH 3003 Foundations of Advanced Mathematics</u>	3	<u>MATH 3123 College Geometry</u>	3
<u>SEED 2002 Education as a Profession</u>	2	<u>MATH 3243 Differential Equations I</u>	3
Total Hours	16	Total Hours	16

Junior



Fall	Credits	Spring	Credits
<u>FAH 1XXX Fine Arts and Humanities Courses ¹</u>	3	<u>MATH 3203 Introduction to Analysis</u>	3
<u>COMM 2003 Public Speaking</u>	3	<u>MATH 3703 Mathematics in the Secondary Schools</u>	3
<u>STAT 3153 Applied Statistics</u>	3	<u>MATH 3772 Praxis II Mathematics: Content Knowledge Test Preparation</u>	2
<u>MATH 4003 Linear Algebra I</u>	3	<u>MATH 4123 Mathematical Modeling</u>	3
<u>MATH 4113 History of Mathematics</u>	3	<u>SEED 3702 Introduction to Educational Technology</u>	2
Total Hours	15	Total Hours	13

Senior



Fall	Credits	Spring	Credits
------	---------	--------	---------

Fall	Credits	Spring	Credits
<u>MATH 4033 Abstract Algebra I</u>	3	<u>MATH 4971 Mathematics Senior Seminar</u>	1
<u>MATH 4703 Special Methods in Mathematics</u>	3	<u>SEED 4503 Seminar in Secondary Education</u>	3
<u>SEED 4054 Educating Developing, Diverse, and Exceptional Learners</u>	4	<u>SEED 4909 Teaching in the Secondary School</u>	9
		Total Hours	13
<u>SEED 4556 Classroom Application of Educational Psychology</u>	6		
Total Hours	16		


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

² For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements please see the teacher education student services website. <https://www.atu.edu/teachereducation>

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General Information

Navigate this section: 

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- Scholarships
- Regulations & Procedures
- Graduation Requirements
- General Education Requirements
- University Honors
- College Distinction
- Military Science
- Catalog PDF 

Mathematics Education for Teacher Licensure

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
USHG 1XXX U S HISTORY & GOVERNMENT ¹	3	SS 1XXX Social Science Courses ¹	3
MATH 1001 Orientation to Mathematics	1	MATH 2703 Discrete Mathematics	3
MATH 2914 Calculus I	4	MATH 2924 Calculus II	4
Elective	4	Electives	3
Total Hours	15	Total Hours	16

Sophomore



Fall	Credits	Spring	Credits
PHYS 2114 Calculus-Based Physics I and PHYS 2000 Physics Laboratory I	4	PHYS 2124 Calculus-Based Physics II and PHYS 2010 Physics Laboratory II	4
COMS 2803 Programming in C	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
MATH 2934 Calculus III	4	ANTH 2003 Cultural Anthropology	3
MATH 3003 Foundations of Advanced Mathematics	3	MATH 3123 College Geometry	3
SEED 2002 Education as a Profession	2	MATH 3243 Differential Equations I	3
Total Hours	16	Total Hours	16

Junior



Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3	MATH 3203 Introduction to Analysis	3
COMM 2003 Public Speaking	3	MATH 3703 Mathematics in the Secondary Schools	3
STAT 3153 Applied Statistics	3	MATH 3772 Praxis II Mathematics: Content Knowledge Test Preparation	2
MATH 4003 Linear Algebra I	3	MATH 4123 Mathematical Modeling	3
MATH 4113 History of Mathematics	3	SEED 3702 Introduction to Educational Technology	2
Total Hours	15	Total Hours	13

Senior



Fall	Credits	Spring	Credits
<u>MATH 4033 Abstract Algebra I</u>	3	<u>MATH 4971 Mathematics Senior Seminar</u>	1
<u>MATH 4703 Special Methods in Mathematics</u>	3	<u>SEED 4503 Seminar in Secondary Education</u>	3
<u>SEED 4054 Educating Developing, Diverse, and Exceptional Learners</u>	4	<u>SEED 4909 Teaching in the Secondary School</u>	9
<u>SEED 4556 Classroom Application of Educational Psychology</u>	6	Total Hours	13
Total Hours	16		

¹ See appropriate alternatives or substitutions in "[General Education Requirements](#)".

² For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements please see the teacher education student services website. <https://www.atu.edu/teachereducation>



ARKANSAS TECH UNIVERSITY

REQUEST FOR DELETION OF CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR

Department Initiating Proposal	Date
Physical and Earth Sciences	10-11-2022

Title	Signature	Date
Department Head		10-11-2022
Dean Judy L. Cezeaux		10/11/2022
Assessment Dr. Christine Austin		10/11/22
Registrar Ms. Tammy Weaver		10/11/22
Graduate College (if appropriate) Dr. Sarah Gordon		—
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 JW
Faculty Senate (Undergraduate Proposals Only)	11/8/22 JW
Graduate Council (Graduate Proposals Only)	

Program Title:
BS Chemistry Education

BS-CHD

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

- 1. Current degree/certificate/option/unit title, degree code, and CIP code.**
- 2. Effective date, term, and academic year.**
- 2. Reason for deletion.**

Department of Physical and Earth Sciences requests the deletion of BS in Chemistry Education. The degree Code is 3720 and CIP Code is 13.1323. There is currently no student in this program, as per report I ran on Argos. Hence, the program can be discontinued without affecting anyone, effective immediately. This program has suffered from the lack of enrollment and we have had just one student graduating in this degree since 2017. Therefore, this program is not viable anymore.

**Agenda Item Details**

Meeting	Mar 16, 2023 - Arkansas Tech University Board of Trustees Meeting
Category	4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject	4.2 Letter of Notification: Deletion, Academic Affairs: Dr. Furst-Bowe
Type	Action
Recommended Action	Motion to approve the program deletions as they are presented today.

[Memorandum BOT March 2023 Deletions.pdf \(104 KB\)](#)[LON-Public History.pdf \(239 KB\)](#)[Letter_of_Notification BS Life Science for Teacher Licensure\).pdf \(240 KB\)](#)[LON Chemistry Education.pdf \(240 KB\)](#)[LON Physics Education.pdf \(240 KB\)](#)**Motion & Voting**

Motion to approve the program deletions as they are presented today.

Motion by Len Cotton, second by Bill Clary.

Final Resolution: Motion Passed

Aye: Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux, Stephanie Duffield



Division of Higher Education

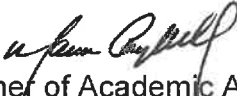
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Jacob Oliva
Secretary

Ken Warden, Ed.D.
Commissioner

August 4, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Assistant Commissioner of Academic Affairs

Re: Arkansas Tech University
Program Approvals

On July 28, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Program Deletion

Bachelor of Science in Life Science & Earth Science (DC 9300; CIP 13.1322; 124-125 credit hours; Spring 2027 (12/18/2026))

Bachelor of Science in Chemistry Education (DC 3720; CIP 13.1323; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Science in Physics Education (DC 9030; CIP 13.1329; 120 credit hours; Spring 2027 (12/15/2026))

Bachelor of Arts in Public History (DC 5440; CIP 54.0105; 120 credit hours; Fall 2024 (9/1/2024))

Program Reconfiguration

Bachelor of Arts in Communication (DC 1830; CIP 09.0101; 120 credit hours) and Bachelor of Arts in Journalism (DC 1560; CIP 09.0401; 120 credit hours) reconfigured to create Bachelor of Arts in Digital Content Creation (DC 4145; CIP 09.0102; 120 credit hours; 10% online; Fall 2023 (8/1/2023))

General Education Core – 35 credit hours

Major Requirements

COMM/JOUR 1023 Communication and Media Exploration

COMM 3133	Digital Civility
JOUR 3173	Public Relations Principles
JOUR 4023	Social Media
TH 3263	Narrative Film Production

TH 4393 Social Media Influencing

COMM/JOUR 4823 Senior Capstone

Complete 3-credit hours from the following:

COMM 2003 Public Speaking

COMM 2013 Voice & Diction

COMM 3063 Oral Interpretation

TH 2703 Acting Theories and Techniques

Complete 6-credit hours from the following:

COMM 3003 Interpersonal Communication

COMM 3163 Writing for Performance

COMM 3263 Podcast / Radio Theatre Writing

JOUR 2143 Media Writing

JOUR 4073 Graphic Communication

TH 3803 Directing Theories and Techniques

TH 4563 Sound Design for Moving Images

JOUR or TH Internship

JOUR or TH Practicum

Other courses/seminars as approved by instructor

Electives

35 credit hours of Directed Electives

19 credit hours of Upper-Level Electives

Italics = New Courses

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Dr. Jeanine Myers



ARKANSAS TECH UNIVERSITY

REQUEST FOR DELETION OF CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR

Department Initiating Proposal	Date
Physical and Earth Sciences	10-11-2022

Title	Signature	Date
Department Head		10-11-2022
Dean Judy L. Cezeaux		10/11/2022
Assessment Dr. Christine Austin		10/11/22
Registrar Ms. Tammy Weaver		10/11/22
Graduate College (if appropriate) Dr. Sarah Gordon		
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	10/25/22 <i>SW</i>
Faculty Senate (Undergraduate Proposals Only)	11/8/22 <i>SW</i>
Graduate Council (Graduate Proposals Only)	

Program Title:
BS Physics Education

BS-PHYE

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

- 1. Current degree/certificate/option/unit title, degree code, and CIP code.**
- 2. Effective date, term, and academic year.**
- 2. Reason for deletion.**

Department of Physical and Earth Sciences requests the deletion of BS in Physics Education. The degree Code is 9030 and CIP Code is 13.1329. There are currently two students enrolled in this program. Department will create a teach-out plan for these students, if they choose to stay in this program, to assure their graduation and all the courses they need will be offered. The department of Physical and Earth Sciences proposes 12-15-2026 as the effective date for the elimination of the program. This will give us enough time to make sure students who are currently enrolled graduate. This program has historically suffered from the lack of enrollment and we have not had any student graduating from this program in the recent years. Therefore, we don't consider this program as a viable program anymore.

**Agenda Item Details**

Meeting	Mar 16, 2023 - Arkansas Tech University Board of Trustees Meeting
Category	4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject	4.2 Letter of Notification: Deletion, Academic Affairs: Dr. Furst-Bowe
Type	Action
Recommended Action	Motion to approve the program deletions as they are presented today.

[Memorandum BOT March 2023 Deletions.pdf \(104 KB\)](#)[LON-Public History.pdf \(239 KB\)](#)[Letter_of_Notification BS Life Science for Teacher Licensure\).pdf \(240 KB\)](#)[LON Chemistry Education.pdf \(240 KB\)](#)[LON Physics Education.pdf \(240 KB\)](#)**Motion & Voting**

Motion to approve the program deletions as they are presented today.

Motion by Len Cotton, second by Bill Clary.

Final Resolution: Motion Passed

Aye: Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux, Stephanie Duffield



Division of Higher Education


101 E. Capitol Ave., Suite 300 • Little Rock, Arkansas • 72201-3827 • (501) 371-2000 • Fax (501) 371-2001

Jacob Oliva
Secretary

Ken Warden, Ed.D.
Commissioner

August 4, 2023

To: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs

From: Mason Campbell 
Assistant Commissioner of Academic Affairs

Re: Arkansas Tech University
Program Approvals

On July 28, 2023, the Arkansas Higher Education Coordinating Board approved the following program actions for Arkansas Tech University:

Program Deletion

Bachelor of Science in Life Science & Earth Science (DC 9300; CIP 13.1322; 124-125 credit hours; Spring 2027 (12/18/2026))

Bachelor of Science in Chemistry Education (DC 3720; CIP 13.1323; 120 credit hours; Summer 2023 (6/1/2023))

Bachelor of Science in Physics Education (DC 9030; CIP 13.1329; 120 credit hours; Spring 2027 (12/15/2026))

Bachelor of Arts in Public History (DC 5440; CIP 54.0105; 120 credit hours; Fall 2024 (9/1/2024))

Program Reconfiguration

Bachelor of Arts in Communication (DC 1830; CIP 09.0101; 120 credit hours) and Bachelor of Arts in Journalism (DC 1560; CIP 09.0401; 120 credit hours) reconfigured to create Bachelor of Arts in Digital Content Creation (DC 4145; CIP 09.0102; 120 credit hours; 10% online; Fall 2023 (8/1/2023))

General Education Core – 35 credit hours

Major Requirements

COMM/JOUR 1023 Communication and Media Exploration

COMM 3133	Digital Civility
JOUR 3173	Public Relations Principles
JOUR 4023	Social Media
TH 3263	Narrative Film Production

TH 4393 Social Media Influencing
COMM/JOUR 4823 Senior Capstone
Complete 3-credit hours from the following:
COMM 2003 Public Speaking
COMM 2013 Voice & Diction
COMM 3063 Oral Interpretation
TH 2703 Acting Theories and Techniques

Complete 6-credit hours from the following:
COMM 3003 Interpersonal Communication
COMM 3163 Writing for Performance
COMM 3263 Podcast / Radio Theatre Writing
JOUR 2143 Media Writing
JOUR 4073 Graphic Communication
TH 3803 Directing Theories and Techniques
TH 4563 Sound Design for Moving Images

JOUR or TH Internship

JOUR or TH Practicum

Other courses/seminars as approved by instructor

Electives

35 credit hours of Directed Electives

19 credit hours of Upper-Level Electives

Italics = New Courses

If you have additional comments or concerns, please contact Academic Affairs at Academic.Affairs@adhe.edu.

Cc: Dr. Jeanine Myers

Summary Nov CC/Nov FS

1. College of Education and Health – Department of Emergency Management, Professional Studies, and Student Affairs Administration
 - a. Modify the Minor in Emergency Management, as follows: (1) delete EAM 1003: Living in the Hazardous Environment, and (2) add 3 hours of 1000-4000 EAM Electives.

2. College of Education and Health – Department of Kinesiology and Rehabilitation Science
 - a. Add the Accelerated BS in Health and Exercise Science and BS in Health and Exercise Science Kinesiology Option to MS in Strength and Conditioning Studies.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Emergency Management, Professional Studies, and Student Affairs Administration	10.28.2022

Title	Signature	Date
Department Head Dr. Sandy Smith	<i>Sandy M. Smith</i>	10-31-22
Dean Dr. Linda Bean	<i>Linda Bean</i>	10-31-22
Assessment Dr. Christine Austin	<i>Christine Austin</i>	10-31-22
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	11/8/21
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	11/22/22
Faculty Senate (Undergraduate Proposals Only)	11/30/22
Graduate Council (Graduate Proposals Only)	

Program Title:
Emergency Management Minor

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

(1) Remove EAM 1003: Living in a Hazardous Environment*

(2) Add three hours of EM electives to Minor (to keep at 18 hours)

~~(3) remove EAM 1003 from all course prerequisites. *This course is not planned to be offered and, it has already been removed from the Major~~

EAM Elective 1000-4000 - 3 hrs

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 will make the upper courses more accessible for 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?
This is an update to the minor and the course pre-requisites to match the already approved change to the major. It will make taking upper division courses easier by not needing override approvals.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
As this course is no longer being offered, and it is still tied to several courses as a prerequisite, removing it from the Course Catalog will prevent ongoing unneeded work for students, advisors, admins, department heads, deans, registrars, etc. who have to address the process of overriding student registration for each course this is tied to.
- 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.
Most programs do not have a required Hazards class, but integrate it throughout the curriculum. This change is in alignment.
- 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 approval from deletion from EAM 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.

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Navigate this section: 

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Emergency Management Minor

EMERGENCY
MANAGEMENT
HOMEPAGE

The minor in Emergency Management is designed to provide additional breadth for students majoring in related programs in the field of crisis and disaster management.

The minor requires 18 hours of coursework emphasizing content in areas of social and physical vulnerabilities of natural and technological disasters.


- EAM 1003 Living in a Hazardous Environment
- EAM 1013 Aim and Scope of Emergency Management

- Twelve hours of upper division EAM courses (3000-4000)

Three hours of EAM courses (1000-4000)

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General Information

Navigate this section: 

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Emergency Management Minor

EMERGENCY
MANAGEMENT
HOMEPAGE

The minor in Emergency Management is designed to provide additional breadth for students majoring in related programs in the field of crisis and disaster management.

The minor requires 18 hours of coursework emphasizing content in areas of social and physical vulnerabilities of natural and technological disasters.

- [EAM 1013 Aim and Scope of Emergency Management](#)
- Twelve hours of upper division EAM courses (3000-4000 level)
- Three hours of EAM Electives (1000-4000 level)



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	09-07-2022

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	10/20/2022
Dean	<i>Linda Bean</i>	10.20.2022
Assessment	<i>[Signature]</i>	11.8.22
Registrar	<i>Tammy Weaver</i>	11/08/2022
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)	11/22/22
Faculty Senate (Undergraduate Proposals Only)	11/30/22
Graduate Council (Graduate Proposals Only)	1/17/23

Program Title:
Accelerated BS Health and Exercise Science and BS Health and Exercise Science Kinesiology Option to MS Strength and Conditioning Studies

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

This would allow Health and Exercise Science majors and Health and Exercise Science: Kinesiology option majors to complete their Master's degree in Strength and Conditioning Studies in an accelerated fashion. (SEE SUMMARY ON PAGE 3.)

This change would substitute 6 credit hours (2 courses in the fall semester of the senior year) in place of the traditional undergraduate courses and add one course to be taken concurrently with the internship course (HES 4012- Health & Exercise Science Internship) during the spring of the senior year.

The admission criteria include completing 90 hours toward the Bachelor's degree with an earned GPA of 3.2 or higher at the time of application to the program along with a B or better in PE 3663 Kinesiology (or equivalent course) and PE 4033 Exercise Physiology (or equivalent course). If a student is enrolled in one of these courses at the time of application, the student may be conditionally admitted until grades are submitted for that semester. If a B or better was earned, they may begin the program. If not, their admission will be deferred until the required grade is obtained.

Applications must be submitted to the Strength and Conditioning Studies Graduate Program Director no later than October 15 or March 15 the semester prior to beginning the program.

What impact will the change have on staffing, on other programs and space allocation?
It should have no impact on other programs other than potentially decreasing enrollments in upper level Wellness Science classes.

Answer the following Assessment questions:

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

This will allow the SCS program to better streamline degree stack-ability and improve students' ability to achieve progressive intellectual development

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

Not Applicable

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

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

Students will have to adjust to graduate-level work more quickly than they would otherwise. However, only those students who meet the admission criteria will be accepted into the accelerated program. This should lead to students having an adequate level of preparation.

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

No change in the graduate curriculum is occurring. This only allows students to streamline the Bachelor's degree into a Master's degree.

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

ATU is beginning accelerated programs. I cannot find other such accelerated programs in the state. Harding began a master's degree in the fall of 2021 with an accelerated option.

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

The assessment plan will not change.

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

SUMMARY:

For the Health and Exercise Science and Health and Exercise Science Kinesiology Option:

Add the following footnote to HLED 4403: Sport and Exercise Nutrition: Students in the accelerated program will substitute SCS 6063: Trends in Sports Nutrition and Metabolism.

Add the following footnote to HES 4013: Health and Exercise Science Practicum: Students in the accelerated program will substitute SCS 6013: Measurement and Evaluation.

Add the following footnote to HES 4012: Health and Exercise Science Internship: Student in the accelerated program will also take PE 6083: Research Design and Statistics in Physical Education or EDFD 6003: Educational Research.

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

Curriculum Matrix for Catalog Curriculum in Health and Exercise Science and Health and Exercise Science Kinesiology Option	
<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 the following footnote to HLED 4403: Sport and Exercise Nutrition: Students in the accelerated program will substitute SCS 6063: Trends in Sports Nutrition and Metabolism.</p> <p>Add the following footnote to HES 4013: Health and Exercise Science Practicum: Students in the accelerated program will substitute SCS 6013: Measurement and Evaluation.</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add the following footnote to HES 4012: Health and Exercise Science Internship: Student in the accelerated program will also take PE 6083: Research Design and Statistics in Physical Education or EDFD 6003: Educational Research.</p> <p>Total Hours:</p>

KINESIOLOGY AND REHABILITATION SCIENCE

HEALTH AND EXERCISE SCIENCE

The Bachelor of Science in Health and Exercise Science program has two tracks. Kinesiology and Pre-Allied Professional Health Studies will prepare students for strength and conditioning, fitness, and exercise/sport science professions, or preparation for advanced health care degrees.

Tracks

Kinesiology
Pre-Allied Health Studies

Curriculum

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

Freshman

Fall	Credits
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra or higher	3
BIOL 1014 Introduction to Biological Science	4
PE 1201 Orientation to Health, Physical Education, and Wellness Science	1
PE Elective	1
HES 1003 Introduction to Exercise Programming	3
Total Hours	15

Spring	Credits
ENGL 1023 Composition II ¹	3
PSY 2003 General Psychology	3
PHSC XXXX ¹	4
COMM 2173 Business and Professional Speaking	3
HLED 1513 Lifetime Health and Fitness	3
Total Hours	16

Sophomore

Fall	Credits
USHG 1XXX U. S. History and Government U. S. History and Government ¹	3
COMS 1003 Introduction to Computer Based Systems	3
PE 2513 First Aid	3
PE 2653 Anatomy and Physiology	3
HES 2003 Field-Based Experience in Health and Exercise Science	3
PE Elective	1

Kinesiology and Rehabilitation Science

Fall	Credits
Total Hours	16

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	6
ECON 2003 Principles of Economics I	3
PE 3663 Kinesiology	3
HES 2013 Weight Training for Personal Trainers, High School Coaches, and Physical Education	3
PE 3661 Laboratory Experiences in Anatomy/Physiology and Kinesiology	1
Total Hours	16

Junior

Fall	Credits
AHS 2013 Medical Terminology	3
PE 3573 Prevention and Care of Athletic Injuries	3
HES 2023 Endurance Programming and Conditioning	3
PE 4033 Exercise Physiology	3
HES 2043 Applied Fitness Assessment and Development	3
Total Hours	15

Spring	Credits
HLED 3203 Consumer Health Programs	3
HES 3003 Exercise Prescription	3
HES 3023 Exercise Behavior and Adherence	3
MKT 3043 Principles of Marketing	3
MGMT 3003 Principles of Management	3
Total Hours	15

Senior

Fall	Credits
HES 4003 Senior Seminar	3
HES 4063 Wellness and Fitness Programming	3
HLED 4403 Sport and Exercise Nutrition ²	3
HES 4023 Principles of Strength and Conditioning	3
HES 4013 Health and Exercise Science Practicum ³	3
Total Hours	15

Spring	Credits
HES 4012 Health and Exercise Science Internship ⁴	12
Total Hours	12

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

²Students in the accelerated program will substitute SCS 6063 Trends in Sports Nutrition and Metabolism.

³Students in the accelerated program will substitute SCS 6013 Measurement and Evaluation.

⁴Student in the accelerated program will also take PE 6083 Research Design and Statistics in Physical Education or EDFD 6003 Educational Research.

KINESIOLOGY AND REHABILITATION SCIENCE

HEALTH AND EXERCISE SCIENCE: KINESIOLOGY OPTION

See the College of Education and Health page for additional requirements.

Curriculum

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

Freshman

Fall	Credits
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra or higher	3
BIOL 1014 Introduction to Biological Science	4
PE 1201 Orientation to Health, Physical Education, and Wellness Science	1
PE Elective	1
HES 1003 Introduction to Exercise Programming	3
Total Hours	15

Spring	Credits
ENGL 1023 Composition II ¹	3
PSY 2003 General Psychology	3
PHSC XXXX ¹	4
COMM 2173 Business and Professional Speaking	3
HLED 1513 Lifetime Health and Fitness	3
Total Hours	16

Sophomore

Fall	Credits
USHG 1XXX U. S. History and Government U. S. History and Government ¹	3
COMS 1003 Introduction to Computer Based Systems	3
PE 2513 First Aid	3
PE 2653 Anatomy and Physiology	3
AHS 2013 Medical Terminology	3
PE Elective	1
Total Hours	16

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	6

Kinesiology and Rehabilitation Science

Spring	Credits
ECON 2003 Principles of Economics I	3
PE 3661 Laboratory Experiences in Anatomy/Physiology and Kinesiology	1
PE 3663 Kinesiology	3
HES 2013 Weight Training for Personal Trainers, High School Coaches, and Physical Education	3
Total Hours	16

Junior

Fall	Credits
HES 2023 Endurance Programming and Conditioning	3
PE 3573 Prevention and Care of Athletic Injuries	3
PE 4033 Exercise Physiology	3
MGMT 3003 Principles of Management	3
HES 2043 Applied Fitness Assessment and Development	3
Total Hours	15

Spring	Credits
HLED 3203 Consumer Health Programs	3
HES 3003 Exercise Prescription	3
HES 3013 Coaching Power, Speed, and Agility	3
HES 4043 Exercise Physiology Lab	3
PE 4103 Principles of Adapted Physical Activity	3
Total Hours	15

Senior

Fall	Credits
HES 4013 Health and Exercise Science Practicum ²	3
HES 4023 Principles of Strength and Conditioning	3
HES 4053 Biomechanics	3
HLED 4403 Sport and Exercise Nutrition ³	3
MKT 3043 Principles of Marketing	3
Total Hours	15

Spring	Credits
HES 4012 Health and Exercise Science Internship ⁴	12
Total Hours	12

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

²Students in the accelerated program will substitute SCS 6063 Trends in Sports Nutrition and Metabolism.

³Students in the accelerated program will substitute SCS 6013 Measurement and Evaluation.

⁴Student in the accelerated program will also take PE 6083 Research Design and Statistics in Physical Education or EDFD 6003 Educational Research.

Summary and Proposals Jan CC/Feb FS

1. College of Science, Technology, Engineering, & Mathematics – Department of Engineering and Computing Sciences
 - a. Add COMS 1921: Microsoft Excel, to the course descriptions;
 - b. Add COMS 2323: Programming in Python, to the course descriptions;
 - c. Add COMS 4923: Capstone II, to the course descriptions;
 - d. Add COMS 4931-4933: Internship, to the course descriptions;
 - e. Add CSEC 1003: Introduction to Cybersecurity, to the course descriptions;
 - f. Add CSEC 4931-4933: Internship, to the course descriptions;
 - g. Modify the Curriculum in Bachelor of Science in Computer Science, as follows:
 - (1) Delete the following 13 hours:
 - ELEG 2134: Digital Logic Design, and ELEG 2130: Digital Logic Design Lab;
 - CSEC 2213: Network Forensics and Incident Response;
 - COMS 4063: IT Project Administration; and
 - Elective - 3 hours;
 - (2) Add the following 13 hours:
 - CSEC 1003: Introduction to Cybersecurity;
 - COMS 2163: Scripting Languages;
 - COMS 2323: Programming in Python;
 - COMS 4923: Capstone II; and
 - 3000-4000 Level Elective – 1 hour;
 - h. Modify the Curriculum in Bachelor of Science in Cybersecurity, as follows:
 - (1) Delete the following 11 hours:
 - ELEG 2134: Digital Logic Design, and ELEG 2130: Digital Logic Design Lab;
 - CSEC 2113: Introduction to Information Systems; and
 - 3000-4000 Level Elective - 4 hours; and
 - (2) Add 11 hours:
 - CSEC 1003: Introduction to Cybersecurity;
 - COMS 2323: Programming in Python;
 - COMS 3233: Database Design and Implementation; and
 - Elective - 2 hours;
 - i. Modify the Curriculum in Bachelor of Science in Information Programming, Database, and Web Track I, and Bachelor of Science in Information Technology Network and Security Track II, as follows:
 - Track I (Programming, Database, and Web):
 - (1) Delete the following 9 hours:
 - CSEC 2213: Network Forensics and Incident Response;
 - COMS 4063: IT Project Administration;
 - Elective - 3 hours; and
 - (2) Add the following 9 hours:
 - CSEC 1003: Introduction to Cybersecurity;
 - COMS 2323: Programming in Python; and
 - COMS 4923: Capstone II; and

Track II (Network and Security) changes

(1) Delete the following 6 hours:

COMS 4063: IT Project Administration; and
Elective - 3 hours; and

(2) Add the following 6 hours:

CSEC 1003: Introduction to Cybersecurity;
COMS 4923: Capstone II; and

(3) Change "COMS 2163: Scripting Languages" to "COMS 2163: Scripting Languages or COMS 2323: Programming in Python" (to allow students a choice between the two courses); and

j. Modify the Curriculum in Associate of Applied Science in Cybersecurity, as follows:

(1) Delete the following 10 hours:

ELEG 2134: Digital Logic Design, and ELEG 2130: Digital Logic Design Lab; CSEC 2113: Introduction to Information Systems; and
U.S. History/Government; and

(2) Add the following 10 hours:

CSEC 1003: Introduction to Cybersecurity;
COMS 2323: Programming in Python; and
Elective - 4 hours; and

k. Modify the Curriculum in Associate of Applied Science in Information Technology, as follows:

(1) Delete the following 3 hours:

CSEC 2213: Network Forensics and Incident Response; and

(2) Add the following 3 hours:

CSEC 1003: Introduction to Cybersecurity; and

l. Modify the Curriculum in Certificate of Proficiency in Computer Networking, as follows:

(1) Change program to require ONE of: CSEC 1213 Wireless and Cellular Security or COMS 2703: Computer Hardware and Architecture (certificate currently requires both courses); and

(2) Add CSEC 2213: Network Forensics and Incident Response.

2. College of Science, Technology, Engineering, & Mathematics – Department of Physical & Earth Sciences

a. Add PHYS 4061: Engineering Physics Design, to the course descriptions;

b. Modify the Curriculum in Engineering Physics, as follows:

(1) Delete the following courses:

MCEG 1002: Engineering Graphics;
4 hours of ELEG/MCEG/COMS (3000-4000 level) electives; and
PHYS 4951: Undergraduate Research in Physics; and

(2) Add the following courses:

COMS 2203: Programming II; and
COMS 2323: Programming in Python;
PHYS 4061: Engineering Physics Design; and

c. Modify the Curriculum in Physics, as follows:

(1) Delete the following courses:

STAT 2304: Programming Languages for Data Science;
3 hours of Electives; and
3 hours of Upper Division Electives; and

(2) Add the following courses:

COMS 2203: Programming II;
COMS 2323: Programming in Python;
STAT 3153: Applied Statistics; and
1 hours of Elective.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	12/1/2022
Dean	<i>Judy L. Lyne</i>	12/1/2022
Assessment	<i>Chad Smith</i>	12/5/22
Registrar	<i>Jimmy Leavelle</i>	1/3/23
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:
COMS	1921	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Microsoft Excel		

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

MICROSOFT EXCEL

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?

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

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

Computer lab

Answer the following Assessment questions:

- 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. n/a
 - 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? **Employers often ask for skills in Excel. The goal of this course is to prepare students to pass the Microsoft Excel: Associate certification exam.**

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.

n/a



COMS 1921 Microsoft Excel SAMPLE SYLLABUS

Department of Engineering and Computing Sciences
Fall 2023

INSTRUCTOR CONTACT INFORMATION

Instructor: Mrs. Rebecca (Becky) Cunningham

Webex meeting room: <https://atu.webex.com/join/join-meeting?meetingid=1234567890>

Email: rcunningham@atu.edu

Office location: Corley 248

Office phone: 479.880.4610

Expect an email response or returned phone call within 24 hours (except on weekends).

Office Hours

9-10 MWF	In person	Available in my office COR 248, in the Webex meeting room, by email, or by phone
11-12 MWF	or virtual	

Other times by appointment; please allow 24-hour notice when requesting appointment

COURSE DESCRIPTION

Preparation to pass the Microsoft Office Specialist: Excel Associate Certification exam. Topics covered include creating and managing worksheets and workbooks, creating cells and ranges, creating tables, applying formulas and functions and creating charts and objects.

Credit for this course may be awarded to any student who has already obtained the MOS: Excel Associate certification.

COURSE OBJECTIVES

- Manage worksheets and workbooks
- Manage data cells and ranges
- Manage tables and table data
- Perform operations by using formulas and functions
- Manage charts

TEXTBOOK/SOFTWARE REQUIREMENTS & BIBLIOGRAPHY

Cengage Unlimited required, due to embedded electronic projects.

Options:

- 1-semester access (4 months) / 9780357700037 / \$119.99
- 1-year access (12 months) / 9780357700044 / \$179.99
- 2-year access (24 months) / 9780357700051 / \$239.99

Actual book that will be utilized:

COURSE CONTENT

Module 1: Creating a Worksheet and a Chart
Module 2: Formulas, Functions, and Formatting
Module 3: Working with Large Worksheets, Charting, and What-If Analysis
Supplementary certification exam preparation material

ASSESSMENT METHODS

Grades will be calculated on a total point basis. At any point during the course, simply divide your earned points by the points possible to calculate your current grade. (NOTE: Blackboard should do this for you.)

The traditional grading scale will be used to determine final grades:

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

NOTE: Submitted assignments/exams in this course may be used to assess aspects of the course and/or the department and may be viewed by other faculty and/or members of an accreditation team. All such use will preserve the student's anonymity.

Any questions concerning your grade need to be voiced as soon as possible.

POLICIES

Course policies align with the most recent version of the Student Handbook, which can be found at:
<https://www.atu.edu/studenthandbook/StudentHandbook-2020-ada.pdf>

1. ATTENDANCE

During the first week of class, you must complete the Federal Initial Attendance and Participation Module to be considered as "actively participating" in the course. You may retake the assignment as often as you need to make 100%. Failure to make a 100% may result in being marked as "non-attended."

Since this class is online, there is no in-person attendance requirement.

2. COURSE ACTIVITIES / DUE DATES

Assignments should be completed on time or may receive a late penalty.

3. STUDENT ACCOMMODATIONS

A student must be registered with Disability Services in order to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, you should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

Related University Policy: <http://www.atu.edu/disabilities/index.php>

4. FAIRNESS

Every effort will be made to ensure that all students are treated equally and fairly. That being said, special treatment may be awarded for extenuating circumstances if sought in advance and some students may qualify for special services. If you ever feel that you are being treated unequally, please discuss with your instructor.

Related University Policy: <http://www.atu.edu/titleix/index.php>

5. ACADEMIC INTEGRITY

You are expected to do your own work. (That means you actually sit in front of the computer and do the typing/clicking.) **Any sharing of computer files is considered cheating, and all parties involved will be dealt with harshly.** You may find that one cheating instance may haunt you for the rest of your college career, and in some cases, even beyond that. Don't risk it!

