

CURRICULUM COMMITTEE AUGUST 29, 2023/FACULTY SENATE SEPTEMBER 12, 2023

College of Education & Health – Department of Department of Emergency Management, Professional Studies, & Student Affairs Administration

1. Add EAM 3263: Disasters in Pop Culture, to the course descriptions;
2. Add EAM 3413: UAVs for Commercial Use, to the course descriptions; a
3. Add the Certificate of Proficiency in Nonprofit Leadership;

College of Education & Health – Department of Department of Kinesiology & Rehabilitation Science

1. Add the minor Sport Coaching;

College of Education & Health – Department of Nursing

1. Modify the Curriculum in BSN in Pre-licensure Program.

College of Education & Health – Department of Department of Department of Teaching & Educational Leadership

1. Add MLED 3103: Writing in the Content Area, to the course descriptions;
2. Add MLED 4903: Residency B Seminar, to the course descriptions;
3. Add the SEED cross-list to ELED 2003: Educational Research and the Teacher as a Lifelong Learner; and change the title to Education as a Profession;
4. Add the SEED cross-list to ELED 2113: Human Development and Learning Theories;
5. Change the course number for MLED 3024: Psychological Foundations for the Nature and Needs of Middle Level Students, to MLED 3023;
6. Change the course number for MLED 3034: Literacy Development in the Middle Grades, to MLED 3033;
7. Change the course number for MLED 3062: Tests & Educational Measurements, to MLED 3063;
8. Change the course number for MLED 3072: Diversity in the Classroom, to MLED 3073;
9. Change the course number for MLED 4004: Middle Level Curriculum and Pedagogy, to MLED 4003;
10. Change the title for MLED 4023: Guided Field Experiences, to Residency A Seminar; modify the co-requisite; and modify the course description;
11. Change the course number for MLED 4912: Internship, to MLED 4909; change the title to Residency B; modify the co-requisite; and modify the course description;
12. Change the course subject for SEED 4052: Educating Diverse and Exceptional Learners, to SPED;
13. Change the course number for SEED 4556: Classroom Application of Educational Psychology, to SEED 4553
14. Curriculum Revision to modify the Curriculum in Middle Level Education, as follows:
 - a. Delete the following options:
 - English/Language Arts and Social Studies,
 - English/Language Arts, Social Studies and Math,

English/Language Arts, Social Studies and Science,
Math and English/Language Arts,
Math and Science,
Math and Social Studies,
Math, Science and English/Language Arts,
Math, Science and Social Studies,
Science and English/Language Arts,
Science and Social Studies; and

b. Add the following options:

English and Language Arts, Social Studies, Mathematics, and Science;

15. Modify the Curriculum in Agriculture Education for Teacher Licensure, English Education for Teacher Licensure, Health and Physical Education for Teacher Licensure, and Social Studies Education for Teacher Licensure;
16. Add the Advanced Certificate in Secondary Education; and
17. Add the Minor in Middle Level Education (Non-Licensure)

College of Arts & Humanities – Department of Art

1. Modify the Curriculum in Art for Teacher Licensure;
2. Add the Certificate of Proficiency in Game and Interactive Media Design; and
3. Add the Certificate of Proficiency in Graphic Design.

College of Arts & Humanities – Department of Communication and Media Studies

1. Add COMM 4043: Sports Communication, to the course descriptions;
2. Add JOUR 2511 and JOUR 2521: Sports Media Practicum, to the course descriptions;
3. Add JOUR 3283: Digital Media Production, to the course descriptions;
4. Add JOUR 3583: Sports Reporting, to the course descriptions;
5. Modify the Certificate of Proficiency in Technical and Professional Communication; and
6. Add the Certificate of Proficiency in Sports Media.

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

1. Add ENGL 2193: Introduction to Creative Nonfiction, to the course descriptions;
2. Add SPAN 3173: Hispanic Civilizations and Cultures, to the course descriptions;
3. Add SPAN 4233: Hispanic Literature, to the course descriptions;
4. **WITHDRAW PROPOSAL: Modify the Curriculum in Bachelor of Arts World Languages – Spanish;**
5. Modify the Certificate of Proficiency in Teaching English to Speakers of Other Languages;
6. