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; 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.

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Registrar's Office

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Media Studies	6.22.22

Title	Signature	Date
Department Head	David J. Ehelm	6-22-22
Dean		6-22-22
Assessment		6-23-22
Registrar	Tammy Weaver	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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMM/JOUR	**1023**	☐ Spring ☒ **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):

☒ 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.

      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

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REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Media Studies	6.22.22

Title	Signature	Date
Department Head	David J. Eshelman	6.22.22
Dean		6-27-22
Assessment		6.23.22
Registrar	Tammy Weaver	8/1/21
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMM	**3513**	☐ Spring ☒ **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):

☒ 01 Lecture	☐ 02 Lecture/Laboratory	☐ 03 Laboratory only
☐ 05 Practice Teaching	☐ 06 Internship/Practicum	☐ 07 Apprenticeship/Externship
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☐ 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 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)**

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b. Course number
c. Catalog course title
d. Catalog description
    1. Arkansas Course Transfer System (ACTS) course number, if applicable
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    9. Fees (e.g., $36 art fee)
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f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
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k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

(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 than 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.

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

Title	Signature	Date
Department Head	David J. Esher	6.22.22
Dean	[signature]	6-22-22
Assessment	[signature]	6.23.22
Registrar	Tammy Wearn	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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMM	**4823**	☐ Spring ☒ **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):

☒ 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.
      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 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.

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) 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

JUN 22 2022

Registrar's Office

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head	David J. Eshelman	6-22-22
Dean	[signature]	6-22-22
Assessment	[signature]	6-23-22
Registrar	Yammy Weaver	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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
JOUR	**2253**	☒ Spring ☐ **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):

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

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

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

Every year or every other year.

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

N/A

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

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.
Quizes (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.

JOUR 2253: BASIC VIDEO PRODUCTION

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.

Week12: 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	David J Eubanks	8-1-22
Dean	Erin Clair Acting Dean	8-1-22
Assessment		8-1-22
Registrar	Tammy Weaver	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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
JOUR	**2263**	○ Spring ◉ **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%) + α

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 on 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

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 1and 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.

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JUN 22 2022

Registrar's Office

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head	David J. Eshelman	6-22-22
Dean	[signature]	6-22-22
Assessment	[signature]	6-23-22
Registrar	Tammy Weaver	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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
JOUR	**4823**	☐ Spring ☒ **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):

☒ 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.
      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.

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.

Week12: 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.

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JUN 22 2022

Registrar's Office

REQUEST FOR PROGRAM CHANGE

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

Title	Signature	Date
Department Head David J. Eshelman	David J. Eshelman	6-22-22
Dean		6-22-22
Assessment	Christa Austin	6.23.22
Registrar	Tammy Leaver	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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Communication (Speech Option)

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

1. Change program name to "Communication" ("Communication – Theatre Option" will remain as previously titled). and Film Production
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 Communication ~~(Speech Option)~~ (enter title for program changing)	
Freshman Fall Semester Add/Change: Comm/Jour 1023 Delete: Elective (3 hours) Total Hours: 17 hours	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Elective (3 hours) Delete: Comm Elective (3 hours) Total Hours: 16 hours	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Comm 3513 Delete: UD Comm Elective (3 hours) Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Comm 4823 Delete: Comm 4003 Total Hours: 15 hours	Senior Spring Semester Add/Change: Delete: Total Hours:

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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 GovernmentU. S. History and Government [1]	3	SS 1XXX Social Science Courses [1,2]	3
		MATH XXXX Mathematics [1]	3
SCIL 1XXX Science with Laboratory [1]	4	Elective	6
		Total Hours	**15**

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

Sophomore

Fall	Credits
SCIL 1XXX Science with Laboratory [1]	4
COMM 2003 Public Speaking	3
COMM Elective	~~6~~ 3
Elective	~~3~~ 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 3513 COMM 3003 Interpersonal Communication	3
COMM Elective (3000-4000 level)	~~6~~ 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 ~~COMM 4003 Human Communication Theory~~	3
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**

[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~~R
~~2022-23~~ 2023-24

Date		Student's Name	
Grade Point	Graduation Date	T#	

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

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

ARKANSAS TECH UNIVERSITY

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Registrar's Office

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication & Journalism	6.22.22

Title	Signature	Date
Department Head David J. Eshelman	David J. Eshelman	6.22.22
Dean		6-22-22
Assessment		6.25.22
Registrar	Tammy Weaver	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)	
Faculty Senate (Undergraduate Proposals Only)	
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 Communication (~~Theatre Option~~) Theatre and Film Production Option (enter title for program changing)	
Freshman Fall Semester Add/Change: Comm/Jour 1023 Delete: US History/Government Total Hours: 17 hours	Freshman Spring Semester Add/Change: US History/Government Delete: Elective (3 hours) Total Hours: 15 hours
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Elective (3 hours) Delete: UD TH Elective (3 hours) Total Hours: 15 hours	Junior Spring Semester Add/Change: Elective (3 hours) Delete: UD Th Elective (3 hours) Total Hours: 15 hours
Senior Fall Semester Add/Change: Comm 4823 Delete: UD Theatre Elective (3 hours) Total Hours: 15 hours	Senior Spring Semester Add/Change: Delete: Total Hours:

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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
COMM/JOUR 1023	3
ENGL 1013 Composition I [1]	3
SCIL 1XXX Science with Laboratory [1]	4
~~USHG 1XXX U.S. History and GovernmentU. S. History and Government~~ [1]	~~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 Mathematics [1]	3
Elective[3]	6
Total Hours	**15**

Sophomore

Fall	Credits	Spring	
SS 1XXX Social Science Courses [1,3]	3	SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communicatio Courses [1,3]	
SCIL 1XXX Science with Laboratory [1]	4	FAH 1XXX Fine Arts and Humanities Courses [1,3]	
TH 3263 Narrative Film Production	3	TH 3513 Stagecraft Techniques	
Theatre Practicum	1	Elective[3]	
Elective[3]	6	**Total Hours**	
Total Hours	**17**		

Junior

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1,3]	3	TH 3803 Directing Theories and Techniques	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

COMM 4823 3

Fall	Credits	Spring	Credits
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.

DEGREE AUDIT CHECK LIST

(BA-SPH-TH) Communications - ~~Theatre~~ & Theatre and Film Production

~~2022-23~~ 2023-24

Date	
Grade Point	Graduation Date

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
(38 LD/13 UD)		
(35 LD/16 UD)		
TOTAL ELECTIVE HOURS		51

Major Requirements		Hrs
COMM	3163 4823	
TH	2703 3263 3513 3803	
TH	3 HRS FROM:	
	2511, 2521, 2611, 2621, 2711, 2721,	
	3711, 3721, 3731, 3741, 3811, 3821	
	4511, 4521, 4611, 4621, 4711, 4721	
	4731, 4741, 4821, 4831	
COMM/ JOUR	1023	
TH ELECT	~~(15~~ HRS UD)	33
	9	
Only 7hrs TH practicum apply towards major		
	TOTAL MAJOR HOURS	33
	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

33 hrs in major
24-27 hrs UD in major
24-27 UD Major
13-16 UD Elec
40 Total UD

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	David J. Eshelman	7-1-22
Dean		7-1-22
Assessment		8-1-22
Registrar	Tammy Weaver	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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Journalism

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

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

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

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

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 ☒ supports ☐ 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

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Journalism

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Broadcast Journalism Option

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 2133 Introduction to Mass Communication	3	JOUR 2163 Introduction to Multimedia	3
TECH 1001 Orientation to the University	1	Elective [2,5]	2
		Total Hours	14
Total Hours	14		

SFHS1XXX
JOUR/COMM 1023
JOUR/ART 1163
JOUR 2133
Journalism Practicum 3
Jour Practicum 3 1
15
16

Sophomore

Fall	Credits	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

Fall	Credits
USHG 1XXX	3
JOUR 2163	3
SCIL 1XXX Science with Laboratory [1]	4
JOUR 2143 Media Writing	3
Journalism Broadcast Practicum[5]	1
Elective[2,5] 2	1
Total Hours	15

Spring	Credits
USHG 1XXX U. S. History and Government U. S. History and Government [1] SS 1XXX	3
Broadcast Option Course[3] JOUR 2263	3
Journalism Broadcast Practicum[5] x3	1
Elective[2,5] 2	2 6
Total Hours	15 16

Junior

Fall	Credits
JOUR Elective 3	
JOUR 4043 3	
FAH 1XXX Fine Arts and Humanities Courses [1]	3
Broadcast Option Course[3]	3
Broadcast Practicum[5]	1
JOUR 3133 Media Management and Diversity	3
Elective[2,5] 2	6
Total Hours	16 15

Spring	Credits
JOUR 3133 3	
Jour Elective 3	
Broadcast Option Course[3]	3
Broadcast Practicum[5]	1
Approved major elective	3
Elective[2,5] 2	9
Total Hours	16 15

Senior

Fall	Credits
JOUR Elective[5]	3
JOUR 4123 Laws of Communication [6] 4	3
Elective[2,5,6] 2,4	8 9
Total Hours	14 15

Spring	Credits
JOUR 4823	
JOUR 4883 Mass Communication Theory	3
Broadcast Option Course[3] Jour Elective 4	3
Elective[2,5,6] 3, 4	10 7
Total Hours	16

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

[2] Recommended electives include COMM 2003 Public Speaking, COMM 2013 Voice and Diction, COMM 3003 Interpersonal Communication, COMM 3063 Oral Interpretation, COMM 3073 Group Communication; SOC 1003 Introductory Sociology; PSY 2003 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 4133 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.

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

4 Seniors enrolled on Multimedia Journalism (MMJR) Accelorated Bachelor's Plus 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

ARKANSAS TECH UNIVERSITY

RECEIVED
JUN 22 2022
Registrar's Office

REQUEST FOR DELETION OF CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR

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

Title	Signature	Date
Department Head Dr. David J. Eshelman	D J Eshelman	6-22-22
Dean Dr. Jeffrey Cass	Jeff Cass	6-22-22
Assessment Dr. Christine Austin	Christine Austin	6.23.22
Registrar Ms. Tammy Weaver	Tammy Weaver	8/1/22
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)	
Faculty Senate (Undergraduate Proposals Only)	
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

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	David J. Eshelman	6-22-22
Dean		6-21-22
Assessment		6-23-22
Registrar	Tammy Swaim	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)	
Faculty Senate (Undergraduate Proposals Only)	
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.

ARKANSAS TECH UNIVERSITY

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

RECEIVED
JUN 2 2 2022
Registrar's Office

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

Title	Signature	Date
Department Head	David J. Eshelman	6-22-22
Dean	Jeff Lee	6-21-22
Assessment		6-23-22
Registrar	Tammy Weaver	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)	
Faculty Senate (Undergraduate Proposals Only)	
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.

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	David J. Eshelman	6-22-22
Dean		6-22-22
Assessment		6-23-22
Registrar	Sammy Weaver	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)	
Faculty Senate (Undergraduate Proposals Only)	
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.

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	David J. Eshelman	7-1-22
Dean	Jeff J Carr	7-1-22
Assessment	[signature]	8-1-22
Registrar	Tammy Williams	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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: B.A. in Social Media Influencing in Social Media Influencing

RECEIVED

JUL 01 2022

Registrar's Office

PROPOSAL – 1

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

Fall		Spring	
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

Fall		Spring	
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

Fall		Spring	
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

Fall		Spring	
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.
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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 secion 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

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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. *glbtq: An Encyclopedia of Gay, Lesbian, Bisexual, Transgender, and Queer Culture*. <www.glbtq.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 Sneezar. 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.

Camenae 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. Feburary 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 Sneezar*. 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, Febriaru -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

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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. Mehltretter 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

C U R R I C U L U M V I T A

Alexis Zoe Johnson, Ph.D.
Assistant Professor of Communication, Arkansas Tech University
Energy Center 131
Ajohnson93@atu.edu
(708) 772-2626

E D U C A T I O N

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

A C A D E M I C A P P O I N T M E N T S

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

R E F E R E E D J O U R N A L P U B L I C A T I O N S

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).
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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.

B O O K C H A P T E R S / B O O K S

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.

G R A N T A D M I N I S T R A T I O N

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:

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) Possiblities", 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
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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
D E P A R T M E N T A L / U N I V E R S I T Y S E R V I C E
HLC Assessment for Speech (Spring, 2020-Fall 2020)
Arkansas Tech University
I reviwed 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.
I N V I T E D T A L K S
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.
COMPETITIVECONFERENCEPAPERPRESENTATIONS
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 Overseuxalition
of Women on Second Life. Popular Culture Association/American Culture Association, Albuquerque, NM.

C O M P E T I T I V E C O N F E R E N C E P A N E L P R E S E N T A T I O N S

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,
Alexis Z. Johnson, Ph.D. | Page 8
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 varies 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 varies 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.
Alexis Z. Johnson, Ph.D. | Page 9
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).
S P E C I A L P R O B L E M I N C O M M U N I C A T I O N R E S E A R C H C O O R D I N A T O R
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 Hendnre, 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)
Alexis Z. Johnson, Ph.D. | Page 10
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)
Alexis Z. Johnson, Ph.D. | Page 11
Brittany Collins (2016-2018)
Faith Randalls (2016-2018)
P R O F E S S I O N A L M E M B E R S H I P S
National Communication Association (NCA)
Central States Association (CSCA)
Southwest Popular Culture Association (SWPCA/ACA)

CURRICULUM VITAE

Virginia Jones, Ph.D.
Associate Professor of Communication
Department of Communication & Journalism
Arkansas Tech University

Energy Center – Office 101-A
1815 Coliseum Drive
Russellville, AR., 72801
479-968-0635
vjones7@atu.edu

Education

Ph.D. Communication Studies, University of Kansas August 2012
Committee: Dr. Robin Rowland (chair), Dr. Suzy D'Enbeau, Dr. Debra Ford, Dr. Beth Innocenti, Dr. Tracy Russo

Dissertation Title: *Traveling the Road to Redemption: Toyota Motor Corporation's Rhetoric of Atonement as Response to the 2010 Recall Crisis.*

M.A. Communication Studies, University of Wisconsin-Stevens Point May 2004

B.A. Journalism & Mass Communication, University of New Mexico May 2002
Emphasis: Public Relations

Awards and Recognitions

Selected as presenter – Interdisciplinary ATU	2020
Selected as presenter – 2019 CTEL "Tech Talks"	2019
Top Paper Panel Southern Communication Association Conference	2018
Professional Development Grant (ATU)	2018
Selected as presenter - 2016 Arkansas Tech Women's Leadership Conference	2016
Nominated & accepted for membership to Graduate Faculty (ATU)	2014
Co- Recipient Top Ten GIFTS (Great Ideas in Teaching Speech) National Communication Association Conference	2007
Outstanding Graduate Student (University of Wisconsin-Stevens Point)	2004
Departmental Nominee, Distinguished Master's Thesis (UWSP)	2004

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., Peeples, 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) National Communication Association Conference	2007
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) Annual Conference, Milwaukee WI.	2010 – 2011
Assistant Program Planner, Kenneth Burke Society (CSCA) Annual Conference, Cincinnati OH.	2009 – 2010
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

- 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

STUDIO EQUIPMENT

- 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

SOFTWARE

- 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 New 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://crystalclear arkansas.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.hotspringsbathers.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://thabatabaptistetiportfolio2013.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://danielagraduateportfolio.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 Commination 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. Klomparens 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:
    - Department Head for the Bachelor of Professional Studies program.
    - Director for Online Partnership and Military Outreach as we develop further relationships lending to increased online enrollment.
    - Instructional Design and Multimedia design staff (3) in their work with faculty developers and other constituents/clients.
    - Administrator for implementation of state authorization and licensure requirements.
    - 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 (August1999-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 Wiser, 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 1-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 Everette 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

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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

Three Viewings	Arkansas Tech University	2021
Mil Lenguas/A Thousand Tongues	Arkansas Tech University	2021
The Bacchae	Arkansas Tech University	2020
The Pillowman	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

Beauregard Bottoms	Arkansas Tech University	2022
I No Keen	Arkansas Tech University	2021
Small Town Wagers (in production)	Diamond State Films	2021
The Mount Nebo Chicken Fry (HD short film)	Independent	2008
Sweet Valentine (HD Music Video)	Independent	2007
Simple Pleasures (16-mm short film)	Chapman University	2006

ART DEPARTMENT

MISC. MEDIA

Rape of Africa (Still Photography)	Photographer: David Lachapelle Starring: Naomi Campbell	2007
Nip Tuck Promo (Hologram)	HSI	2007

COMMERCIALS

JC Penney: Breakfast Club (35-mm)	Directed by: David LaChapelle	2007
MoveOn.org (HD)	XOVR Films	2007
Coca-Cola: Morning Routine (35-mm) Recipient of the 2007 Coca-Cola Refreshing Filmmaker Award. Screened at over 20,000 theaters nationwide.	USC	2006
Chipotle Spec (HD)	Chapman University	2005
Coca-Cola: The Reel Monkey (35-mm) Recipient of the 2006 Coca-Cola Refreshing Filmmaker Award. Screened at over 20,000 theaters nationwide.	Chapman University	2005
Cingular Spec (35-mm)	Chapman University	2006
Trojan Condoms Spec (35-mm) Cecil Award Nomination for Best Commercial.	Chapman University	2006
Coca-Cola: Kid Entrepreneur (35-mm) Finalist of the Coca-Cola Refreshing Filmmaker Award.	Chapman University	2005

FEATURE FILMS

God's Ears (HD)	Grizzly Peak Films	2006

SHORT FILMS

Nothing but the Best (35-mm)	Chapman University	2007
Saturation (35-mm)	USC	2006
Drowning (HD)	Independent	2006
The Descendent (16-mm) Nominated for a Cecil Award in Production Design	Chapman University	2006
Pic Six (Super 16-mm)	USA Network	2006
Remnants of a Chinese Finger Trap, (16-mm)	Chapman University	2005
Dear Dada Ji (16-mm) Starring Kumar Pallana	Chapman University	2005
Purple Star (35-mm) Leo Freedman Master's Fellowship Recipient	Chapman University	2005
Mirakle (Super 16-mm)	Emerson College	2005
The Way of Dale (35-mm) Dodge Grant recipient	Chapman University	2004

PRODUCING

NTT Docomo Commercial (HD)	Art Center College of Design	2008
Logical Highway (24p)	Chapman University	2005
Deus Ex (24p)	Chapman University	2005
Rib Shack (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
The Other Side (24p)	Chapman University	2004

INTERNING

Ten Items or Less (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 CEAO

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 progam
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 Frentz," 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 Avaunt 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.

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	Jeffrey Cass	6/02/22
Assessment Dr. Christine Austin		8/1/22
Registrar Ms. Tammy Weaver	Tammy Weaver	8/1/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. 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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
IPBL 1999		◉ Spring ○ **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?
If so, list course subject and number. ○ Yes ◉ No

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

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

◉ 01 Lecture ○ 02 Lecture/Laboratory ○ 03 Laboratory only

○ 05 Practice Teaching ○ 06 Internship/Practicum ○ 07 Apprenticeship/Externship

○ 08 Independent Study ○ 09 Readings ○ 10 Special Topics

○ 12 Individual Lessons ○ 13 Applied Instruction ○ 16 Studio Course

○ 17 Dissertation ○ 18 Activity Course ○ 19 Seminar ○ 98 Other

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

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

FALL

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:

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

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

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 hrough 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, though 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 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	Emily Hoffman	07-31-22
Dean Jeffrey Cass	Jeffrey Cass	7/29/22
Assessment		8/1/22
Registrar	Tammy Swann	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)	
Faculty Senate (Undergraduate Proposals Only)	
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 *Introduction to Diversity Studies*	**3 hrs**
Diversity Studies Electives*	**12 hrs**
TOTAL	**15 hrs**

Electives: (Select 4)

Improving Engagement (select one)	**Recent Enrollment**	**Semester**
ANTH 2003: Cultural Anthropology	84	Spring 2022
ENGL 2003: Introduction to World Literature	49	Spring 2022
HIST 4143: Native American History	18	Spring 2020
PS 4643/OL 4643: Org. Globalization and Diversity	17	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