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.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	6-20-2022

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	12/1/2022
Dean	<i>Jerry L. Cooper</i>	12/1/2022
Assessment	<i>Christ Austin</i>	12/5/22
Registrar	<i>Yammy Weaver</i>	1/3/23
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:
COMS	2323	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		

Programming in Python

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

PROGRAMMING IN PYTHON

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?

Course will be offered each fall semester

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

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

No

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- 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?) **This course doesn't directly support a program outcome but instead the skills learned are needed to be successful in other courses which use this class as a prerequisite.**
- c. What is the rationale for adding this course? What evidence demonstrates this need?

Many upper division courses use the python programming language for various purposes. Therefore, students need exposure to this language before enrolling into those courses to improve student outcomes.

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

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

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

COMS 2323 Programming in Python

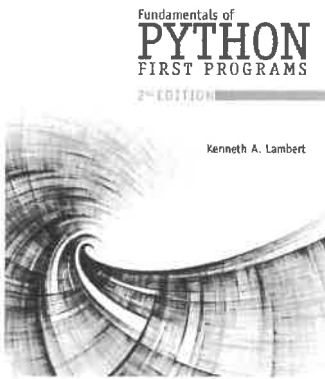
Course Description:

Introduction to the Python programming language where students will learn the basics through advanced concepts including basic data types, control structures, regular expressions, input/output, and textual analysis.

Prerequisite:

COMS 2203 Programming Fundamentals II (NOTE: This prereq course is undergoing a name change; this is the new name)

Textbook:



Title: Fundamentals of Python: First Programs

Author: Kenneth A. Lambert

ISBN: 9780357687758

Course Rationale/Justification:

This course is an introduction to the Python programming language. The purpose of the course is to prepare students for building scripts that control a sequence of program steps such as those used in developing testing and deploying software.

Course Objectives:

- Design, code, and test applications using Python scripts
- Demonstrate the basic techniques used to create scripts for automating system administrative task

- Demonstrate the use of regular expressions in processing text
- Demonstrate the use of Python to manage applications using networking
- Control the keyboard and mouse with GUI automation

Attendance:

Programming classes are cumulative. If you miss class regularly, then you will get behind and become lost. Therefore, please attend class regularly.

Students with Disabilities:

If you have any disability that requires special needs for this class, please see me, and I will accommodate you in any way I can.

The ATU Statement of Students and Disabilities policy can be located by navigating to the below link:

<http://www.atu.edu/disabilities/index.php>

University Academic Integrity Policy:

The ATU Academic Integrity Policy can be located by navigating to the below link:

<https://www.atu.edu/academic-integrity/>

Statement of Non-Discrimination and Access can be found below:

The ATU Statement of Non-Discrimination and Access policy can be located by navigating to the below link:

<http://www.atu.edu/titleix/index.php>

COVID-19 Policy:

The ATU COVID-19 Policy can be located by navigating to the below link:

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	11/21/2022

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	12/1/2022
Dean Dr. Judy Cezeaux	<i>Judy Cezeaux</i>	12/1/2022
Assessment	<i>Chris [unclear]</i>	12/5/22
Registrar	<i>Sammy Weaver</i>	1/31/23
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) COMS	Course Number: (e.g., 1003) 4923	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 II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) CAPSTONE II		

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

Yes No

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

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours?

Yes No

How many total hours?

Grading:

Standard Letter

P/F

Other

Mode of Instruction (check appropriate box):

01 Lecture

02 Lecture/Laboratory

03 Laboratory only

05 Practice Teaching

06 Internship/Practicum

07 Apprenticeship/Externship

08 Independent Study

09 Readings

10 Special Topics

12 Individual Lessons

13 Applied Instruction

16 Studio Course

17 Dissertation

18 Activity Course

19 Seminar

98 Other

Does this course require a fee?

Yes

No

How Much?

Select Fee Type

If selected other list fee type:

This is a MAJOR course (form fields wouldn't let me check the box so I deleted them)

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

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

Every semester

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

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. **This course will be used to assess Outcomes 3 and 5 (Communication and Teams)**
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - i. **Outcome 3 – The student will give an oral presentation of their final capstone project**
 - ii. **Outcome 5 – The student will develop a capstone project as part of a team; they will be assessed on how they contributed to the team**
- c. What is the rationale for adding this course? What evidence demonstrates this need? **Feedback from students, faculty, and the advisory board indicated not enough time to come up, develop, test,**

document, and present a complete working project/system. Adding a capstone sequence will produce much better projects and simulate a real-world environment.

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.



COMS 4923 Capstone II SAMPLE SYLLABUS

Department of Engineering and Computing Sciences
Fall 2023

INSTRUCTOR CONTACT INFORMATION

Instructor: Mrs. Rebecca (Becky) Cunningham

Webex meeting room: <https://atu.webex.com/meet/rcunningham>

Email: rcunningham@atu.edu

Office location: Corley 248

Office phone: 479.880.4610

Expect an email response or returned phone call within 24 hours (except on weekends).

Office Hours

9-10 MWF	In person	Available in my office COR 248, in the Webex meeting room, by email, or by phone
11-12 MWF	or virtual	

Other times by appointment; please allow 24-hour notice when requesting appointment

COURSE DESCRIPTION

Prerequisite: COMS 4913

A continuation of Capstone I with an emphasis on the development, testing, and deployment phase of the project based on the proposal presented in the previous course. Students will work in teams to develop and present their project in a real-world environment.

COURSE OBJECTIVES

- Develop initial beta version of the solution
- Adhere to timeline
- Provide feedback to client and instructor on a weekly basis
- Maintain strong documentation
- Thoroughly test project

TEXTBOOK/SOFTWARE REQUIREMENTS & BIBLIOGRAPHY

none

COURSE CONTENT

The majority of the semester will be spent developing and testing a system (app, website, database, etc) in a team-based environment. Students will also focus on issues surrounding the development of a system, such as ethical considerations, version testing, adding features, and documenting progress.

ASSESSMENT METHODS

Grades will be calculated as follows:

- Proposal: 5%
- Weekly Reports: 15%
- External Evaluation: 5%
- Documentation: 15%
- Presentations: 20%
- Client Evaluation: 10%
- Holistic Evaluation of Project: 30% - this will include several criteria such as tools learned, teamwork, comprehensiveness, look and feel of the application developed, etc.

NOTE: Submitted assignments/exams in this course may be used to assess aspects of the course and/or the department and may be viewed by other faculty and/or members of an accreditation team. All such use will preserve the student's anonymity.

POLICIES

Course policies align with the most recent version of the Student Handbook, which can be found at: <https://www.atu.edu/studenthandbook/StudentHandbook-2020-ada.pdf>

1. ATTENDANCE

During the first week of class, you must complete the Federal Initial Attendance and Participation Module to be considered as "actively participating" in the course. You may retake the assignment as often as you need to make 100%. Failure to make a 100% may result in being marked as "non-attended."

Since this class is online, there is no in-person attendance requirement.

2. COURSE ACTIVITIES / DUE DATES

Assignments should be completed on time or may receive a late penalty.

3. STUDENT ACCOMMODATIONS

A student must be registered with Disability Services in order to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, you should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

Related University Policy: <http://www.atu.edu/disabilities/index.php>

4. FAIRNESS

Every effort will be made to ensure that all students are treated equally and fairly. That being said, special treatment may be awarded for extenuating circumstances if sought in advance and some students may qualify for special services. If you ever feel that you are being treated unequally, please discuss with your instructor.

Related University Policy: <http://www.atu.edu/titleix/index.php>

5. ACADEMIC INTEGRITY

You are expected to do your own work. (That means you actually sit in front of the computer and do the typing/clicking.) **Any sharing of computer files is considered cheating, and all parties involved will be dealt with harshly.** You may find that one cheating instance may haunt you for the rest of your college career, and in some cases, even beyond that. Don't risk it!

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.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	12/1/2022
Dean	<i>July L. Gynck</i>	12/1/2022
Assessment	<i>Mr. [Signature]</i>	12/5/22
Registrar	<i>Sammy Luavee</i>	1/3/23
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:
COMS	4931-4933	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Internship		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
INTERNSHIP		

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

Yes No

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

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours? Yes 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?

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. n/a
 1. Provide the program level learning outcome(s) it addresses.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence demonstrates this need? We encourage students to complete internships because they have many benefits, such as helping students link what they are learning in the classroom to real-world applications of that knowledge and getting their "foot in the door" which can lead to permanent employment. This way they can receive upper-division elective credit for completing an internship.

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.

n/a



COMS 4931, 4932, 4933 Internship SAMPLE SYLLABUS

Department of Engineering and Computing Sciences
Fall 2023

INSTRUCTOR CONTACT INFORMATION

Instructor: Mrs. Rebecca (Becky) Cunningham

Webex meeting room: <https://atu.webex.com/meet/rcunningham>

Email: rcunningham@atu.edu

Office location: Corley 248

Office phone: 479.880.4610

Expect an email response or returned phone call within 24 hours (except on weekends).

Office Hours

9-10 MWF	In person	Available in my office COR 248, in the Webex meeting room, by email, or by phone
11-12 MWF	or virtual	

Other times by appointment; please allow 24-hour notice when requesting appointment

COURSE DESCRIPTION

Prerequisite: Junior standing in a computing or related degree

A supervised, practical experience providing computing majors with hands-on professional experience in a position relating to an area of career interests. The student should secure an approved internship prior to course enrollment. During the internship, the student will submit regular reports regarding their internship experience.

COURSE OBJECTIVES

- Assist the student's development of employer-valued skills such as teamwork, communications and attention to detail.
- Expose the student to the environment and expectations of performance on the part of an information technology professional in a professional setting.
- Enhance and/or expand the student's knowledge of a particular area(s) of computing.
- Meet professional role models and potential mentors who can provide guidance, feedback, and support.
- Expand network of professional relationships and contacts.
- Develop a solid work ethic and professional demeanor, as well as a commitment to ethical conduct and social responsibility.

TEXTBOOK/SOFTWARE REQUIREMENTS & BIBLIOGRAPHY

none

COURSE OUTLINE

Internship Proposal: During the first week of the semester, the student will submit a proposal through Blackboard providing details of their internship goals and how you plan to meet them.

Progress Reports: At the end of each week, the student will submit a weekly progress report through Blackboard. The report will provide any pertinent information regarding the internship progress.

Final Report: During final exam week, but before the final exam day/time, the student will submit a final report providing details of their internship.

ASSESSMENT METHODS

Grades will be calculated on a total point basis. At any point during the course, simply divide your earned points by the points possible to calculate your current grade. (NOTE: Blackboard should do this for you.)

The traditional grading scale will be used to determine final grades:

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

NOTE: Submitted assignments/exams in this course may be used to assess aspects of the course and/or the department and may be viewed by other faculty and/or members of an accreditation team. All such use will preserve the student's anonymity.

Any questions concerning your grade need to be voiced as soon as possible.

POLICIES

Course policies align with the most recent version of the Student Handbook, which can be found at: <https://www.atu.edu/studenthandbook/StudentHandbook-2020-ada.pdf>

1. ATTENDANCE

During the first week of class, you must complete the Federal Initial Attendance and Participation Module to be considered as "actively participating" in the course. You may retake the assignment as often as you need to make 100%. Failure to make a 100% may result in being marked as "non-attended."

Since this class is online, there is no in-person attendance requirement.

2. COURSE ACTIVITIES / DUE DATES

Assignments should be completed on time or may receive a late penalty.

3. STUDENT ACCOMMODATIONS

A student must be registered with Disability Services in order to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, you should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

Related University Policy: <http://www.atu.edu/disabilities/index.php>

4. FAIRNESS

Every effort will be made to ensure that all students are treated equally and fairly. That being said, special treatment may be awarded for extenuating circumstances if sought in advance and some students may qualify for special services. If you ever feel that you are being treated unequally, please discuss with your instructor.

Related University Policy: <http://www.atu.edu/titleix/index.php>

5. ACADEMIC INTEGRITY

You are expected to do your own work. (That means you actually sit in front of the computer and do the typing/clicking.) **Any sharing of computer files is considered cheating, and all parties involved will be dealt with harshly.** You may find that one cheating instance may haunt you for the rest of your college career, and in some cases, even beyond that. Don't risk it!

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.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	11/21/22

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	12/1/2022
Dean Dr. Judy Cezeaux	<i>Judy Cezeaux</i>	12/1/2022
Assessment	<i>Ann G. ...</i>	12/5/22
Registrar	<i>Tommy Weaver</i>	1/3/23
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:
CSEC	1003	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Introduction to Cybersecurity		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
INTRODUCTION TO CYBERSECURITY		

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

Yes No

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

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours?

Yes No

How many total hours?

Grading: Standard Letter

P/F

Other

Mode of Instruction (check appropriate box):

01 Lecture

02 Lecture/Laboratory

03 Laboratory only

05 Practice Teaching

06 Internship/Practicum

07 Apprenticeship/Externship

08 Independent Study

09 Readings

10 Special Topics

12 Individual Lessons

13 Applied Instruction

16 Studio Course

17 Dissertation

18 Activity Course

19 Seminar

98 Other

Does this course require a fee?

Yes

No

How Much?

Select Fee Type

If selected other list fee type:

Elective

Major

Minor

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

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

Each Fall/Spring

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

No

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

No

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
 1. NSA Center of Academic Excellence – required Knowledge Units Cybersecurity Foundations (CSF) and Cybersecurity Principles (CSP)
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
 - o For each major: Outcome 1 and Outcome 2.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - o Students will engage in multiple assignments in which they will apply the principles discussed in the course to example organizations. Assessment will be based on functionality and appropriateness of solution provided from among discussed options.
- c. What is the rationale for adding this course? What evidence demonstrates this need?

1. During the process of working through the NSA-CAE process it has become evident that, while the objectives contained in their required Knowledge Units CSF and CSP are covered in the current curriculum, they are scattered across a wide array of courses. It is more appropriate to approach these concepts in a consolidated and introductory fashion to better allow students to integrate more specific knowledge from advanced courses into the overall concepts of the discipline.

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

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

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

Course Number	CSEC 1003
Course Name	Introduction to Cybersecurity
Section	001
Description	This course introduces general Cybersecurity principles for majors or non-majors. This includes understanding cybersecurity offense and defense, the role of cybersecurity professionals, and legal and ethical principles
Co-Requisite(s)	None
Prerequisite(s)	None
Credit hours	3
Semester offered	Fall/Spring
General Education	This course cannot be used to satisfy the general education curriculum.
New	X
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None
Faculty who can teach this course	<ul style="list-style-type: none"> • Mr. Lucas Moody – <i>ABD Cybersecurity and Information Assurance; MS IT</i> • Dr. Indira Dutta – <i>Ph.D.</i> • Dr. Jerry Wood – <i>Ph.D. Information Assurance</i> • Dr. Tolga Ensari – <i>Ph.D.</i> • Dr. Robin Ghosh – <i>Ph.D.</i> • Dr. Bhaskar Ghosh – <i>Ph.D.</i>
Distance Ed class	No

Syllabus

Department of Computer & Information Science

CSEC 1003 **Introduction to Cybersecurity**

Section # 001

OFFERED Fall/Spring

PRE-REQUISITE None

CO-REQUISITES None

DESCRIPTION This course introduces general cybersecurity principles for majors or non-majors. This includes understanding cybersecurity offense and defense, the role of cybersecurity professionals, and legal and ethical principles

ACTS Number CSEC 1310 *Missed deadline
will submit to ADHE Oct 2023*

NOTES None

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

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

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

TEXTBOOK *Principles of Information Security, 7th Ed.*, Michael Whitman and Herbert Mattord, ISBN: 978-0357506431

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

JUSTIFICATION Students of all disciplines should have a solid grounding in the fundamentals of cybersecurity. This will assist students, regardless of major, in implementing security into their professional and personal activities.

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

- Describe the principles of confidentiality, integrity, and availability.
- Identify risks, threats, attacks, and vulnerabilities related to cybersecurity.
- Explain how cybersecurity professionals use technologies, processes, and procedures.
- Recognize the application of legal and ethical principles related to cybersecurity.

COURSE TOPICS Topics include:

- Threats and adversaries for organizations and individuals
- Basic risk assessment
- Applications of cryptography
- Common security tools and techniques (VPN, IDS, etc.)
- Legal and ethical issues

**GENERAL
EDUCATION
REQUIREMENTS**

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

ASSESSMENT

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

Homework, Labs, & Assignments	20%
Exams, including Final Exam	80%
<i>Total</i>	<i>100%</i>

The following percentage table will be used to assign scores:

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

ATTENDANCE

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

**COURSE
of others.
CONDUCT**

Respect your peers. Students are expected to respect the rights

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

**PLAGIARISM &
are
CHEATING**

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	12/1/2022
Dean	<i>Janey L. Gynne</i>	12/1/2022
Assessment	<i>Chris Am...</i>	12/5/22
Registrar	<i>Tommy Weaver</i>	1/3/23
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:
CSEC	4931-4933	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Cybersecurity Internship		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
CYBERSECURITY INTERNSHIP		

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

Yes No

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

If so, list course subject and number. Yes No

Is this course repeatable for additional earned hours?

Yes 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. n/a
 1. Provide the program level learning outcome(s) it addresses.
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence demonstrates this need? We encourage students to complete internships because they have many benefits, such as helping students link what they are learning in the classroom to real-world applications of that knowledge and getting their "foot in the door" which can lead to permanent employment. This way they can receive upper-division elective credit for completing an internship.

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.

n/a



CSEC 4931, 4932, 4933 Cybersecurity Internship SAMPLE SYLLABUS

ARKANSAS
TECH
UNIVERSITY

Department of Engineering and Computing Sciences
Fall 2023

INSTRUCTOR CONTACT INFORMATION

Instructor: Mrs. Rebecca (Becky) Cunningham

Webex meeting room: <https://atu.webex.com/meet/rcunningham>

Email: rcunningham@atu.edu

Office location: Corley 248

Office phone: 479.880.4610

Expect an email response or returned phone call within 24 hours (except on weekends).

Office Hours

9-10 MWF	In person	Available in my office COR 248, in the Webex meeting room, by email, or by phone
11-12 MWF	or virtual	

Other times by appointment; please allow 24-hour notice when requesting appointment

COURSE DESCRIPTION

Prerequisite: Junior standing in the cybersecurity program

A supervised, practical experience providing cybersecurity majors with hands-on professional experience in a position relating to an area of career interests. The student should secure an approved internship prior to course enrollment. During the internship, the student will submit regular reports regarding their internship experience.

COURSE OBJECTIVES

- Assist the student's development of employer-valued skills such as teamwork, communications and attention to detail.
- Expose the student to the environment and expectations of performance on the part of an information technology professional in a professional setting.
- Enhance and/or expand the student's knowledge of a particular area(s) of computing.
- Meet professional role models and potential mentors who can provide guidance, feedback, and support.
- Expand network of professional relationships and contacts.
- Develop a solid work ethic and professional demeanor, as well as a commitment to ethical conduct and social responsibility.

TEXTBOOK/SOFTWARE REQUIREMENTS & BIBLIOGRAPHY

none

COURSE OUTLINE

Internship Proposal: During the first week of the semester, the student will submit a proposal through Blackboard providing details of their internship goals and how you plan to meet them.

Progress Reports: At the end of each week, the student will submit a weekly progress report through Blackboard. The report will provide any pertinent information regarding the internship progress.

Final Report: During final exam week, but before the final exam day/time, the student will submit a final report providing details of their internship.

ASSESSMENT METHODS

Grades will be calculated on a total point basis. At any point during the course, simply divide your earned points by the points possible to calculate your current grade. (NOTE: Blackboard should do this for you.)

The traditional grading scale will be used to determine final grades:

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

NOTE: Submitted assignments/exams in this course may be used to assess aspects of the course and/or the department and may be viewed by other faculty and/or members of an accreditation team. All such use will preserve the student's anonymity.

Any questions concerning your grade need to be voiced as soon as possible.

POLICIES

Course policies align with the most recent version of the Student Handbook, which can be found at: <https://www.atu.edu/studenthandbook/StudentHandbook-2020-ada.pdf>

1. ATTENDANCE

During the first week of class, you must complete the Federal Initial Attendance and Participation Module to be considered as "actively participating" in the course. You may retake the assignment as often as you need to make 100%. Failure to make a 100% may result in being marked as "non-attended."

Since this class is online, there is no in-person attendance requirement.

2. COURSE ACTIVITIES / DUE DATES

Assignments should be completed on time or may receive a late penalty.

3. STUDENT ACCOMMODATIONS

A student must be registered with Disability Services in order to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, you should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

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4. FAIRNESS

Every effort will be made to ensure that all students are treated equally and fairly. That being said, special treatment may be awarded for extenuating circumstances if sought in advance and some students may qualify for special services. If you ever feel that you are being treated unequally, please discuss with your instructor.

Related University Policy: <http://www.atu.edu/titleix/index.php>

5. ACADEMIC INTEGRITY

You are expected to do your own work. (That means you actually sit in front of the computer and do the typing/clicking.) **Any sharing of computer files is considered cheating, and all parties involved will be dealt with harshly.** You may find that one cheating instance may haunt you for the rest of your college career, and in some cases, even beyond that. Don't risk it!

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.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	11/21/22

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	12/1/2022
Dean	<i>John L. Krohn</i>	12/1/2022
Assessment	<i>Chad Smith</i>	12/5/22
Registrar	<i>Sammy Beaulieu</i>	1/3/23
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 Science in Computer Science

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

- Remove 13 hours:
 - ELEG 2134/2130 Digital Logic and Lab
 - CSEC 2213 Network Forensics and Incident Response
 - COMS 4063 IT Project Administration
 - Elective – 3 hrs
- Add 13 hours:
 - CSEC 1003 Introduction to Cybersecurity
 - COMS 2163 Scripting Languages
 - COMS 2323 Programming in Python
 - COMS 4923 Capstone II
 - 3-4xxx elective – 1 hr

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

- Multiple sections of CSEC 1003 will be needed, as it is being added to all computing degrees. We currently only have 2 Cybersecurity faculty on staff but have needed 3 for quite some time. The addition of this course (which was recommended by the state and will be good for recruiting) will further the need for an additional Cybersecurity faculty member.
- The Scripting Languages and Programming in Python courses are being added to multiple programs, but current faculty and/or adjuncts should be able to handle the load for these courses.
- Our current computer labs/classrooms can accommodate the new courses.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
In keeping with ATU's mission of student success, removal of the Digital Logic course will strengthen our students' success in our CS program. Computer Science students struggle in this course, as they don't have the background that the engineering majors have. This course is being replaced with a Programming in Python course (and a 1 hr U/D elective) that will provide CS students with additional skills that will prove beneficial to them in other coursework and in their career. The Network Forensics course is being removed in favor of more generic Intro to Cybersecurity course – which will be part of the ACTS and will be beneficial with recruitment. The IT Project Admin course is being removed so that we can add an official capstone sequence (I and II) to give our students a full year of designing and developing a system. These proposed changes received support from our Advisory Board.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **n/a**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **As stated above, students will be more successful in the CS program and their future career.**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **DFWI rates are high in ELEG 2134; many of our students have communicated that they did not feel prepared for the course and struggled all the way through the course. CS instructors felt the addition of a Python course would strengthen their students' skills.**

- 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. **In looking at similar programs at other institutions, many no longer require a course in digital logic for their CS programs. In addition, our accrediting body (ABET) no longer lists skills from this course as required for accreditation. The other additions are common in other CS programs. As mentioned above, there is a move across the state to include an introductory cybersecurity course in all computing curriculums. Many universities provide a year-long capstone experience.**
- 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.) **Assessment plan for BSIT does not have any major changes; current plan on file with Assessment Office. The only affected courses will be: COMS 4063 Project Management will be replaced with COMS 4913 Capstone I COMS 4913 Capstone I will be replaced with Capstone II**

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

Since the restructuring, COMS and ELEG courses are now both under the same department. It has been internally communicated that there will be less demand for ELEG 2134/2130 since CS students will no longer be taking the course.


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

Curriculum Matrix for Catalog Curriculum in BS in Computer Science	
<p>Freshman Fall Semester</p> <p>Add/Change: CSEC 1003 Introduction to Cybersecurity</p> <p>Delete: COMS 1113 Introduction to Networking CSEC</p> <p>Total Hours: 14</p>	<p>Freshman Spring Semester</p> <p>Add/Change: MATH 2924 Calculus II COMS 1113 Introduction to Networking</p> <p>Delete: CSEC Social Science Elective – 3 hrs COMS 2703 Computer Hardware and Architecture</p> <p>Total Hours: 14</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Social Science COMM 2173 Business and Professional Speaking COMS 2703 Computer Hardware and Architecture</p> <p>Delete: ELEG 2134 Digital Logic and ELEG 2130 DL Lab MATH 2924 Calculus II CSEC 2213 Network Forensics and Incident Response</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: COMS 2163 Scripting Languages</p> <p>Delete: COMM 2173 Business and Professional Speaking</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change: Fine Arts and Humanities COMS 2323 Programming in Python</p> <p>Delete: COMS 3053 Ethical Issues in Technology COMS 3233 Database Design and Implementation</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: COMS 3053 Ethical Issues in Technology COMS 3233 Database Design and Implementation Change “Approved 3000-4000 level Elective” from 2 hrs to 3 hrs</p> <p>Delete: Fine Arts and Humanities STAT 3153 Applied Statistics</p> <p>Total Hours: 16</p>
<p>Senior Fall Semester</p> <p>Add/Change: STAT 3153 Applied Statistics COMS 4913 Capstone I</p> <p>Delete: MATH 4003 Linear Algebra I COMS 4063 IT Project Administration</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: MATH 4003 Linear Algebra I COMS 4923 Capstone II</p> <p>Delete: COMS 4913 Capstone I</p> <p>Total Hours: 15</p>

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General Information

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Bachelor of Science in Computer Science

DEPARTMENT
HOMEPAGE

The program in computer science prepares students for careers as systems programmers in a scientific and/or engineering environment and for graduate work in computer science. Mathematics and engineering courses supplement a strong core of computer science courses, enabling students to design and implement software that requires complicated computations, data structures and interfaces.

Curriculum

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

Freshman ▼

	Fall	Credits	Spring	Credits
	<u>ENGL 1013</u>	3	<u>ENGL 1023</u>	3
	<u>Composition I</u> ¹		<u>Composition II</u> ¹	3
	CSECms CSEC1003 3	3	98-XXXX Social	3
	<u>Introduction to Networking</u>		<u>Science Courses</u> ¹	
	<u>COMS 1333 Web and Mobile Technologies</u>	3	<u>COMS 1011</u>	4
	<u>TECH 1001</u>	1	<u>Programming I Lab and COMS 1013</u>	
	<u>Orientation to the University</u> ²		<u>Programming I</u>	
	<u>MATH 2914 Calculus I</u>	4	COMS 2703 Computer Hardware and Architecture	3
	Total Hours	14	Elective MATH 2924 3	3 4
			Total Hours	16 14

Sophomore ▼

	Fall	Credits	Spring	Credits
			<u>ENGL 2053 Technical Writing</u>	3

Fall	Credits	Spring	Credits
ELEG 2130 Digital Logic Design Lab and	4	SCIL 1XXX Science with Laboratory ¹	4
ELEG 2134 Digital Logic Design		COMS 2213 Data Structures	3
MATH 2924 Calculus II	4	COMS 2223 Computer Organization and Programming	3
COMS 2203 Programming II	3	COMM 2173 Business and Professional Speaking ³	3
MATH 2703 Discrete Mathematics	3	COMS 2163	3
CSEC 2213 Network Forensics and Incident Response	3	Total Hours	16
Total Hours	17		
Social Sciences	3		
COMM 2173	3		
COMS 2703	3		
Junior	15		

Fall	Credits	Spring	Credits
COMS 3703 Advanced Operating Systems	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
Fine Arts/Hum	3	COMS 3053	3
COMS 3053 Ethical Issues in Technology	3	SCIL 1XXX Science with Laboratory ¹	4
COMS 3213 Algorithm Design and Analysis	3	COMS 3233	3
COMS 2323	3	STAT 3153 Applied Statistics	3
COMS 3233 Database Design and Implementation	3	COMS 3313 Software Engineering	3
Approved 3000-4000 level Elective ⁴	3	Approved 3000-4000 level Elective ⁴	2 3
Total Hours	15	Total Hours	15
			16
Senior			

Fall	Credits	Spring	Credits
USHG 1XXX U.S. History and Government U.S. History and Government ¹	3	SS 1XXX Social Science Courses ¹	3

Fall	Credits	Spring	Credits
<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3	<u>COMS 4413 Parallel and Distributed Computing</u>	3
MATH 4003 Linear Algebra I	3	COMS 4913 Capstone	3
STAT 3153	3	Approved 3000-4000 level Elective ⁴	3
COMS 4913	3	Total Hours	12
COMS 4063 IT Project Administration	3	MATH 4003	3
COMS 4103 Organization of Programming Languages	3	COMS 4923	3
Total Hours	15		<u>15</u>

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

² TECH 103 Introduction to the University is a substitution for TECH 101 Orientation to the University; Electives would reduce from 3 hours to 1 hour

³ COMM 2003 Public Speaking for COMM 2173 Business and Professional Speaking.

⁴ If a math elective is taken, math elective must be beyond pre-calculus.

DEGREE AUDIT CHECK LIST (BS-COMS) Computer Science

~~2022-23~~ **2023-24**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE	•	4
SCIENCE	•	4
US HIST/GOVT	•	3
SOC SCI	•	3
SOC SCI	•	3
FINE ART/HUM	•	3
FINE ART/HUM	•	3
COMM		0
TECH 1001 ♦	or TECH 1013	1
TOTAL GEN ED HOURS		30
Electives		
TOTAL ELECTIVE HOURS		3

Student's Name		
T#		
Major Requirements		Hrs
COMS	1011 1013 1333 2203 2213 2223 2703 3053 3213 3233 3313 3703 4063 4103 4413 4913 2163 2323 4923	46 52
CSEC	1113 2215 1003	6
COMM	2003 or 2173**	3
ELEG	2130 2134	4
ENGL	2053	3
MATH	2703 2914#** 2924 4003	14
STAT	3153	3
Approved UD Electives		8 9
C or better in a MATH for Gen Ed		
TOTAL MAJOR HOURS		87 90
TOTAL HOURS		

Final Check:

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

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	11/21/22

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	12/1/2022
Dean	<i>Judy L. Gynck</i>	12/1/2022
Assessment	<i>Alm</i>	12/5/22
Registrar	<i>Yammy</i>	1/3/23
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 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)

- Remove 11 hours:
 - ELEG 2134/2130 Digital Logic and Lab
 - CSEC 2113 Introduction to Information Systems
 - Elective (3000-4000 Level) – 4 hrs
- Add 11 hours:
 - CSEC 1003 Introduction to Cybersecurity
 - COMS 2323 Programming in Python
 - COMS 3233 Database Design and Implementation
 - Elective – 2 hrs

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

- Multiple sections of CSEC 1003 will be needed, as it is being added to all computing degrees. We currently only have 2 Cybersecurity faculty on staff but have needed 3 for quite some time. The addition of this course (which was recommended by the state and will be good for recruiting) will further the need for an additional Cybersecurity faculty member.
- The Programming in Python course is also being added to all of the programs, but current faculty and/or adjuncts should be able to handle the load for that.
- Only one additional section of COMS 3233 will be needed; current staff will be sufficient.
- Our current computer labs/classrooms can accommodate the new courses.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
In keeping with ATU's mission of student success, removal of ELEG 2134/2130 will strengthen our students' success in our CSEC program. Cybersecurity students struggle in this course, as they don't have the background that the engineering majors have. Adding a course in databases and Python will provide CSEC students with additional skills that will prove beneficial to them in other coursework and in their career.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
n/a
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **As stated above, students will be more successful in the CSEC program.**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **DFWI rates are high in ELEG 2134/2130; many of our students have communicated that they did not feel prepared for the course and struggled all the way through the course. CSEC instructors felt the addition of a database course and a Python course would strengthen their students' skills.**
- 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. **In looking at similar programs at other institutions, many do not require a course in digital logic for their Cybersecurity programs. In addition, our accrediting body (ABET) does not list skills**

from this course as required for accreditation. Many institutions require students to learn multiple programming languages.

- 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.) **Assessment plan for BSCSEC has not changed; current plan on file with Assessment Office.**

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

Since the restructuring, COMS and ELEG courses are now both under the same department. It has been internally communicated that there will be less demand for ELEG 2134/2130 since Cybersecurity students will no longer be taking the course.