UNIVERSITY

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

Department Initiating Proposal	Date

Title	Signature	Date
Department Head	Marshall Swafford	8/12/22
Dean	Tracey Cole Assoc. Dean	8-12-22
Assessment	Christi Austin	**8/13/22**
Registrar	Tammy Mealer	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

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/FYRKOO3GARHLZAQ2MQSVTWYJRE/
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**

1 1 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	Marshall Swafford	8/12/22
Dean	Tracy Cole Assoc. Dean	8-12-22
Assessment	Christi Austin	8/13/22
Registrar	Tammy Means	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

General Education Requirements
COMM 2173 Business & Professional Speaking
BUAD 2003 Business Information System
Major Requirements
ACCT 2033 Non Major Accounting
HA 2983 Casino Operations
HA 2914 Food Prep 1
PSY 2003 Psychology
HA 2063 Guest Service Management
HA 2073 Introduction to Event Management
HA 1011 Sanitation (with NRA certification)
RP 2003 Rec Programming
HA 2023 Leadership

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/FYRKOO3GARHLZAQ2MQSVTWYJRE/

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	Kirk Russell Jones	1/25/2022
Assessment Christine Austin	Christi Austin	1/26/2022
Registrar Tammy Weaver	Tammy Weaver	8/4/2022
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Barbara Johnson		

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

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.

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	Kirk Russell Jones	1/25/2022
Assessment Christine Austin	Christi Austin	1/26/2022
Registrar Tammy Weaver	Tammy Weaver	8/4/2022
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Barbara Johnson		

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

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	Kirk Russell Jones	1/25/2022
Assessment Christine Austin	Christine Austin	1/26/2022
Registrar Tammy Weaver	Tammy Weaver	8/4/2022
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Barbara Johnson		

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

- 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

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)

- 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.

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	Kirk Russell Jones	1/25/2022
Assessment Christine Austin	Christi Austin	1/26/2022
Registrar Tammy Weaver	Tammy Weaver	8/4/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Barbara Johnson		

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
School of Business	7-19-22

Title	Signature	Date
Department Head **Tracy Cole**	Tracy Cole	8-10-22
Dean **Russ Jones**		8-11-22
Assessment **Christine Austin**	Dr. Christine Austin Christ Austin	8/13/22
Registrar **Tammy Weaver**	Tammy Weaver	8/13/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs **Julie A. 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: **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**	
First Year Fall Semester **Add: 6 hours of required human resources core* courses and/or approved human resources electives.**** **Delete: MGMT 3023, MGMT 3323** **Total Hours: 6 hours**	First Year Spring Semester **Add: 6 hours of required human resources core* courses and/or approved human resources electives.**** **Delete: MGMT 3123, MGMT 4033** **Total Hours: 6 hours**
First Year Fall Semester ***Add: 6 hours of required human resources core** courses and/or approved human resources electives.***** **Delete: MGMT 3123, MGMT 4033** **Total Hours: 6 hours**	Second Year Spring Semester ***Add: 3 hours of required human resources core** courses and/or approved human resources electives.***** **Delete: MGMT 4323, MGMT 4213** **Total Hours: 3 hours**
Total Program Hours **21 hours**	

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®.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
School of Business	5/26/22

Title	Signature	Date
Department Head (Tracy Cole)	Tracy Cole	6/14/22
Dean (Russ Jones)	Kirk Russell Jones	6/14/22
Assessment		6-24-22
Registrar	Tammy Lucas	8/14/22
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:
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 Health Information Management (enter title for program changing)	
Freshman Fall Semester Add/Change: **AHS 2013 Medical Terminology** Delete: **AHS 1023 Basic Pharm/Microbiology** Total Hours:	Freshman Spring Semester Add/Change: **Allow COMM 2003 OR COMM 2173** Delete: Total Hours:
Sophomore Fall Semester Add/Change: **AHS 1023 Basic Pharm/Microbiology** or Elective Delete: **AHS 2013 Medical Terminology** Total Hours:	Sophomore Spring Semester Add/Change: AHS 1023 or Elective Delete: AHS 2013 Total Hours:
Junior Fall Semester Add/Change: **Allow PSY 2053 Stats for Behavioral Science; SOC 2053 Stats for Behavioral Science, or STAT 2163 Intro to Statistical Methods** 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

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Catalog PDF

Bachelor of Science in Health Information Management

PROGRAM HOMEPAGE

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
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SS 1XXX Social Science Courses	3	SCIL 1XXX Science with Laboratory [1]	4
MATH 1113 College Algebra	3	BUAD 2003 Business Information Systems	3
TECH 1001 Orientation to the University	1	COMM 2003 Public Speaking or COMM 2173	3
~~AHS 1023 Basic Pharmacology with an Overview of Microbiology~~ AHS 2013	3		
Total Hours	**13**	**Total Hours**	**13**

Sophomore

Fall	Credits	Spring	Credits
USHG 1XXX U. S. History and GovernmentU. S. History and Government [1]	3	SS 1XXX Social Science Courses	3
BDA 2003 Business Problem Solving	3	FAH 1XXX Fine Arts and Humanities Courses [1]	6
BIOL 2004 Basic Human Anatomy and Physiology	4	COMS 2233 Introduction to Databases	3
~~AHS 2013 Medical Terminology~~ or Elective AHS 1023	3	~~AHS 2013 Medical Terminology~~ or Elective AHS 1023	3
		Elective	1
Total Hours	**13**	**Total Hours**	**16**

Junior

Fall	Credits	Spring	Credits
MGMT 3003 Principles of Management	3	MGMT 3023 Principles of Human Resource Management or HA 3113 Human Resource Management in Parks, Recreation, and Hospitality Administration/RP 3113 Human Resource Management in Parks, Recreation, and Hospitality Administration	3
PSY 2053 Statistics for the Behavioral Sciences/SOC 2053 Statistics for the Behavioral Sciences or MATH 2163	3		
HIM 3023 Introduction to Health Information Management	3	HIM 3033 Basic Coding Principles	4
HIM 3153 Current Issues in Health Information Management	3	HIM 3043 Advanced Concepts in Health Information	3
HIM 4153 Principles of Disease	3	HIM 3132 Health Data and Statistics	2
		HIM 3133 Alternative Health Records	2
Total Hours	**15**	**Total Hours**	**14**

Senior

Fall	Credits	Spring	Credits
HIM 4034 Advanced Coding Principles	4	MGMT 4013 Management Information Systems	3
HIM 4063 Organization and Administration	3	HIM 4073 Legal Concepts for the Health Fields	3
HIM 4093 Research in Health Information Management	3	HIM 4083 Health Organization Trends	3

Fall	Credits	Spring	Credits
HIM 4182 Professional Practice Experience I	2	HIM 4203 Healthcare Reimbursement	3
HIM 4983 Systems Analysis for Health Information Management	3	HIM 4292 Professional Practice Experience II	2
		Total Hours	**14**
Total Hours	**15**		

Summer

Summer	Credits
HIM 4892 Seminar in Health Information	2
HIM 4895 Affiliation	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		Student's Name	
Grade Point	Graduation Date	T#	

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

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	Sandy M. Smith	7-5-22
Dean Dr. Linda Bean	Linda Bean	8/1/22
Assessment Dr. Christine Austin	Chr An L	8/1/22
Registrar Mrs. Tammy Weaver	Tammy Weaver	8/1/22
Graduate Dean (Graduate Proposals Only)		
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BAS	**4373**	○ Spring ◉ **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):

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

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

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

At least once per academic year

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

Openings near ZIP Code: Go

Find more openings at CareerOneStop

1-100 of 200 job openings in Arkansas shown. Show page: 1 2

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_L (25%)	Annual Median (50%)	Annual Q_U (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.
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.			
Opens	**Start Here! Module 20 points**	View *First Task: View this Presentation* Read *BAS 4373 Syllabus* Review *BAS 43733 Course Schedule* **Submit** *Syllabus and Schedule Scavenger Hunt (Three attempts) (10 points)* Locate the *Ask the Class!* Discussion Forum (Hint: Course Content) View Agile Project Management Tutorial (SimpliLearn) (10 minutes) Read *Impact on Attitude on Risk, Opportunity, and Performance of Construction Projects* (Introduction & Literature Review) **Submit** *Course Introduction Discussion Forum (10 points)*	Closes
	Module 1 Introduction to Agile Project Management 60 points	View *Module 1 Order of Work* Read *Chapter 1 in Cobb (pp. 2-16)* View *What is Agile Project Management? (7 minutes)* View *What is Agile Project Management [Benefits + Pitfalls (11 minutes)* **Submit** *Discussion Forum: Agile & Traditional Project Management (10 points)* **Submit** *Analysis Assignment: Comparing plan-driven and adaptive approaches to project management (50 points)*	
	Module 2 Agile History 50 points	View *Module 2 Order of Work* Read *Chapter 2 (Cobb, pp. 17-32)* View *Understanding the Agile Manifesto Values (25 minutes)* **Submit** *Analysis Assignment: Applying Agile Manifest Values and Agile Manifesto Principles (50 points)*	
	Module 3 Scrum Overview 70 points	View *Module 3 Order of Work* View *A Day in the Life of a Scrum Master (BeingAgile) (40 minutes)* Read *Chapter 3 (Cobb, pp. 33-56)* **Submit** *Module 3 Quiz: Scrum Overview (20 points)* **Submit** *Analysis Assignment: Scrum Roles (50 points)* **Submit** *Optional Bonus Assignment*	

	Module 4 **Agile Planning and Requirements** **(60 points)**	View *Module 4 Order of Work* Read *Chapter 4 (Cobb, pp. 57-72)* **Submit** *Module 4 Discussion Forum: Agile Planning Practices (10 points)* **Submit** *Module 4 Analysis Assignment: Agile Requirement Practices (50 points)*	
	Module 5 **Agile Development and Quality** **50 points**	View *Module 5 Order of Work* Read *Chapter 5 (Cobb, pp.73-86)* View *Quality Management in an Agile World (32 minutes)* **Submit** *Module 5 Analysis Assignment: Quality Testing in an Agile Environment (50 points)*	
	Module 6 **Time Boxing and Kanban** **60 points**	View *Module 6 Order of Work* Read *Chapter 6 (Cobb, pp.87-100)* View *What is Kanban (7 minutes)* View *Scrum v. Kanban: Differences and Similarities (19 minutes)* View *Time Boxing: 12 Tips to Supercharge Your Productivity (14 minutes)* **Submit** *Module 6 Discussion Board: Time Boxing (10 points)* **Submit** *Module 6 Analysis Assignment: The Kanban Process (50 points)*	

	Module 7 **Agile Estimation** **50 points**	View *Module 7 Order of Work* Read *Chapter 7 (Cobb, pp. 101-114)* View *Learn Agile Estimation: Story Points Estimation (7 minutes)* View *Effort Estimation versus Story Point Estimation (29 minutes)* **Submit** *Module 7 Analysis Assignment: Agile Estimation Practices (50 points)*	
	Module 8 **Agile Project Management Role** **60 points**	View *Module 8 Order of Work* Read *Chapter 8 (Cobb, pp. 115-138)* Read *Agile and PMBOK Guide Project Management Techniques (Bennison, 2008)* **Submit** *Module 8 Discussion Forum: Agile and PMBOK Alignment (10 points)* **Submit** *Module 8 Analysis Assignment: Agile Project Management Roles (50 points)*	
	Module 9 **Agile Communications** **60 points**	View *Module 9 Order of Work* Read *Chapter 9 (Cobb, pp. 139-150)* View *Tuckman's Team Development Stages (9 minutes* View *The Tuckman Model (12 minutes)* View *The Daily Scrum is NOT a Status Meeting (7 minutes)* View *How to Hold a Daily Stand-Up Meeting (5 minutes)* **Submit** *Module 9 Discussion Forum: Tuckman's Team Development (10 points)* **Submit** *Module 9 Analysis Assignment: Agile Communication Practices (50 points)*	

	Module 10 **Understanding Agile at a Deeper Level** **50 points**	View *Module 10 Order Work* Read *Chapter 11 (Cobb, pp. 165-194)* View *Systems Thinking: A Little Film about a Big Idea (12 minutes)* View *What is Total Quality Management (Gemba Academy) (11 minutes)* View *What is Lean Manufacturing (Gemba Academy) (10 minutes)* **Submit** *Module 10 Analysis Assignment: Maximizing the Agile Effort (50 points)*	
	Module 11 **Scaling Agile to an Enterprise Level** **50 points**	View *Module 11 Order of Work* Read *Chapter 12 (Cobb, pp. 195-212)* Read *When Agile meets Enterprise (Van Waardenburg & Van Vliet, 2013)* Read *The Journey to an Agile Organization (McKinsey & Company)* View *Agile in the Enterprise (37 minutes)* **Submit** *Module 11 Analysis Assignment: Enterprise Obstacles and Implementation (50 points)*	
	Module 12 **Adapting Agile to the Organization** **50 points**	View *Module 12 Order of Work* Read *Chapter 13 (pp. 213-232)* View *The Agile Organization (Dr. Clayton) (8 minutes)* View *What are the Characteristics of an Agile Organization? (10 minutes)* View *5 Values and Principles Agile Organizations have in Common (3 minutes)* **Submit** *Module 12 Analysis Assignment: Environmental Impact on Agile Efficacy (50 points)*	

	Module 13 **Case Study 1: Harvard Pilgrim Health Care** **100 points**	View *Module 13 Order of Work* Read *Chapter 20 (pp. 327-354)* **Submit** *Case Study Analysis I (80 points)*	
	Module 14 **Case Study 2: General Dynamics UK** **100 points**	View *Module 14 Order of Work* Read *Chapter 21 (pp. 355-368)* **Submit** *Case Study Analysis II (80 points)*	
	Final Examination **50 points**	**Submit** *Final Examination (50 points)*	