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

Curriculum Matrix for Catalog Curriculum in BS in Cybersecurity	
<p>Freshman Fall Semester</p> <p>Add/Change: CSEC 1003 Introduction to Cybersecurity</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Science with lab</p> <p>Delete: U.S. History/Government CSEC 2113 Introduction to Information Systems</p> <p>Total Hours: 14</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: CSEC 2223 Virtualization</p> <p>Delete: ELEG 2134 Digital Logic and ELEG 2130 DL Lab</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: Add Elective – 3 hrs Add COMS 2323 Programming in Python Change – catalog currently shows COMM 2003 or COMM 2173. Can you remove the COMM 2003 in the grid and just have it show COMM 2173 there (and leave the footnote)?</p> <p>Delete: Science with lab CSEC 2223 Virtualization</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change: CSEC 3243 Computer Architecture</p> <p>Delete: COMS 3703 Advanced Operating Systems</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change: COMS 3233 Database Design and Implementation COMS 3703 Advanced Operating Systems</p> <p>Delete: CSEC 3243 Computer Architecture Elective – 3 hrs</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester – no changes</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: <i>Electives 2 hrs</i> U.S. History/Government</p> <p>Delete: Elective (3000-4000 Level) – 4 hrs 2 hrs <i>OK</i></p> <p>Total Hours: 14</p>

DEGREE AUDIT CHECK LIST

(BS-CSEC) Cybersecurity

2022-23 ~~2023-24~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦	or TECH 1013	1
TOTAL GEN ED HOURS		30
Electives		
		5
TOTAL ELECTIVE HOURS (4 UD)		7

Student's Name		
T#		
Major Requirements		Hrs
CSEC	1113 1213 2113 2213 2223 1003	51
	3123 3223 3233 3243 4123 4133	
	4143 4153 4213 4233 4243 4293	
COMS	1011 1013 2203 2213 2223 3703	16 22
	2323 3233	
COMM	2173** or 2003	3
ELEG	2130 2134	4
MATH	2703 (2243 or 2914**)	6
STAT	2163	3
TOTAL MAJOR HOURS		83 85
TOTAL HOURS		

Final Check:

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


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


** Satisfying Gen Ed

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

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Bachelor of Science in Cybersecurity

DEPARTMENT
HOMEPAGE

The rise in cyber threats has created an unprecedented demand for cybersecurity specialists. Data breaches, malware infections, and software vulnerabilities are common in today's technology and it is critical to fully understand how these attacks occur, how to prevent them, and how to recover. A cybersecurity major will understand techniques used as well as the best methods to protect data. The cybersecurity degree includes courses in programming, wireless technologies, mathematics, and networking concentrating on theory and hands-on experience.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
<u>ENGL 1013</u> <u>Composition I</u> ¹	3	<u>ENGL 1023</u> <u>Composition II</u> ¹	3
<u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	3	USHG 1XXX U.S. History and Government U.S. History and Government ¹	3
<u>MATH 2243 Calculus</u> <u>for Business and</u> <u>Economics</u> ³	3	<u>COMS 1011</u> <u>Programming I Lab</u> <u>and COMS 1013</u> <u>Programming I</u>	4
<u>TECH 1001</u> <u>Orientation to the</u> <u>University</u> ²	1	<u>CSEC 1213 Wireless</u> <u>and Cellular Security</u>	3
<u>CSEC 1113</u> <u>Introduction to</u> <u>Networking</u>	3	CSEC 2113 Introduction to Information Systems	3
Total Hours CSEC 1003	13 3	Total Hours Science with Lab	16 4
	16		14

Sophomore

Fall	Credits	Spring	Credits
ELEG 2130 Digital Logic Design Lab and ELEG 2134 Digital Logic Design	4	SCIL 1XXX Science with Laboratory ¹	4
COMS 2203 Programming II	3	COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking ⁴	3
MATH 2703 Discrete Mathematics	3	COMS 2213 Data Structures	3
CSEC 2213 Network Forensics and Incident Response	3	COMS 2223 Computer Organization and Programming	3
SS 1XXX Social Science Courses ¹	3	CSEC 2223 Virtualization	3
Total Hours	16	Total Hours	16
<i>CSEC 2223</i>	<i>3</i>	<i>Electives</i>	<i>3</i>
	<u>15</u>	<i>COMS 2223</i>	<i>3</i>
			<u>15</u>

Junior

Fall	Credits	Spring	Credits
SCIL 1XXX Science with Laboratory ¹	4	FAH 1XXX Fine Arts and Humanities Courses ¹	3
COMS 2703 Advanced Operating Systems	3	COMS 2233 Elective	3
<i>CSEC 3243</i>	<i>3</i>	<i>COMS 2233</i>	<i>3</i>
STAT 2163 Introduction to Statistical Methods	3	CSEC 3223 Programming Embedded Systems	3
CSEC 4133 Large Scale Distributed Systems	3	CSEC 3233 Cyber Defense II	3
CSEC 3123 Cyber Defense I	3	<i>COMS 3703</i>	<i>3</i>
Total Hours	16	CSEC 3243 Computer Architecture	3
		Total Hours	15

Senior

Fall	Credits	Spring	Credits
SS 1XXX Social Science Courses ¹	3		

Fall	Credits	Spring	Credits
<u>CSEC 4123 Applied Cryptography</u>	3	<u>CSEC 4213 Information Systems Risk Management</u>	3
<u>CSEC 4143 Building Secure Software</u>	3	<u>CSEC 4243 Software Security Analysis and Reverse Engineering</u>	3
<u>CSEC 4153 Human Factors in Cybersecurity</u>	3	<u>CSEC 4293 Cybersecurity Capstone Project</u>	3
<u>CSEC 4233 Legal Issues in Cybersecurity</u>	3	<u>Elective (3000-4000 Level)</u>	4 3
Total Hours	15	Elective (3000-4000 Level)	2
		Total Hours	13

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

² TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 3 hours to 1 hour.

³ MATH 2014 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics.

⁴ COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	11/21/22

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	12/1/2022
Dean	<i>David L. Gynne</i>	12/1/2022
Assessment	<i>Mark A. L.</i>	12/5/22
Registrar	<i>Jammyl Beauver</i>	1/3/23
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 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)

Track 1 (Programming, Database, and Web) changes:

- Remove 9 hours:
 - CSEC 2213 Network Forensics and Incident Response
 - COMS 4063 IT Project Administration
 - Elective – 3 hrs
- Add 9 hours:
 - CSEC 1003 Introduction to Cybersecurity
 - COMS 2323 Programming in Python
 - COMS 4923 Capstone II

Track 2 (Network and Security) changes:

- Remove 6 hours:
 - COMS 4063 IT Project Administration
 - Elective – 3 hrs
- Add 6 hours:
 - CSEC 1003 Introduction to Cybersecurity
 - COMS 4923 Capstone II
- Change “COMS 2163 Scripting Languages” to “COMS 2163 Scripting Languages or COMS 2323 Programming in Python” (to allow students a choice between the two courses)

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

- Multiple sections of CSEC 1003 will be needed, as it is being added to all computing degrees. We currently only have 2 Cybersecurity faculty on staff but have needed 3 for quite some time. The addition of this course (which was recommended by the state and will be good for recruiting) will further the need for an additional Cybersecurity faculty member.
- The Programming in Python course is being added to multiple programs, but current faculty and/or adjuncts should be able to handle the load for it.
- Our current computer labs/classrooms can accommodate the new courses.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
In keeping with ATU’s mission of student success, the proposed changes will increase our students’ success in the program, as well as in their future career by providing them additional skills and experiences. The Network Forensics course is being removed from Track 1 in favor of more generic Intro to Cybersecurity course – which will be part of the ACTS and will be beneficial with recruitment. The IT Project Admin course is being removed so that we can add an official capstone sequence (I and II) to give our students a full year of designing and developing a system. These proposed changes received support from our Advisory Board.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. n/a
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **As stated above, students will be more successful in the IT program and their future career.**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Feedback from both students and faculty, as well as a move across the state to include an introductory course in cybersecurity in all computing curriculums, led to this change.**

- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **As mentioned above, there is a move across the state to include an introductory cybersecurity course in all computing curriculums. Many universities provide a year-long capstone experience.**
- 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.) **Assessment plan for BSIT does not have any major changes; current plan on file with Assessment Office. The only affected courses will be: COMS 4063 Project Management will be replaced with COMS 4913 Capstone I
COMS 4913 Capstone I will be replaced with Capstone II**

If this course will affect other departments, a Departmental Support Form for each 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 BS in Information Technology – Track 1 (Programming, Web, Database)	
<p>Freshman Fall Semester</p> <p>Add/Change: CSEC 1003 Introduction to Cybersecurity</p> <p>Delete: Social Science</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Social Science</p> <p>Delete: COMS 2713 Survey of Operating Systems (*5)</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: ENGL 2053 Technical Writing COMS 2163 Scripting Languages</p> <p>Delete: COMM 2173 Business and Professional Speaking (*6) CSEC 2213 Network Forensics and Incident Response</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: COMM 2173 Business and Professional Speaking (*6) COMS 2323 Programming in Python COMS 2713 Survey of Operating Systems (*5)</p> <p>Delete: ENGL 2053 Technical Writing COMS 2163 Scripting Languages Elective – 3 hrs</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change: COMS 3523 Human Factors in Information Technology</p> <p>Delete: COMS 3053 Ethical Issues in Technology</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: COMS 3053 Ethical Issues in Technology</p> <p>Delete: COMS 3523 Human Factors in Information Technology</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: COMS 4913 Capstone I</p> <p>Delete: COMS 4063 IT Project Administration</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: COMS 4923 Capstone II</p> <p>Delete: COMS 4913 Capstone I</p> <p>Total Hours: 12</p>

Curriculum Matrix for Catalog Curriculum in BS in Information Technology – Track 2 (Network and Security)	
<p>Freshman Fall Semester</p> <p>Add/Change: CSEC 1003 Introduction to Cybersecurity</p> <p>Delete: Social Science</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Social Science</p> <p>Delete: COMS 2713 Survey of Operating Systems (*5)</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: CSEC 2223 Virtualization</p> <p>Delete: COMM 2173 Business and Professional Speaking (*6)</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: COMM 2173 Business and Professional Speaking (*6) COMS 2713 Survey of Operating Systems (*5) Change “COMS 2163 Scripting Languages” to “COMS 2163 Scripting Languages or COMS 2323 Programming in Python”</p> <p>Delete: CSEC 2223 Virtualization Elective – 3 hrs</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change: Fine Arts and Humanities</p> <p>Delete: COMS 3053 Ethical Issues in Technology</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: COMS 3053 Ethical Issues in Technology</p> <p>Delete: COMS 3523 Human Factors in Information Technology</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: COMS 3523 Human Factors in Information Technology COMS 4913 Capstone I</p> <p>Delete: Fine Arts and Humanities COMS 4063 IT Project Administration</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: COMS 4923 Capstone II</p> <p>Delete: COMS 4913 Capstone I</p> <p>Total Hours: 12</p>

DEGREE AUDIT CHECK LIST

(BS-ITP) Information Technology Programming, Database, & Web

~~2022-23~~ **2023-24**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		30
Electives		
TOTAL ELECTIVE HOURS		3 0

Student's Name		
T#		
Major Requirements		Hrs
COMS	1011 1013 1333 2163 2203 2323 4923	
	2213 2703 (2713 or 3703) 3053 3163 3233	
	3243 3523 3413 4033 4063 4213 4913	52 55
CSEC	1113 2213 1003	6
COMM	2173** or 2003	3
ENGL	2053	3
MATH	1113#** (2243 or 2914) 2703	9
STAT	2163	3
	Approved Electives 3XXX - 4XXX	11
TOTAL MAJOR HOURS		87 90
TOTAL HOURS		

Final Check:

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

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

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

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Bachelor of Science in Information Technology

DEPARTMENT
HOMEPAGE

The program in information technology prepares students for careers in administering and supporting the computing infrastructures of an organization. The curriculum consists of an integrated set of courses in networking, web development and administration, database development and administration, systems administration, and computer forensics.

Curriculum Track 1: Programming, Database, and Web

Both matrices below are sample plans for all coursework required for Track 1 and Track 2.

Freshman

Fall	Credits	Spring	Credits
<u>ENGL 1013</u> <u>Composition I</u> ¹	3	<u>ENGL 1023</u> <u>Composition II</u> ¹	3
<u>MATH 1113</u> College <u>Algebra</u> ² CSEC 1003 SS 1XXX Social Science Courses ¹	3 3 3	<u>MATH 2243</u> Calculus for Business and Economics ⁴	3
<u>TECH 1001</u> <u>Orientation to the</u> <u>University</u> ³	1	<u>COMS 1011</u> <u>Programming I Lab</u> and <u>COMS 1013</u> <u>Programming I</u>	4
<u>CSEC 1113</u> <u>Introduction to</u> <u>Networking</u>	3	<u>COMS 2703</u> Computer Hardware and Architecture social science 3 COMS 2713 Survey of <u>Operating Systems</u> ⁵	3 3
<u>COMS 1333</u> Web and <u>Mobile Technologies</u>	3		
Total Hours	15	Total Hours	16

Sophomore

Fall	Credits
------	---------

Fall	Credits	Spring	Credits
SCIL 1XXX Science with Laboratory ¹	4	ENGL 2053 Technical Writing	3
		COMM 2173 ⁶	3
COMS 2203 Programming II	3	COMS 2213 Data Structures	3
ENGL 2053	3		
COMM 2173 Business and Professional Speaking ⁶	3	STAT 2163 Introduction to Statistical Methods	3
		COMS 2323	3
MATH 2703 Discrete Mathematics	3	COMS 2163 Scripting Languages	3
COMS 2163	3	COMS 2173 ⁵	
CSEC 2213 Network Forensics and Incident Response	3	Elective	3
Total Hours	16	Total Hours	15

Junior

Fall	Credits	Spring	Credits
SCIL 1XXX Science with Laboratory ¹	4	FAH 1XXX Fine Arts and Humanities Courses ¹	3
COMS 3053 Ethical Issues in Technology	3		
COMS 3233 Database Design and Implementation	3	COMS 3163 Web Programming	3
		COMS 3523 Human Factors in Information Technology	3
COMS 3413 App Development	3	COMS 3053	3
Approved 3000-4000 level Elective	2	COMS 3243 Data Mining	3
Total Hours	15	Approved 3000-4000 level Elective	3
		Total Hours	15

Senior

Fall	Credits	Spring	Credits
SS 1XXX Social Science Courses ¹	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3

Fall	Credits	Spring	Credits
<u>USHG 1XXX U. S. History and Government</u>	3	<u>COMS 4213 Database Administration</u>	3
<u>U. S. History and Government</u> ¹		COMS 4913 Capstone COMS 4923	3 3
<u>COMS 4033 Systems Analysis and Design</u>	3	Approved 3000-4000 level Elective	3
COMS 4063 IT Project Administration	3	COMS 4913	3
Approved 3000-4000 level Elective	3		
Total Hours	15	Total Hours	12

Curriculum Track 2: Network and Security

Freshman

Fall	Credits	Spring	Credits
<u>ENGL 1013 Composition I</u> ¹	3	<u>ENGL 1023 Composition II</u> ¹	3
<u>MATH 1113 College Algebra</u> ²	3	<u>MATH 2243 Calculus for Business and Economics</u> ⁴	3
<u>SS 1XXX Social Science Courses</u> ¹	3	<u>COMS 1011 Programming I Lab and COMS 1013 Programming I</u>	4
<u>TECH 1001 Orientation to the University</u> ³	1	<u>COMS 2703 Computer Hardware and Architecture</u>	3
<u>CSEC 1113 Introduction to Networking</u>	3	<u>COMS 2713 Survey of Operating Systems</u> ⁵	3
<u>COMS 1333 Web and Mobile Technologies</u>	3	Total Hours	16
Total Hours	15		

Sophomore

Fall	Credits	Spring	Credits
<u>SCIL 1XXX Science with Laboratory</u> ¹	4	<u>ENGL 2053 Technical Writing</u>	3

Fall	Credits	Spring	Credits
COMS 2203 Programming II	3	COMS 2163 Scripting Languages	3
COMM 2173 Business and Professional Speaking ⁶	3	COMS 2213 Data Structures	3
MATH 2703 Discrete Mathematics	3	CSEC 2223 Virtualization	3
CSEC 2213 Network Forensics and Incident Response	3	Elective	3
Total Hours	16	Total Hours	15

Junior

Fall	Credits	Spring	Credits
COMS 3053 Ethical Issues in Technology	3	SCIL 1XXX Science with Laboratory ¹	4
COMS 3233 Database Design and Implementation	3	COMS 3373 Data Center Operations	3
COMS 3363 Server Administration	3	COMS 3523 Human Factors in Information Technology	3
CSEC 3123 Cyber Defense I	3	CSEC 3233 Cyber Defense II	3
Approved 3000-4000 level Elective	3	Approved 3000-4000 level Elective	2
Total Hours	15	Total Hours	15

Senior

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
USHG 1XXX U.S. History and Government U.S. History and Government ¹	3	COMS 4713 Networking Practicum	3
		COMS 4913 Capstone	3

Fall	Credits	Spring	Credits
<u>SS 1XXX Social Science Courses</u> ¹	3	Approved 3000-4000 level Elective	3
<u>COMS 4063 IT Project Administration</u>	3	Total Hours	12
Approved 3000-4000 level Elective	3		
Total Hours	15		

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

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.

³ TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University. Elective would reduce from 3 hours to 1 hour.


⁴ MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics.


⁵ COMS 3703 Advanced Operating Systems is a substitution for COMS 2703 Survey of Operating Systems.

⁶ COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

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Bachelor of Science in Information Technology

DEPARTMENT
HOMEPAGE

The program in information technology prepares students for careers in administering and supporting the computing infrastructures of an organization. The curriculum consists of an integrated set of courses in networking, web development and administration, database development and administration, systems administration, and computer forensics.

Curriculum Track 1: Programming, Database, and Web

Both matrices below are sample plans for all coursework required for Track 1 and Track 2.