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	Sandy M. Smith	7-5-22
Dean Dr. Linda Bean	Linda Bean	7.5.2022
Assessment Dr. Christine Austin	Christ Austin	7/8/2022
Registrar Mrs. Tammy Weaver	Tammy Weaver	8/1/22
Graduate Dean (Graduate Proposals Only)		
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: 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: Arkansas Go

Find more openings at CareerOneStop

Openings near ZIP Code Go

1-100 of 200 job openings in Arkansas shown. Show page 1 2

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 Option) CDM Smith	Fayetteville, AR
June 19, 2022	Senior Project Controls Specialist (Remote Option) 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_L (25%)	Annual Median (50%)	Annual Q_U (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	$55,150	$92,530	$98,570
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	$30,890	$47,410	$76,340	$120,280	$126,780

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. OMGT 5783 Project Management for Operations Managers
University of Arkansas. OMGT 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 Bachelor of Applied Science (BAS) (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 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

DEGREE AUDIT CHECK LIST
(BAS-BAS) Applied Science

~~2022-23~~ 2023-24

Date	
Grade Point	Graduation Date

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		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~~

Major Requirements		Hrs
BAS	4253 4353 4363 4373 4453 4553 ~~4653~~ ~~4751~~	~~19~~ 18
OL	4043 4963	~~3~~ 6
PS/OL	3023 3133 4443 4543 4643 or 4743	15
PSY	2003** 3093	6
		45
	TOTAL MAJOR HOURS	~~43~~
	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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General Information

Navigate this section:

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Catalog PDF

Bachelor of Applied Science

PROGRAM HOMEPAGE

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 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
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
PSY 2003 General Psychology	3	Electives	12
Electives	9	**Total Hours**	**15**
Total Hours	**15**		

Sophomore

Fall	Credits	Spring	Credits
MATH XXXX Mathematics [1]	3	CM 1XXX Communication [1]	3
Electives	11 ~~12~~	Electives	11 ~~12~~
Total Hours	~~15~~ 14	**Total Hours**	~~15~~ 14

Junior

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
SS 1XXX Social Science Courses [1]	3	USHG 1XXX U. S. History and GovernmentU. S. History and Government [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1]	4
OL 3023 Professional Communications/PS 3023 Professional Communications	3	OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management	3
OL 4043 Ethical Leadership	3		
Total Hours	**16**		

Spring	Credits
PSY 3093 Organizational Psychology	3
Total Hours	**16**

Senior

BAS 4373 3
OL 4963 3

Fall	Credits
BAS 4353 Project Management	3
OL 4443 Professional Leadership/PS 4443 Professional Leadership	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity or OL 4743 Organizational Change/PS 4743 Organizational Change	3
BAS 4253 Quality Control and Continuous Improvement	3
Total Hours	**15**

Spring	Credits
BAS 4363 Project Risk Analysis and Mitigation	3
BAS 4453 Problem Solving and Root Cause Analysis	3
BAS 4553 Workplace Health and Safety	3
~~BAS 4653 Production Scheduling~~	~~3~~
~~BAS 4751 Career Planning and Personal Development~~	~~1~~
Total Hours	~~**13**~~ 15

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

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	Sandy M. Smith	7-5-22
Dean Dr. Linda Bean	Linda Bean	7.5.2022
Assessment Dr. Christine Austin	Christ Austin	7/8/2022
Registrar Mrs. Tammy Weaver	Tammy Weaver	8/1/22
Graduate Dean (Graduate Proposals Only)		
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: 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.

Curriculum Matrix for Catalog Curriculum in BA – Organizational Leadership: Professional Core (Applies to all concentrations).	
Freshman Fall Semester	Freshman Spring Semester
Sophomore Fall Semester	Sophomore Spring Semester Delete: OL 3013 Foundations of Organizational Leadership Add: LEAD 1003 Introduction to Leadership
Junior Fall Semester Modify: OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership	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	
Freshman Fall Semester ENGL 1013 Composition I (3) Science with Lab (4) Social Sciences (3) TECH 1001 Orientation to the University (1) Elective (3) Total Hours: 14	Freshman Spring Semester ENGL 1023 Composition II (3) Science with Lab (4) Social Sciences (3) Mathematics (3) Elective (3) Total Hours: 16
Sophomore Fall Semester Communication (3) Fine Arts & Humanities (3) Elective (6) U.S. History/Government (3) Total Hours: 15	Sophomore Spring Semester Fine Arts & Humanities (3) **POLS 2043 Comparative Government (3)** **POLS 2413 International Relations (3)** LEAD 1003 Introduction to Leadership (3) Elective (3) Total Hours: 15
Junior Fall Semester OL 3133 Applied Principles/Personnel Management (3) **POLS 3013 Recent American Foreign & Military Policy (3)** OL 4143 Nonprofit Governance OR OL 4343 Community Development (3) **POLS 3473 National Security Policy (3)** OL 4043 Ethical Leadership (3) OR ~~Ethics in Leadership~~ LEAD 2003 Total Hours: 15 Hours	Junior Spring Semester OL 3023 Professional Communications (3) OL 3143 Applied Professional Research (3) **POLS 3053 Introduction to Public Administration (3)** OL 4443 Professional Leadership (3) Elective (3) Total Hours: 15

Senior Fall Semester	Senior Spring Semester
POLS Upper Division Elective (3)	OL 4843 Training and Organizational Development (3)
OL 4243 Adult Learning in Organizations (3)	OL 4743 Organizational Change (3)
OL 4543 Workplace Supervision (3)	OL 4963 Organizational Leadership Capstone (3)
OL 4643 Occupational Globalization and Diversity (3)	Elective (6)
OL 4943 Applied Leadership Project (3)	
Total Hours: 15 hours	Total Hours: 15 hours

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: PSY ~~4036~~ 3063 Developmental Psychology: Childhood OL 3013 Foundations of Organizational Leadership Add: 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 OL 4043	R	R	R				R
OL 4143		R	R	R	R	R	R
OL 4243					R		
OL 4343	R		R	R		R	R
OL 4443			R				
OL 4543		R				R	
OL 4643		R		R			
OL 4743		R	R		R		R
OL 4843			R		M	R	R
OL 4943	M	M	M			M	
OL 4963	M	M		M			M

I – Introduced; R – Reinforced; M - Mastered

- **Learning Outcome 1 (LO1 Effective Communication)** – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings. **(Written & Oral Communication VALUE Rubric)**
    - Proficiency Criteria 1 – ability to produce junior/senior level academic writing that addresses the assigned task
    - Proficiency Criteria 2 – present and analyze complex ideas supported with relevant evidence and authoritative sources
    - Proficiency Criteria 3 – communicate with organization or agency stakeholders in an organized and professional manner
    - Proficiency Criteria 4 – awareness of basic communication theory, the communication process, and organizational models
    - Proficiency Criteria 5 – develop error-free prose that meets the standards of style set by the American Psychological Association
    - Proficiency Criteria 6 – demonstrate the use of organizational pattern (introduction, supporting material, transitions, conclusion) to present a clear, cohesive presentation
    - Proficiency Criteria 7 – exhibit appropriate delivery 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 rage 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-CO6
- LEAD2003 or OL4043-CO8
- LEAD2003 or OL4043-CO9
- 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 ☐ does not support the change.