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
MATH 1113 College Algebra ²	3	MATH 2243 Calculus for Business and Economics ⁴	3
SS 1XXX Social Science Courses ¹	3	COMS 1011 Programming I Lab and COMS 1013 Programming I	4
TECH 1001 Orientation to the University ³	1	COMS 2703 Computer Hardware and Architecture	3
CSEC 1113 Introduction to Networking	3	COMS 2713 Survey of Operating Systems ⁵	3
COMS 1333 Web and Mobile Technologies	3		
Total Hours	15	Total Hours	16

Sophomore

Fall	Credits
------	---------

Fall	Credits	Spring	Credits
<u>SCIL 1XXX Science with Laboratory</u> ¹	4	<u>ENGL 2053 Technical Writing</u>	3
<u>COMS 2203 Programming II</u>	3	<u>COMS 2213 Data Structures</u>	3
<u>COMM 2173 Business and Professional Speaking</u> ⁶	3	<u>STAT 2163 Introduction to Statistical Methods</u>	3
<u>MATH 2703 Discrete Mathematics</u>	3	<u>COMS 2163 Scripting Languages</u>	3
<u>CSEC 2213 Network Forensics and Incident Response</u>	3	Elective	3
Total Hours	16	Total Hours	15

Junior

Fall	Credits	Spring	Credits
<u>SCIL 1XXX Science with Laboratory</u> ¹	4	<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3
<u>COMS 3053 Ethical Issues in Technology</u>	3	<u>COMS 3163 Web Programming</u>	3
<u>COMS 3233 Database Design and Implementation</u>	3	<u>COMS 3523 Human Factors in Information Technology</u>	3
<u>COMS 3413 App Development</u>	3	<u>COMS 3243 Data Mining</u>	3
Approved 3000-4000 level Elective	2	Approved 3000-4000 level Elective	3
Total Hours	15	Total Hours	15

Senior

Fall	Credits	Spring	Credits
<u>SS 1XXX Social Science Courses</u> ¹	3	<u>FAH 1XXX Fine Arts and Humanities Courses</u> ¹	3

Fall	Credits	Spring	Credits
<u>USHG 1XXX U. S. History and Government U. S. History and Government</u> ¹	3	<u>COMS 4213 Database Administration</u>	3
<u>COMS 4033 Systems Analysis and Design</u>	3	<u>COMS 4913 Capstone</u>	3
<u>COMS 4063 IT Project Administration</u>	3	Approved 3000-4000 level Elective	3
Approved 3000-4000 level Elective	3	Total Hours	12
Total Hours	15		

Curriculum Track 2: Network and Security

Freshman

Fall	Credits	Spring	Credits
<u>ENGL 1013 Composition I</u> ¹	3	<u>ENGL 1023 Composition II</u> ¹	3
<u>MATH 1113 College Algebra</u> ²	3	<u>MATH 2243 Calculus for Business and Economics</u> ⁴	3
SS 1XXX Social Science Courses ¹	3	<u>COMS 1011 Programming I Lab and COMS 1013 Programming I</u>	4
<u>TECH 1001 Orientation to the University</u> ³	1	<u>COMS 2703 Computer Hardware and Architecture</u>	3
<u>CSEC 1113 Introduction to Networking</u>	3	<u>COMS 2713 Survey of Operating Systems</u> ⁵	3
<u>COMS 1333 Web and Mobile Technologies</u>	3	Total Hours	16
Total Hours	15 16		

Sophomore

Fall	Credits	Spring	Credits
<u>SCIL 1XXX Science with Laboratory</u> ¹	4	<u>ENGL 2053 Technical Writing</u>	3

Fall	Credits	Spring	Credits
COMS 2203 Programming II	3	COMS 2163 Scripting Languages	3
CSEC 2223	3	COMS 2173 Business and Professional Speaking	3
MATH 2703 Discrete Mathematics	3	COMS 2213 Data Structures	3
CSEC 2213 Network Forensics and Incident Response	3	CSEC 2223	3
Total Hours	16	Virtualization	3
		COMS 2713 Elective	3
		Total Hours	15

Junior

Fall	Credits	Spring	Credits
COMS 3053 Ethical Issues in Technology	3	SCIL 1XXX Science with Laboratory ¹	4
COMS 3233 Database Design and Implementation	3	COMS 3373 Data Center Operations	3
COMS 3363 Server Administration	3	COMS 3523 Human Factors in Information Technology	3
CSEC 3123 Cyber Defense I	3	CSEC 3233 Cyber Defense II	3
Approved 3000-4000 level Elective	3	Approved 3000-4000 level Elective	2
Total Hours	15	Total Hours	15

Senior

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
USHG 1XXX U. S. History and Government	3	COMS 4713 Networking Practicum	3
History and Government ¹		COMS 4913 Capstone	3

Bachelor of Science in Information Technology

Fall	Credits	Spring	Credits
SS 1XXX Social Science Courses ¹	3	Approved 3000-4000 level Elective	3
COMS 4063 IT Project Administration	3	Total Hours	12
Approved 3000-4000 level Elective	3		
Total Hours	15		

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

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.

³ TECH 103 Introduction to the University is a substitution for TECH 1001 Orientation to the University; Elective would reduce from 3 hours to 1 hour.

⁴ MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics.

⁵ COMS 3707 Advanced Operating Systems is a substitution for COMS 2713 Survey of Operating Systems.

⁶ COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	11/21/22

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	12/1/2022
Dean	<i>Judy L. Lyman</i>	12/1/2022
Assessment	<i>Ph. Art</i>	12/5/22
Registrar	<i>Tommy Weaver</i>	11/3/23
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:
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)

- Remove 10 hours:
 - ELEG 2134/2130 Digital Logic and Lab
 - CSEC 2113 Introduction to Information Systems
 - U.S. History/Government
- Add 10 hours:
 - CSEC 1003 Introduction to Cybersecurity
 - COMS 2323 Programming in Python
 - Elective – 4 hrs

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

- Multiple sections of CSEC 1003 will be needed, as it is being added to all computing degrees. We currently only have 2 Cybersecurity faculty on staff but have needed 3 for quite some time. The addition of this course (which was recommended by the state and will be good for recruiting) will further the need for an additional Cybersecurity faculty member.
- The Programming in Python course is also being added to all of the programs, but current faculty and/or adjuncts should be able to handle the load for that.
- Our current computer labs/classrooms can accommodate the new courses.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
In keeping with ATU's mission of student success, removal of ELEG 2134/2130 will strengthen our students' success in our CSEC program. Cybersecurity students struggle in this course, as they don't have the background that the engineering majors have. The Programming in Python course is required for the BS Cybersecurity students and is a better fit for the AAS-CSEC 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?
 1. How will the program change impact learning for students enrolled in this program? **As stated above, students will be more successful in the CSEC program.**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **DFWI rates are high in ELEG 2134/2130; many of our students have communicated that they did not feel prepared for the course and struggled all the way through the course. CSEC instructors felt the addition of a database course and a Python course would strengthen their students' skills.**
- 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. **In looking at similar programs at other institutions, many do not require a course in digital logic for their Cybersecurity programs. In addition, our accrediting body (ABET) does not list skills from this course as required for accreditation. Many institutions require students to learn multiple programming languages.**


- 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.) **Assessment plan has not changed; current plan on file with Assessment Office.**

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


Since the restructuring, COMS and ELEG courses are now both under the same department. It has been internally communicated that there will be less demand for ELEG 2134/2130 since Cybersecurity students will no longer be taking the course.

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

Curriculum Matrix for Catalog Curriculum in AAS in Cybersecurity	
<p>Freshman Fall Semester</p> <p>Add/Change: CSEC 1003 Introduction to Cybersecurity</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Science with lab</p> <p>Delete: U.S. History/Government CSEC 2113 Introduction to Information Systems</p> <p>Total Hours: 14</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: CSEC 2223 Virtualization</p> <p>Delete: ELEG 2134 Digital Logic and ELEG 2130 DL Lab</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: Add COMS 2323 Programming in Python Change Elective from 2 hrs to 6 hrs</p> <p>Delete: Science with lab CSEC 2223 Virtualization</p> <p>Total Hours: 15</p>

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Associate of Applied Science in Cybersecurity

DEPARTMENT
HOMEPAGE

An Associates of Applied Science (AAS) in Cybersecurity graduate will understand the techniques used to compromise and infiltrate systems as well as the proven methods to protect data. The AAS in Cybersecurity degree includes courses in programming, wireless technologies, mathematics, and networking with focused concentrations in both theory and hands-on experience.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
<u>ENGL 1013</u> <u>Composition I</u> ¹	3	<u>ENGL 1023</u> <u>Composition II</u> ¹	3
<u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	3	USHC XXXX U.S. History and Government U.S. History and Government ¹	3
<u>MATH 2243 Calculus</u> <u>for Business and</u> <u>Economics</u> ³	3	<u>COMS 1011</u> Programming I Lab and <u>COMS 1013</u> Programming I	4
<u>TECH 1001</u> <u>Orientation to the</u> <u>University</u> ²	1	CSEC 2113 Introduction to Information Systems	3
<u>CSEC 1113</u> <u>Introduction to</u> <u>Networking</u>	3	<u>CSEC 1213 Wireless</u> <u>and Cellular Security</u>	3
Total Hours	13	Total Hours	16
CSEC 1003	3	Science with Lab	4
	<u>16</u>		<u>14</u>

Sophomore

Fall	Credits	Spring	Credits
ELEG 2130 Digital Logic Design Lab and ELEG 2134 Digital Logic Design	4	COMM 2173 Business and Professional Speaking ⁴	3
COMS 2203 Programming II	3	SCIL 1XXX Science with Laboratory ¹	4
MATH 2703 Discrete Mathematics	3	COMS 2213 Data Structures	3
CSEC 2213 Network Forensics and Incident Response	3	Elective	2 6
Social Science ¹	3	CSEC 2223 Virtualization	3
Total Hours	16	Total Hours	15
CSEC 2223	3	COMS 2323	3
	<u>3</u>		<u>3</u>
	15		15

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

² TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 2 hours to 0 hours.

³ MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics.

⁴ COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	11/21/22

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	12/1/2022
Dean	<i>Judy L. Gynck</i>	12/1/2022
Assessment	<i>Chris ...</i>	12/5/22
Registrar	<i>Sammy ...</i>	1/3/23
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:
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)

- Remove 3 hours:
 - CSEC 2213 Network Forensics and Incident Response
- Add 3 hours:
 - CSEC 1003 Introduction to Cybersecurity

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

- Multiple sections of CSEC 1003 will be needed, as it is being added to all computing degrees. We currently only have 2 Cybersecurity faculty on staff but have needed 3 for quite some time. The addition of this course (which was recommended by the state and will be good for recruiting) will further the need for an additional Cybersecurity faculty member.
- Our current computer labs/classrooms can accommodate the new courses.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
The Network Forensics course is being removed in favor of more generic Intro to Cybersecurity course – which will be part of the ACTS and will be beneficial with recruitment.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **n/a**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The Network Forensics course was added last year in an effort to include a cybersecurity course in the curriculum. However, the course has proved very specific and the faculty feel that a more generic course is a better fit for students who aren't majoring in cybersecurity.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Feedback from both students and faculty, as well as move across the state to include a similar course in all computing curriculums, lead to this change.**
- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **As mentioned above, there is a move across the state to include a similar course in all computing curriculums.**
- 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.) **Assessment plan for AASIT has not changed; current plan on file with Assessment Office.**

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

n/a

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

Curriculum Matrix for Catalog Curriculum in AAS in Information Technology	
<p>Freshman Fall Semester</p> <p>Add/Change: CSEC 1003 Introduction to Cybersecurity</p> <p>Delete: Social Science</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Social Science</p> <p>Delete: COMS 2713 Survey of Operating Systems</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: COMS 2713 Survey of Operating Systems</p> <p>Delete: CSEC 2213 Network Forensics and Incident Response</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester – no change</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12</p>

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Associate of Applied Science in Information Technology

DEPARTMENT
HOMEPAGE

The Associate of Applied Science in Information Technology program enables students to develop skills in the areas of web processing, databases, networking, programming, and various operating systems. These skills enable students to seek positions within the information technology industry.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
<u>ENGL 1013</u>	3	<u>ENGL 1023</u>	3
<u>Composition I</u> ¹		<u>Composition II</u> ¹	
CSEC 1003	3		
Social Science ¹	3	<u>COMS 1011</u>	4
<u>MATH 1113 College Algebra or higher-level Mathematics</u>	3	<u>Programming I Lab and COMS 1013</u>	
		<u>Programming I</u>	
<u>TECH 1001</u>	1	<u>COMS 2703 Computer Hardware and Architecture</u>	3
<u>Orientation to the University</u> ²		Social Science ¹	3
		COMS 2713 Survey of Operating Systems ³	3
<u>COMS 1333 Web and Mobile Technologies</u>	3	<u>Elective</u>	3
<u>CSEC 1113 Introduction to Networking</u>	3		
Total Hours	16	Total Hours	16

Sophomore



Fall	Credits	Spring	Credits
<u>SCIL 1XXX</u> Science with Laboratory ¹	4	<u>COMM 2173 Business and Professional Speaking</u> ⁴	3
<u>COMS 2203</u> Programming II	3	<u>ENGL 2053 Technical Writing</u>	3
COMS 2713 3	3	Electives ⁵	6
CSEC 2213	3	Total Hours	12
Network			
Forensics and Incident Response			
Elective ⁵	6		
Total Hours	16		

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

² TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University. Electives would reduce from 15 hours to 13 hours.

³ COMS 3703 Advanced Operating Systems is a substitution for COMS 2713 Survey of Operating Systems.

⁴ COMM 2001 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

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 PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	11/21/22

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	12/1/2022
Dean	<i>John L. Krohn</i>	12/1/2022
Assessment	<i>Phm L. Ant</i>	12/5/22
Registrar	<i>Yammy Juarez</i>	1/3/23
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:
CP in Computer Networking

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

- **Change program to require ONE of: CSEC 1213 Wireless and Cellular Security or COMS 2703 Computer Hardware and Architecture (certificate currently requires both courses)**
- **Add CSEC 2213 Network Forensics and Incident Response**

NOTE: Certificate stays at 12 hours

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? **To enhance student success, it is best to utilize courses that are already part of the required courses in our programs. CSEC 1213 was not required for the majority of our programs, whereas CSEC 2213 is required.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **n/a**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **Changing the course requirements will allow students to earn a CP, AAS, and BS – stackable degrees. As students progress through the required courses, their knowledge is expanded as each course builds on previous 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. **Courses required for this certificate are comparable to other similar CPs of this nature.**
- 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.) **Assessment plan has not changed.**

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


No matrix needed for CP (per Alexis)

Curriculum Matrix for Catalog	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

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General Information

Navigate this section: 

- Introduction
- Academic Calendar
- Administration & Faculty
- Programs of Study
- Admission
- ACTS Course Transfer System
- Fees & Expenses
- Student Affairs Operations
- Financial Aid
- Scholarships
- Regulations & Procedures
- Graduation Requirements
- General Education Requirements
- University Honors
- College Distinction
- Military Science
- Catalog PDF 

Certificate of Proficiency in Computer Networking

DEPARTMENT
HOMEPAGE

This program will provide students with foundational skills of computer networking and computer hardware concepts, which could lead to an industry certification in computer networking (Network+) and/or in PC Repair/Maintenance (A+).

The certificate of proficiency in Computer Networking requires the following 12 semester credit hours:

- CSEC 1113 Introduction to Networking
- ~~COMS 2703 Computer Hardware and Architecture~~
- CSEC 1213 Wireless and Cellular Security *or COMS 2703*
- CSEC 2223 Virtualization
CSEC 2213

Curriculum

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

~~First Year~~

~~Fall~~

- ~~CSEC 1113 Introduction to Networking~~
- ~~COMS 2703 Computer Hardware and Architecture~~

~~Spring~~

- ~~CSEC 1213 Wireless and Cellular Security~~
- ~~CSEC 2223 Virtualization~~

PLO 3: An ability to communicate effectively with a range of audiences.

<i>Performance indicator: Prepare an oral presentation and present to an audience of peers from a variety of backgrounds.</i>		
Component	Assessment Method	Notes
Organization	Oral presentation at ATU undergraduate research symposium. All physics program faculty assess using program rubric	Ideas should be clearly organized to achieve a clear purpose.
Adaptation to audience		Keep the audience engaged – the level of the topic presentation should be colloquial (avoid jargon)
Delivery		Confident/ natural delivery. Clearly prepared. Appropriate clothing.
<i>Performance indicator: Prepare a written report with professionals in the field as the audience</i>		
Organization	Written report. Assessed by advisor using program rubric	The format should meet a physics or engineering journal requirements
Content		

PLO 4: an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

<i>Performance indicator: Recognition of ethical dilemma</i>		
Component	Assessment Method	Notes
Identifies ethical dilemma	Meetings with the professor, lab notebook, and oral presentation. Program rubric	It is possible no ethical dilemmas exist for a chosen project but this needs to be considered in terms of the possible impact the solution might have in global, economic, environmental, and societal contexts
Identifies stakeholders (those that might be affected by the dilemma)		



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Physical and Earth Sciences	11/29/2022

Title	Signature	Date
Department Head Dr. Hamed Shojaei		11/30/2022
Dean Dr. Judy L. Cezeaux		12/1/2022
Assessment		12/5/22
Registrar		1/3/23
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) PHYS	Course Number: (e.g., 1003) 4061	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Engineering Physics Design		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Engineering Physics Design		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

Does this course require a fee? Yes No How Much? \$40 Other

If selected other list fee type:

Elective Major Minor

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

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

On demand

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.

ABET Engineering Accreditation Commission Criterion 5.d:

[the program must include] a culminating major engineering design experience that 1) incorporates appropriate engineering standards and multiple constraints, and 2) is based on the knowledge and skills acquired in earlier course work.

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

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

Capstone will address the Engineering Physics Program learning outcomes 1-4 and 6-7:

- 1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- 2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

- 3) an ability to communicate effectively with a range of audiences
- 4) an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- 6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- 7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

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

See attached document titled "Physics Program Assessment: Engineering Physics Design"

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

This course is will meet the ABET curriculum requirement for a "culminating engineering design experience".

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.