Comments:

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:

Delete
PSY 3063 Developmental Psychology: Childhood
PSY 3163 Developmental Psychology: Adulthood
PSY 4043 Social Psychology

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)

Change
Change concentration name from Industrial and Organizational Psychology to Psychology

Department Head Signature: _____

Date: 1/4/2022

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 X supports ☐ does not support the change.
Comments: The Department of Emergency Management, Professional Studies, and Student Affairs Administration (EPS) proposes the addition of an 18-hour concentration in Military Leadership: 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)	

Department Head Signature: _____

Date: 14 July 2022

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Catalog PDF

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 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
Elective[2]	3	MATH XXXX Mathematics [1]	3
CM 1XXX Communication [1]	3	USHG 1XXX U. S. History and GovernmentU. 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
FAH 1XXX Fine Arts and Humanities Courses [1]	3
Elective2	9
Total Hours	**15**

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3
~~OL 3013 Foundations of Organizational Leadership~~ LEAD 1003	3
Elective[2]	6
Total Hours	**15**

Junior

Fall	Credits
OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management	3
AGBU 3233 International Agricultural Trade	3
AGBU 4013 Agricultural Marketing	3
OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development	3
OL 4043 Ethical Leadership or LEAD 2003	3
Total Hours	**15**

Spring	Credits
OL 3023 Professional Communications/PS 3023 Professional Communications	3
OL 3143 Applied Professional Research/PS 3143 Applied Professional Research	3
AGBU 4003 Agri-Business Management	3
OL 4443 Professional Leadership/PS 4443 Professional Leadership	3
Total Hours	**12**

Senior

Fall	Credits

Spring	Credits

Fall	Credits
AGBU 4023 Agricultural Finance	3
OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3
OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project [3]	3
Total Hours	**15**

Spring	Credits
OL 4743 Organizational Change/PS 4743 Organizational Change	3
OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3
OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
Elective[2]	6
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.

DEGREE AUDIT CHECK LIST

(BA-OLAB) Organizational Leadership - Agriculture Business Concentration

~~2022-23~~ 2023-24

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
AGBU	2063 2073 3233 4003 4013 4023	18
	Professional Core	
LEAD	1003	3
OL	~~3013~~ 4043 or LEAD 2003	3 ~~6~~
OL/PS	3023 3133 3143 4243	
	4443 4543 4643 4743	
	4843 4943* 4963*	33
OL/PS	4143 or 4343	3
	*Must earn C or better	
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

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

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

**** Satisfying Gen Ed**

◆ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

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General Education Requirements

University Honors

College Distinction

Military Science

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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 GovernmentU. S. History and Government [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3		

Fall	Credits
Elective[2]	9
Total Hours	**15**

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3
~~OL 3013 Foundations of Organizational Leadership~~ LEAD 1003	3
ECE 2513 Curriculum for Early Childhood Education	3
Elective[2]	3
Total Hours	**15**

Junior

Fall	Credits
OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management	3
ECE 2313 Foundations and Theories in Early Childhood Education	3
ECE 2613 Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children	3
OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development	3
OL 4043 Ethical Leadership or LEAD 2003	3
Total Hours	**15**

Spring	Credits
OL 3023 Professional Communications/PS 3023 Professional Communications	3
OL 3143 Applied Professional Research/PS 3143 Applied Professional Research	3
OL 4443 Professional Leadership/PS 4443 Professional Leadership	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3
Total Hours	**12**

Senior

Fall	Credits	Spring	Credits
NUR 2303 Nutrition **or** HA 2813 Basic Human Nutrition in Hospitality Administration	3	OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3	ELED 2113 Human Development and Learning Theories	3
OL 4743 Organizational Change/PS 4743 Organizational Change	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	Electives[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.

DEGREE AUDIT CHECK LIST

(BA-OLCD) Organizational Leadership - Child Development Concentration

~~2022-23~~ 2023-24

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
ECE	2113 2313 2513 2613	12
ELED	2113	3
	NUR 2303 or HA 2813	3
LEAD	1003	3
	Professional Core	
OL	~~3013~~ 4043 or LEAD 2003	3 ~~6~~
OL/PS	3023 3133 3143 4243	
	4443 4543 4643 4743	
	4843 4943* 4963*	33
OL/PS	4143 or 4343	3
	*Must earn C or better	
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

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

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

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

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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 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
Elective[2]	3	MATH XXXX Mathematics [1]	3
CJ 2003 Introduction to Criminal Justice	3	CJ 2043 Crime and Delinquency	3
TECH 1001 Orientation to the University	1	**Total Hours**	**16**
Total Hours	**17**		

Sophomore

Fall	Credits	Spring	Credits
CM 1XXX Communication [1]	3		

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3	USHG 1XXX U. S. History and GovernmentU. S. History and Government [1]	3
Elective[2]	9	FAH 1XXX Fine Arts and Humanities Courses [1]	3
Total Hours	**15**	~~OL 3013 Foundations of Organizational Leadership~~ LEAD 1003	3
		CJ 3083 Social Deviance/SOC 3083 Social Deviance	3

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
CJ 3023 Judicial Process/POLS 3023 Judicial Process	3	OL 3143 Applied Professional Research/PS 3143 Applied Professional Research	3
CJ 3033 Criminal Psychology/PSY 3033 Criminal Psychology	3	OL 4443 Professional Leadership/PS 4443 Professional Leadership	3
OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development	3	OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3
OL 4043 Ethical Leadership or LEAD 2003	3	**Total Hours**	**12**
Total Hours	**15**		

Senior

Fall	Credits
CJ 3103 The Juvenile Justice System/SOC 3103 The Juvenile Justice System	3
OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3
OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project [3]	3
Elective[2]	3
Total Hours	**15**

Spring	Credits
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3
OL 4743 Organizational Change/PS 4743 Organizational Change	3
OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
Elective[2]	6
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.