Physics Program Assessment: Engineering Physics Design

Program learning outcomes 1-4 and 6—7 are to be assessed in Engineering Physics Design. The program learning outcomes will be measured using the following performance indicators

PLO 1: an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

Performance indicator: Identifies a complex problem with a quantifiable solution that can be approached systematically		
Component	Assessment Method	Notes
Identifies a problem	Project proposal	The problem should be considered complex
Performance indicator: Selects appropriate method to solve the problem		
Component	Assessment Method	Notes
Appropriate method	Project proposal	
Considers other solutions to the problem	Project proposal, notebook, and oral presentation	

PLO 2: an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

Performance indicator: <i>Design the needed system or develop the computer code to solve the problem at hand.</i>		
Component	Assessment Method	Notes
Defines need and problem to be solved	Project proposal	public health, safety, and welfare, as well as global, cultural, social, environmental, and economic, factors should be considered, as appropriate
Defines constraints	Project proposal	
Prototype/model/code created and validate that meets needs	A written report and oral presentation	

PLO 6: an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

<i>Performance indicator: Plan experiments to test different hypotheses, analyze the data, and recommend new ideas to improve the experiment.</i>		
Component	Assessment Method	Notes
Plan experiments	project proposal and lab notebook	
Use fundamental laws of physics to fit models to, analyze and interpret data	Written report – program rubric	
Use engineering principles to analyze the output or product	Written report – program rubric	

PLO 7: an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

<i>Performance indicator:</i>		
Component	Assessment Method	Notes
Acquires new information	Project Proposal	Must examine widely known sources that are reliable
Applies new knowledge	Lab notebook, oral presentation, and written report – program rubric	

PHYS 4061: Engineering Physics Design

- I. General Information:
 - a. Instructor:
 - b. Office:
 - c. email:
 - d. Office Hours:

- II. Course Description: This course is meant to serve as a culminating experience during Engineering Physics students' final semester. Supervised by a faculty member, students carry out engineering design activities relating to a significant problem that is based on physics and engineering skills and knowledge acquired in previous coursework. A formal written report and oral presentation are required. Corequisite: Engineering Physics major with senior standing. \$40 course fee.

- III. Textbook: None required

- IV. Course Rationale: Students will gain experience and insight into the process of engineering design by being involved in the planning, implementation, analysis, and reporting of a design project.

- V. Course Objectives: By the end of this course, students will
 - a. Implement knowledge and skills acquired in earlier coursework to solve an engineering need or problem that incorporates appropriate engineering standards and multiple constraints.
 - b. Demonstrate an ability to communicate effectively with a range of audiences

- VI. Expectations: Students are expected to work 3-4 hours per week. The student's work will be documented in a lab journal which should include detailed information about activities in the lab or outside the lab that pertain to the project at hand (i.e. weekly planning meetings w/ the instructor, etc.). Students are expected to generate a proposal and a final report for their project written in the format of a journal appropriate for the topic. A formal presentation is also required.

- VII. Grading: The student's grade will be based on evaluation in four areas: Effort, Design Proposal, Final Written Report, and Oral Presentation
 - 1) **Effort** – 30% (*effort is assessed via attendance, quality/completeness of lab journal, attention to details of the project, etc.*)
 - 2) **Project Proposal** - 10% (*see outline below*)
 - 3) **Final Written Report** – 30% (*see below for paper outline*)
 - 4) **Oral Presentation** - 30% (*students are expected to present at the ATU undergraduate research symposium if graduating in a spring semester. Other presentation venues may be approved by the department*)

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

VIII. Class Policies:

- The student will follow safety guidelines as outlined by the instructor
- Academic honesty is expected and required. Plagiarism will not be tolerated. If you are unsure as to what constitutes plagiarism, please speak with me directly. (*see the ATU Student Handbook for details for the consequences of academic dishonesty*)

IX. **Note:** This syllabus is subject to change at the discretion of the instructor

A. Project Proposal: An Outline for the Capstone Project Proposal follows

1. **Title Page:** This should be a separate cover page. Include the Title of the Proposal, your Name, Date, Class, Instructor
2. **Introduction and Background Information:** In this section, you should state the basis of the study. Include background information and a statement of purpose. Why is the project worthwhile? What other work has been done that relates to this question? Number your citations in order of appearance in the text. A minimum of 3 primary literature sources related to your topic is expected.
3. **Hypothesis and/or Engineering problem:** State the specific hypothesis and you intend to test and/or the engineering problem to be solved.
4. **Materials and Methods:**
 - a. **Model:** Describe the experimental model. Include information about how you selected the model (organism). Why did you feel this model was most appropriate for you purpose? What are the advantages and disadvantages of your model? Are there other models that might have been used?
 - b. **List of equipment and supplies:**
 - c. **Methodology:** Describe the experimental and engineering design, experimental methods, materials used, and planned method of statistical analysis, as appropriate to the problem.
5. **Timeline:** Outline your proposed timeline (Gantt chart) for the project completion.

Note: *The Proposal should be submitted by the end of the 3rd week of class. You are encouraged to take the time to review a draft with your instructor prior to the due date. (i.e. discuss your progress at the weekly meeting.)*

B. Final Report: An Outline for a Final Report follows. This outline may be used for most reports, or you may use the specific format used by one of the scientific journals that you used in your design. Follow their instructions for authors.

1. **Title page:** This should be a separate cover page. Include the Title of the project (indicate that it is a Final Report), Name, Date, Class, and Instructor.
2. **Abstract:** The abstract should be a concise paragraph (<250 words) outlining your project and results. Include enough information to give the reader an idea about the purpose of the project, an outline of the experimental design, and a *brief* statement regarding results and your interpretation of the results. Do not cite references, figures, tables or specific results. This is a synopsis of your project. (Hint: write the abstract *after* you finish the rest of your report.)
3. **Introduction and Background Information:** In this section, you should state the basis of the study. Include background information and a statement of purpose. Why is the project worthwhile? What other work has been done that relates to this question? Number your citations in order of appearance within the text. Any ethical considerations should be addressed in this section. The project hypothesis and/or engineering problem can be included at the end of this section.
4. **Materials and Methods:**
 - a. **Model:** Describe the experimental model. Include information about how you selected the model (organism). Why did you feel this model was most appropriate for your purpose? What are the advantages and disadvantages of your model? Are there other models that might have been used?
 - b. **Design and Methodology:** Describe the experimental design, experimental execution, materials used, and the method of statistical analysis. Alternate methods to the problem, solution, and a model or prototype should be discussed in this section.
5. **Results:** Report the results of your project in this section. Do not attempt to explain or interpret results – simply state them. And remember, negative results are still results. Present data in an appropriate format: table, chart, figure. Cite tables and figures in numerical order as they appear in the text. The tables and figures should be included in the text of the paper.
6. **Discussion:** Discuss your results in this section. Did the data support or refute your hypothesis? Do your results validate the design? If the data is inconclusive, identify this and then include suggestions for future studies.
7. **References Cited:** List citations in the order in which they appeared in the text. Citations should be in MLA, APA, or a format appropriate for a journal article in the field. A minimum of 3 primary literature sources should be included.

C. Presentation:

1. Formal presentation at the ATU Undergraduate Research Symposium in the spring of each academic year is required. Exceptions to this rule require professor and department approval.

2. Formal presentations must be submitted to the professor for review and approval 1 week before the presentation is to be given.

INSTRUCTOR - ADD dated timeline with deliverables



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Physical and Earth Sciences	11/29/2022

Title	Signature	Date
Department Head Dr. Hamed Shojaei		11/30/2022
Dean Dr. Judy L. Cezeaux		12/1/2022
Assessment Dr. Christine Austin		12/5/22
Registrar Ms. Tammy Weaver		1/3/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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: Engineering Physics

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

Delete:

1. MCEG 1002
2. 4 hours of ELEG/MCEG/COMS (3000-4000 level) electives
3. PHYS 4951

MOVE:

1. Move MCEG 3013 to spring Junior
2. Move MCEG/ELEG 4202 to fall senior
3. Move MCEG 3313 to the spring of Junior

ADD:

1. COMS 2203 *Programming II*
2. COMS ~~2303~~ *2323 Programming in Python*
3. PHYS ~~4601~~ *4061* (*NEW COURSE* - Engineering Physics Design)

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Arkansas Tech is dedicated to student success and excellence. Some courses, required for the engineering physics degree, offered by other departments have changed in a way that it is necessary for the required course to be changed. Additionally, we are specifying two new courses and removing four hours of electives. This change is to ensure that students have skills employers would expect of our graduates.
- 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 the Engineering Physics Design course will help us satisfy the ABET accreditation criteria for engineering programs.
- c. What is the rationale for this program change?
Replacing some of the ELEG/MCEG/COMS elective courses with specific COMS classes for engineering physics majors will prepare students for the current challenges that graduates will face. Additionally, the Engineering Design Course is to be added to the curriculum to meet ABET Engineering Accreditation Commission Criterion 5.d:
[the program must include] a culminating major engineering design experience that 1) incorporates appropriate engineering standards and multiple constraints, and 2) is based on the knowledge and skills acquired in earlier course work.
- 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.
In order to make our engineering physics program more attractive to students, we need to make sure it is accredited by ABET. Several successful engineering physics programs have accreditation. Currently, Henderson State, John Brown University, and Southern Arkansas University have accredited engineering programs where that offer engineering physics as an option.
- 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.)

There will be no change to our assessment plan, since the courses added or deleted were not part of our assessment (They are all from other departments). The only new course that is housed in our department is PHYS 4601, replacing PHYS 4951. The assessment criteria for PHYS 4601 are included in the attached form.

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

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

Curriculum Matrix for Catalog Curriculum in <u>Engineering Physics</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: COMS 2203</p> <p>Delete: MCEG 1002</p> <p>Total Hours:17</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change: COMS 2303 2323</p> <p>Delete</p> <p>Delete: Move MCEG 3013 to spring Junior</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add</p> <p>Add/Change: MCEG 3013 & MCEG 3313</p> <p>Delete</p> <p>Delete: Move MCEG/ELEG 4202 to fall senior</p> <p>Delete ELEG/MCEG/COMS 3000-4000 level Electives 3 hrs</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: MCEG 4202</p> <p>Delete</p> <p>Delete: Move MCEG 3313 to the spring of Junior</p> <p>And delete 3 hours ELEG/MCEG/COMS elective (3000-4000 level)</p> <p>Total Hours:14</p>	<p>Senior Spring Semester</p> <p>Add/Change: PHYS 4061 Engineering Physics Design</p> <p>Change 3 hr of COMS/ELEG/ MCEG 3000-4000 to 2 hr of COMS/ ELEG/ MCEG 3000- 4000</p> <p>Delete: PHYS 4951</p> <p>Total Hours:12</p>

2023-24

Engineering Physics Proposed ~~2022-2023~~ Degree

Semester 1 - fall	Hrs.	Grade	Semester 1
ENGL 1013: Comp I (ACTS=ENGL 1013)	3	#	
PHSC 1001: Orientation to Physical Science	1		
MATH 2914: Calculus I (ACTS= MATH 2405)	4		
COMS 1013/1011	4		
CHEM2124/2120: Gen. Chem. I (ACTS=CHEM1414) MILESTONE	4		
Total hours	16	GPA	

Semester 2 - spring	Hrs.	Grade	Semester 2
ENGL 1023: Comp II (ACTS= ENGL 1023)	3	#	
PHSC1011: Orientation to Physical Science II	1		No substitutions allowed.
MATH2924: Calculus II (ACTS= MATH2505)	4		
MCEG2023: Engineering Materials	3		
PHYS 2114/2000: General Physics I (ACTS=PHYS 2034)	4		
Total hours	15	GPA	

Semester 3 - fall	Hrs.	Grade	Semester 3
Social Sci/Fine Arts/Humanities/Comm SS	3		
MATH2934: Calculus III (ACTS= MATH 2603)	4		
PHYS 2124/2010: General Physics II (ACTS=PHYS 2044)	4		
MCEG 2013 Statics	3		
COMS 2203: programming II	3		
Total hours	17	GPA	

Semester 4 - spring	Hrs.	Grade	Semester 4
U.S. History & Government FAH	3		
MATH3243: Differential Equations I	3		
PHYS 3213 Modern Physics	3		
ELEG2103: Electric Circuits I	3		
MCEG 2033 Dynamics	3		
Total hours	15	GPA	PHYS ADVISOR ASSIGNED

Semester 5 - fall	Hrs.	Grade	Semester 5
Social Sci/Fine Arts/Humanities FAH	3		
PHYS 3023 Mechanics (even) or PHYS 4013 QM (odd)	3		
ELEG 2111 and ELEG 2113: Electric Circuits II and Lab	4		
PHYS 3133 EM (even) or PHYS 4023 Computational physics (odd)	3		
COMS 2203 programming in Python 2323	3		
Total hours	16	GPA	

Semester 6 - spring	Hrs.	Grade	Semester 6
Social Sci/Fine Arts/Humanities USHC	3		
PHYS 3003 Optics (even) or PHYS 4113 advanced lab (odd)	3		
PHYS 4213/MATH UD elective (even) or PHYS 4003 Statistical Mechanics and Thermodynamics (odd)	3		
MCEG 3313: Thermodynamics 1	3		
MCEG3013 Mech of Materials	3		
Total hours	15	GPA	APPLY FOR GRADUATION

2023-24

Engineering Physics Proposed ~~2022-2023~~ Degree

Semester 7 – fall	Hrs.		Semester 7
MCEG4403: Mechanics of Fluids and Hydraulics	3		
PHYS 3023 Mechanics (even) or PHYS 4013 QM (odd)	3		
ELEG/MCEG/COMS Elective	3		
PHYS 3133 EM (even) or PHYS 4023 Computational physics (odd)	3		
MCEG\ELEG 4202 – Engineering design	2		
Total hours	14	GPA	

Semester 8 – spring	Hrs.		Semester 8
PHYS 3003 Optics (even) or PHYS 4113 advanced lab (odd)	3		Graduation Requirements: Min. hours 3000-4000 level courses: 40 No more than 4 PE activity hours Min. hours required:120 2.00+ GPA No more than 12 hours of "D" grades
PHYS 4213/MATH UD elective (even) or PHYS 4003 Statistical Mechanics and Thermodynamics (odd)	3		
MCEG4443: Heat Transfer	3		
PHYS 4601 Capstone 4061	1		
ELEG/MCEG/COMS Elective (3000-4000 level)	2		
Total Hours	12	GPA	

Total hours = 120

Physics Program Assessment: Engineering Physics Design

Program learning outcomes 1-4 and 6–7 are to be assessed in Engineering Physics Design. The program learning outcomes will be measured using the following performance indicators

PLO 1: an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

Performance indicator: Identifies a complex problem with a quantifiable solution that can be approached systematically		
Component	Assessment Method	Notes
Identifies a problem	Project proposal	The problem should be considered complex
Performance indicator: Selects appropriate method to solve the problem		
Component	Assessment Method	Notes
Appropriate method	Project proposal	
Considers other solutions to the problem	Project proposal, notebook, and oral presentation	

PLO 2: an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

Performance indicator: Design the needed system or develop the computer code to solve the problem at hand.		
Component	Assessment Method	Notes
Defines need and problem to be solved	Project proposal	public health, safety, and welfare, as well as global, cultural, social, environmental, and economic, factors should be considered, as appropriate
Defines constraints	Project proposal	
Prototype/model/code created and validate that meets needs	A written report and oral presentation	

PLO 3: An ability to communicate effectively with a range of audiences.

<i>Performance indicator: Prepare an oral presentation and present to an audience of peers from a variety of backgrounds.</i>		
Component	Assessment Method	Notes
Organization	Oral presentation at ATU undergraduate research symposium. All physics program faculty assess using program rubric	Ideas should be clearly organized to achieve a clear purpose.
Adaptation to audience		Keep the audience engaged – the level of the topic presentation should be colloquial (avoid jargon)
Delivery		Confident/ natural delivery. Clearly prepared. Appropriate clothing.
<i>Performance indicator: Prepare a written report with professionals in the field as the audience</i>		
Organization	Written report. Assessed by research advisor using program rubric	The format should meet a physics or engineering journal requirements
Content		

PLO 4: an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

<i>Performance indicator: Recognition of ethical dilemma</i>		
Component	Assessment Method	Notes
Identifies ethical dilemma	Research meetings with the professor, lab notebook, and oral presentation. Program rubric	It is possible no ethical dilemmas exist for a chosen project but this needs to be considered in terms of the possible impact the solution might have in global, economic, environmental, and societal contexts
Identifies stakeholders (those that might be affected by the dilemma)		

PLO 6: an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

<i>Performance indicator: Plan experiments to test different hypotheses, analyze the data, and recommend new ideas to improve the experiment.</i>		
Component	Assessment Method	Notes
Plan experiments	project proposal and lab notebook	
Use fundamental laws of physics to fit models to, analyze and interpret data	Written report – program rubric	
Use engineering principles to analyze the output or product	Written report – program rubric	

PLO 7: an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

<i>Performance indicator:</i>		
Component	Assessment Method	Notes
Acquires new information	Project Proposal	Must examine widely known sources that are reliable
Applies new knowledge	Lab notebook, oral presentation, and written report – program rubric	

DEGREE AUDIT CHECK LIST

(BS-ENPH) Engineering Physics

2022-23 ~~2023-24~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI		3
SOC SCI		0
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
FINE ART/HUM		0
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		18
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
Major Requirements		Hrs
PHYS	2000 2010 2114 2124 3003 3023 3133 3213 4003 4013 4023 4113	
PHYS	4951 4061	
	PHYS 4213 or 3 hrs UD MATH	36
	*exclude Math 3003, 3033, 4113	
CHEM	2124 2120	4
COMS	1011 1013 2203 2323	10 4
ELEG	2103 2111 2113	7
MATH	2914#** 2924 2934 3243	15
MCEG	1002 2013 2023 2033 3013	
	3313 4403 4443	21 23
ELEG/MCEG	4202	2
COMS/ELEG /MCEG/COM	5 (9LD)	5 9
PHSC	1001♦ 1011	2
C or better in a MATH for Gen Ed		
	TOTAL MAJOR HOURS	102 102
	TOTAL HOURS	


Final Check: Min. hours required 120 Earned Hrs _____

 40 hours upper level _____ thru _____ minus P/C HRS _____

 # of "D" hours _____ thru _____ to be completed _____

 Max activity hours 4 _____ **TOTAL** _____

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

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Bachelor of Science in Engineering Physics

[DEPARTMENT
HOMEPAGE](#)

Students graduating with an engineering physics degree will be well qualified for jobs requiring highly technical skills and theoretical knowledge. Also, the degree program will prepare students for graduate studies in the fields of physics and engineering. However, those interested in employment immediately after graduation will have numerous alternatives for career choices. Job opportunities for an engineering physics graduate could include employment in industries such as: McDonnell Douglas/Boeing, Texas Instruments, Honeywell, Microsoft, Polaroid, Union Carbide, National Institute of Standards; Technology, Entergy, Tennessee Valley Authority, and Dow Chemical. Also, government agencies such as NASA, National Bureau of Standards, Office of Naval Research, Department of Energy, etc., provide additional employment opportunities for engineering physics graduates.

To qualify for a baccalaureate degree in engineering physics, the student must complete eight hours in chemistry, three hours in computer and information science, 18 hours in mathematics, 33 hours in physics (including the core physics courses), and 26 hours in engineering.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
PHSC 1001 Orientation to Physical Science	1	PHSC 1011 Orientation to Physical Science II	1
MATH 2914 Calculus I	4	MATH 2924 Calculus II	4

Fall	Credits	Spring	Credits
<u>COMS 1011</u> <u>Programming I Lab</u> and <u>COMS 1013</u> <u>Programming I</u>	4	<u>MCEG 2023</u> <u>Engineering Materials</u>	3
<u>CHEM 2124 General</u> <u>Chemistry I</u> and <u>CHEM 2120 General</u> <u>Chemistry I Lab</u>	4	<u>PHYS 2114 Calculus-</u> <u>Based Physics I</u> and <u>PHYS 2000 Physics</u> <u>Laboratory I</u>	4
Total Hours	16	Total Hours	15

Sophomore

Fall	Credits	Spring	Credits
<u>SS 1XXX Social</u> <u>Science Courses</u> ¹ COMS 2203	3 3	<u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	3
<u>MCEG 1002</u> <u>Engineering Graphics</u>	2	<u>ELEG 2103 Electric</u> <u>Circuits I</u>	3
<u>MCEG 2013 Statics</u>	3	<u>MCEG 2033 Dynamics</u>	3
<u>PHYS 2124 Calculus-</u> <u>Based Physics II</u> with <u>PHYS 2010 Physics</u> <u>Laboratory II</u>	4	<u>PHYS 3213 Modern</u> <u>Physics</u>	3
<u>MATH 2934 Calculus</u> <u>III</u>	4	<u>MATH 3243</u> <u>Differential Equations</u> <u>I</u>	3
Total Hours	16 17	Total Hours	15

Junior

Fall	Credits	Spring	Credits
• <u>FAH 1XXX Fine Arts</u> <u>and Humanities</u> <u>Courses</u> ¹	3	• <u>USHG 1XXX U. S.</u> <u>History and</u> <u>Government</u> U. S.	3
• <u>PHYS 3023 Mechanics</u> or <u>PHYS 4013</u> <u>Quantum Mechanics</u>	3	• <u>PHYS 3003 Optics</u> or <u>PHYS 4113 Advanced</u> <u>Physics Laboratory</u>	3
• <u>ELEG 2113 Electric</u> <u>Circuits II</u>	3	• MCEG 3013	3
• <u>ELEG 2111 Electric</u> <u>Circuits Laboratory</u>	1	• MCEG 3313	3
• COMS 2303	3		

Fall	Credits	Spring	Credits
• <u>PHYS 3133 Theory of Electricity and Magnetism</u> or <u>PHYS 4023 Computational Physics</u>	3	• <u>(PHYS 4213 Advanced Topics in Physics and Astronomy</u> or an upper division Mathematics course) or <u>PHYS 4003 Thermodynamics and Statistical Mechanics</u>	3
MCEG 3013 Mechanics of Materials	3		
Total Hours	16	ELEG/MCEG/ COMS 3000-4000 level Electives	3
		MCEG 4202 Engineering Design/ELEG 4202 Engineering Design	2
		Total Hours	14 15

Senior **ELEG/** ✓

Fall	Credits	Spring	Credits
• <u>MCEG 4403 Mechanics of Fluids and Hydraulics</u>	3	• <u>PHYS 3003 Optics</u> or <u>PHYS 4113 Advanced Physics Laboratory</u>	3
• <u>PHYS 3023 Mechanics</u> or <u>PHYS 4013 Quantum Mechanics</u>	3	• <u>(PHYS 4213 Advanced Topics in Physics and Astronomy</u> or an upper division Mathematics course) or <u>PHYS 4003 Thermodynamics and Statistical Mechanics</u>	3
• <u>PHYS 3133 Theory of Electricity and Magnetism</u> or <u>PHYS 4023 Computational Physics</u>	3	• <u>MCEG 4443 Heat Transfer</u>	3
MCEG 3313 Thermodynamics I	3	• <u>PHYS 4951 Undergraduate Research in Physics</u>	1
COMS/ELEG/MCEG Elective (3000-4000 level)	3	• <u>COMS/ELEG/MCEG Elective (3000-4000 level)</u>	3 2
Total Hours	15 14	Total Hours	13 12

Don't delete or
 COMS/ELEG/MCEG Elec 3000-4000

¹ See appropriate alternatives or substitutions in "General Education Requirements". A specific general education core course does not have to be taken in the semester listed, any other part of the general education core at any time is acceptable as well.
² Excluding MATH 3003 Foundations of Advanced Mathematics MATH 3033 Methods of Teaching Elementary Mathematics.

and MATH 4113 History of Mathematics.

³ PHYS 3023 Mechanics and PHYS 4003 Thermodynamics and Statistical Mechanics will satisfy the prerequisites for MCEG 3013 Mechanics of Materials and MCEG 4403 Mechanics of Fluids and Hydraulics for engineering physics majors.

⁴ Must complete both the PHYS class and one MATH upper division elective (PHYS course offered in alternating years).



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Physical and Earth Sciences	11/29/2022

Title	Signature	Date
Department Head Dr. Hamed Shojaei		11/30/2022
Dean Dr. Judy L. Cezeaux		12/1/2022
Assessment Dr. Christine Austin		12/5/22
Registrar Ms. Tammy Weaver		1/31/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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: Physics

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

Delete:

1. STAT 2304
2. 3 hours of general electives
3. 3 hours of UD electives

MOVE:

1. Move Biological science to spring of sophomore

ADD:

1. COMS 2203 *Programming II*
2. COMS ~~2303~~ *2323 Programming in Python*
3. STAT 3153
4. *1 hour of general electives*

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

None anticipated

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Arkansas Tech is dedicated to student success and excellence. Some courses, required for the physics degree, offered by other departments have changed in a way that it is necessary for the required course to be changed. Additionally, we are specifying two new courses and removing six hours of electives. This change is to ensure that students have skills employers would expect of our graduates.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- c. What is the rationale for this program change?
The current curriculum includes several general elective classes. Replacing some of the general elective courses with more appropriate COMS and STAT classes for physics majors will prepare students for the current challenges that graduates will face.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
There are several physics programs in the state of Arkansas institutions. We are planning to be one of the first ones that obtain ANSAC accreditation. These new changes will help us with recruiting and keeping good students. The current curriculum doesn't address several new challenges our graduates will face. For example, data analysis and statistical methods are becoming more and more useful for physics graduates. We are adding a STAT course and a COMS course to address this.
- 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.)
There will be no change to our assessment plan, since the courses added or deleted were not part of our assessment (They are all from other departments).

If this course will affect other departments, a Departmental Support Form for each 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 _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: COMS 2203</p> <p>Delete</p> <p>Delete: Move Biological science to spring of sophomore</p> <p>Total Hours:14</p>	<p>Sophomore Spring Semester</p> <p>Add</p> <p>Add/Change: Biological sciences</p> <p>Delete: 3 hr of Gen elective</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change: COMS 2303 2323</p> <p>Delete: STAT 2304</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester</p> <p>Add/Change: STAT 3153</p> <p>Change Electives³ 1 hour to Electives³ 2 hours</p> <p>Delete: 3 hrs Gen upper division elective</p> <p>Total Hours: 14</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:13</p>

2023-24

Physics Proposed ~~2022-2023~~ Degree map

Semester 1 - fall	Hrs.	Grade	Semester 1
ENGL 1013: Comp I (ACTS=ENGL 1013)	3	#	
PHSC 1001: Orientation to Physical Science	1		
MATH 2914: Calculus I (ACTS= MATH 2405)	4		
COMS 1013/1011	4		
CHEM2124/2120: Gen. Chem. I (ACTS=CHEM1414) MILESTONE	4		
Total hours	16	GPA	

Semester 2 - spring	Hrs.	Grade	Semester 2
ENGL 1023: Comp II (ACTS= ENGL 1023)	3	#	
PHSC1011: Orientation to Physical Science II	1		
MATH2924: Calculus II (ACTS= MATH2505)	4		
CHEM 2134/2130	4		
PHYS 2114/2000: General Physics I (ACTS=PHYS 2034)	4		
Total hours	16	GPA	

Semester 3 - fall	Hrs.	Grade	Semester 3
Social Sci/Fine Arts/Humanities/Comm Soc Sci	3		
MATH2934: Calculus III (ACTS= MATH 2603)	4		
PHYS 2124/2010: General Physics II (ACTS=PHYS 2044)	4		
COMS 2203 Programming II	3		
Total hours	14	GPA	

Semester 4 - spring	Hrs.	Grade	Semester 4
U.S. History & Government	3		
MATH3243: Differential Equations I	3		
PHYS 3213 Modern Physics	3		
ELEG2103: Electric Circuits I	3		
Biological Sciences with Lab	4		
Total hours	16	GPA	PHYS ADVISOR ASSIGNED

Semester 5 - fall	Hrs.	Grade	Semester 5
Social Sci/Fine Arts/Humanities FAH	3		
PHYS 3023 Mechanics (even) or PHYS 4013 QM (odd)	3		
ELEG 2111 and ELEG 2113: Electric Circuits II and Lab	4		
PHYS 3133 EM (even) or PHYS 4023 Computational physics (odd)	3		
COMS 2303 Programing in Python 2323	3		
Total hours	16	GPA	

Semester 6 - spring	Hrs.	Grade	Semester 6
Social Sci/Fine Arts/Humanities FAH	3		
PHYS 3003 Optics (even) or PHYS 4113 advanced lab (odd)	3		
PHYS 4213/MATH UD elective (even) or PHYS 4003 Statistical Mechanics and Thermodynamics (odd)	3		
STAT 3153: Applied statistics	3		
Gen Elective	2		
Total hours	14	GPA	APPLY FOR GRADUATION

2023-24

Physics Proposed ~~2022-2023~~ Degree map

Semester 7 – fall	Hrs.		Semester 7
Social Sci/Fine Arts/Humanities <i>Soc Science</i>	3		
PHYS 3023 Mechanics (even) or PHYS 4013 QM (odd)	3		
MATH 4003	3		
PHYS 3133 EM (even) or PHYS 4023 Computational physics (odd)	3		
Gen Elective <i>3</i>	3		
Total hours	15	GPA	

Semester 8 – spring	Hrs.		Semester 8
Social Sci/Fine Arts/Humanities <i>Com</i>	3		Graduation Requirements: Min. hours 3000-4000 level courses: 40 No more than 4 PE activity hours Min. hours required:120 2.00+ GPA No more than 12 hours of "D" grades
PHYS 4213/MATH UD elective (even) or PHYS 4003 Statistical Mechanics and Thermodynamics (odd)	3		
PHYS 3003 Optics (even) or PHYS 4113 advanced lab (odd)	3		
PHYS 4951	1		
Gen UD Elective	3		
Total Hours	13	GPA	

Total hours = 120

DEGREE AUDIT CHECK LIST

(BS-PHYS) - Physics

2022-23 ~~2023-24~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
TOTAL GEN ED HOURS		24
Electives		
		2
TOTAL ELECTIVE HOURS		2

Student's Name		
T#		
Major Requirements		Hrs
PHYS	2000 2010 2114 2124 3003 3023	
	3133 3213 4003 4013 4023 4113	
PHYS	4951	
	PHYS 4213 or 3 hrs UD MATH	36
	*exclude Math 3003, 3033, 4113	
BIOL		4
CHEM	2124 2120 2134 2130	8
COMS	1011 1013 2203 2323	10 4
ELEG	2103 2111 2113	7
MATH	2914###** 2924 2934 3243 4003	18
PHSC	1001♦ 1011	2
STAT	2304 3153	3 4
ELEC	BIOL, CHEM, COMS, ELEG, GEOL, MCEG, PHSC, PHYS	6 9
TOTAL MAJOR HOURS		94 92
TOTAL HOURS		

Final Check:

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

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

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

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Bachelor of Science in Physics

[DEPARTMENT
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The physics curriculum is designed to serve the needs of students in the fields of engineering, medicine, and other sciences. The junior and senior courses are tailored for students who desire a concentration in physics for a bachelor of science degree in physical science and/or wish to pursue graduate study in areas such as physics, meteorology, and astronomy.

To qualify for a bachelor of science degree in physical science, the student must take eight hours in chemistry, three hours in computer and information science, 25 hours in mathematics, and a minimum of 30 hours in physics. Twenty-two semester hours in these courses must be at the 3000 or 4000 level. A minimum of 38 hours must be taken in the Department of Physical Sciences

Curriculum

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

Freshman

▼

Fall	Credits	Spring	Credits
• ENGL 1013 Composition I ¹	3	• ENGL 1023 Composition II ¹	3
• COMS 1011 Programming I Lab and COMS 1013 Programming I	4	• MATH 2924 Calculus II	4
• MATH 2914 Calculus I	4	• PHYS 2114 Calculus-Based Physics I and PHYS 2000 Physics Laboratory I	4
• PHSC 1001 Orientation to Physical Science	1	• PHSC 1011 Orientation to Physical Science II	1
• CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4	• CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab	4

Fall	Credits	Spring	Credits
Total Hours	16	Total Hours	16

Sophomore

Fall	Credits	Spring	Credits
COMS2203 3		BIOL 101 Lab 4	
SS 1XXX Social Science Courses ¹	3	USHG 1XXX U.S. History and Government U.S. History and Government ¹	3
PHYS 2124 Calculus-Based Physics II and PHYS 2010 Physics Laboratory II	4	ELEG 2103 Electric Circuits I	3
MATH 2934 Calculus III	4	PHYS 3213 Modern Physics	3
BIOL XXXX Biological Science with Laboratory 4		MATH 3243 Differential Equations I	3
Total Hours	15 14	Elective³ 3	
		Total Hours	15 16

Junior

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
PHYS 3023 Mechanics or PHYS 4013 Quantum Mechanics	3	PHYS 3003 Optics or PHYS 4113 Advanced Physics Laboratory	3
ELEG 2113 Electric Circuits II	3	(PHYS 4213 Advanced Topics in Physics and Astronomy or an upper division Mathematics course) or PHYS 4003 Thermodynamics and Statistical Mechanics	3
ELEG 2111 Electric Circuits Laboratory	1		
PHYS 3133 Theory of Electricity and Magnetism or PHYS 4023 Computational Physics	3		
		STAT 3153 3	
		Elective (3000-4000 level)² 3	

Fall	Credits	Spring	Credits
STAT 2304	4	Electives ³	1 2
Programming Languages for Data Science		Total Hours	13 14
Total Hours	17 16		

Senior

Fall	Credits	Spring	Credits
SS 1XXX Social Science Courses ¹	3	SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communication Courses ¹	
PHYS 3023 Mechanics or PHYS 4013 Quantum Mechanics	3	PHYS 3003 Optics or PHYS 4113 Advanced Physics Laboratory	
PHYS 3133 Theory of Electricity and Magnetism or PHYS 4023 Computational Physics	3	(PHYS 4213 Advanced Topics in Physics and Astronomy or an upper division Mathematics course) or PHYS 4003 Thermodynamics and Statistical Mechanics	
MATH 4003 Linear Algebra I	3	PHYS 4951 Undergraduate Research in Physics	
Elective (3000-4000 level) ³	3	Electives (3000-4000 level) ³	
Total Hours	15	Total Hours	13 hrs

¹ See appropriate alternatives or substitutions in "General Education Requirements". A specific general education core course does not have to be taken in the semester listed, any other part of the general education core at any time is acceptable as well.

² Excluding MATH 3003 Foundations of Advanced Mathematics MATH 3033 Methods of Teaching Elementary Mathematics and MATH 4113 History of Mathematics.

³ Seven hours of electives must be from physical sciences, biology, engineering, computer science.

⁴ Must complete both the PHYS 4113 Advanced Physics Laboratory and 3 hours PHYS electives (PHYS course offered in alternating years).