DEGREE AUDIT CHECK LIST
(BA-OLCJ) Organizational Leadership - Criminal Justice Concentration

~~2022-23~~ 2023-24

Date	
Grade Point	Graduation Date

Student's Name
T#

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
CJ	2003 2043	
CJ/POLS	3023	
CJ/PSY	3033	
CJ/SOC	3083 3103	18
	Professional Core	
LEAD	1003	3
OL	~~3013~~ 4043 or LEAD 2003	3 ~~6~~
OL/PS	3023 3133 3143 4243	
	4443 4543 4643 4743	
	4843 4943* 4963*	33
OL/PS	4143 or 4343	3
	*Must earn C or better	
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

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

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

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

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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 GovernmentU. S. History and Government [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3		

Fall	Credits
Elective[2]	9
Total Hours	**15**

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3
~~OL 3013 Foundations of Organizational Leadership~~ LEAD 1003	3
EAM 1013 Aim and Scope of Emergency Management	3
OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3
Total Hours	**15**

Junior

Fall	Credits
OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management	3
EAM 3013 Public Policy and Politics in Emergency Management	3
OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development	3
EAM 3023 Principles of Preparedness and Response Operations	3
OL 4043 Ethical Leadership or LEAD 2003	3

Spring	Credits
OL 3023 Professional Communications/PS 3023 Professional Communications	3
OL 3143 Applied Professional Research/PS 3143 Applied Professional Research	3
EAM 3053 Introduction to Ethical and Legal Issues in Emergency Management	3
OL 4443 Professional Leadership/PS 4443 Professional Leadership	3
Total Hours	**12**

Fall	Credits
Total Hours	**15**

Senior

Fall	Credits	Spring	Credits
EAM 4003 Principles of Disaster Relief and Recovery	3	EAM 4013 Mitigation and Continuity of Operations	3
OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3	OL 4743 Organizational Change/PS 4743 Organizational Change	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	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.

DEGREE AUDIT CHECK LIST

(BA-OLEM) Organizational Leadership - Emergency Management Concentration

~~2022-23~~ 2023-24

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
EAM	1013 3013 3023 3053 4003 4013	18
LEAD	1063	3
	Professional Core	
OL	~~3013~~ 4043 or LEAD 2003	~~6~~ 3
OL/PS	3023 3133 3143 4243	
	4443 4543 4643 4743	
	4843 4943* 4963*	33
OL/PS	4143 OR 4343	3
	*Must earn C or better	
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

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

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

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

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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 GovernmentU. S. History and Government [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3		

Fall	Credits	Spring	Credits
Elective[2]	9	FAH 1XXX Fine Arts and Humanities Courses [1]	3
		~~OL 3013 Foundations of Organizational Leadership~~ LEAD 1003	3
		~~PSY 3063 Developmental Psychology: Childhood~~ Psy 3083	3
		Elective[2]	3
Total Hours	**15**	**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 4443 Professional Leadership/PS 4443 Professional Leadership	3
OL 4043 Ethical Leadership or LEAD 2003	3	**Total Hours**	**12**
Elective[2]	3		
Total Hours	**15**		

Approved Psy/ SOC Elective (3000-4000)

Senior

Fall	Credits
PSY 3093 Organizational Psychology	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3
OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3
OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project [3]	3
Total Hours	**15**

Spring	Credits
~~PSY 4043 Social Psychology~~ Approved PSY Elective (3000-4000)	3
OL 4743 Organizational Change/PS 4743 Organizational Change	3
OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
Elective[2]	6
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.

DEGREE AUDIT CHECK LIST

(BA-OLP) Organizational Leadership - ~~Industrial/Organizational~~ Psychology Concentration

2022-23 2023-24

Date		Student's Name	
Grade Point	**Graduation Date**	**T#**	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		**33**
Electives		
TOTAL ELECTIVE HOURS		**27**

Major Requirements		Hrs
PSY	2003** 2023 ~~3063~~ 3083 3093 ~~3163~~ ~~4043~~	18
Appr	PSY UD 3 hrs	
Appr	PSY/SOC UD 3 hrs	
	Professional Core	
LEAD	1003	3
OL	~~3013~~ 4043 or LEAD 2003	3 ~~6~~
OL/PS	3023 3133 3143 4243	
	4443 4543 4643 4743	
	4843 4943* 4963*	33
OL/PS	4143 or 4343	3
	*Must earn C or better	
	TOTAL MAJOR HOURS	**60**
	TOTAL HOURS	

Final Check:

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

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

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

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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 GovernmentU. S. History and Government [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
Electives[2]	9		

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
OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	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 or LEAD 2003	3	OL 4443 Professional Leadership/PS 4443 Professional Leadership	3
Electives[2]	6		
Total Hours	**15**	**Total Hours**	**12**

Senior

Fall	Credits	Spring	Credits
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3	OL 4743 Organizational Change/PS 4743 Organizational Change	3

Fall	Credits	Spring	Credits
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3	OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3
OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project [3]	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [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.

DEGREE AUDIT CHECK LIST

(BA-OLIC) Organizational Leadership - Inter-College Program Conc.

~~2022-23~~ 2023-24

Date	
Grade Point	Graduation Date

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		42

Major Requirements		Hrs
	Professional Core	
LEAD	1003	3
OL	~~3013~~ 4043 or LEAD 2003	~~3~~ 6
OL/PS	3023 3133 3143 4243	
	4443 4543 4643 4743	
	4843 4943* 4963*	33
OL/PS	4143 or 4343	3
	*Must earn C or better	
	TOTAL HOURS	42

Final Check:

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

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

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

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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 GovernmentU. S. History and Government [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3		

Fall	Credits
Elective[2]	9
Total Hours	**15**

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3
~~OL~~ 3013 Foundations ~~of~~ Organizational ~~Leadership~~ LEAD 1003	3
JOUR 3173 Public Relations Principles	3
Elective[2]	3
Total Hours	**15**

Junior

Fall	Credits
OL 3133 Applied Principles of Personnel Management/PS 3133 Applied Principles of Personnel Management	3
COMM 3033 Interviewing Principles and Practices	3
OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development	3
COMM 4153 Persuasive Theory and Audience Analysis	3
OL 4043 Ethical Leadership or LEAD 2003	3
Total Hours	**15**

Spring	Credits
OL 3023 Professional Communications/PS 3023 Professional Communications	3
OL 3143 Applied Professional Research/PS 3143 Applied Professional Research	3
JOUR 4083 Internet Communication	3
OL 4443 Professional Leadership/PS 4443 Professional Leadership	3
Total Hours	**12**

Senior

Fall	Credits
JOUR 4033 Community Journalism	3
OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3
OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project [3]	3
Total Hours	**15**

Spring	Credits
COMM 3073 Group Communication	3
OL 4743 Organizational Change/PS 4743 Organizational Change	3
OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3
OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
Elective[2]	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.

DEGREE AUDIT CHECK LIST

(BA-OLPR) Organizational Leadership - Public Relations Concentration

~~2022-23~~ 2023-24

Date	
Grade Point	Graduation Date

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
JOUR	3173 4033 4083	
COMM	3033 3073 4153	18
	Professional Core	
LEAD	1003	3
OL	~~3013~~ 4043 or LEAD 2003	3 ~~6~~
OL/PS	3023 3133 3143 4243	
	4443 4543 4643 4743	
	4843 4943* 4963*	33
OL/PS	4143 or 4343	3
	*Must earn C or better	
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

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

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

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed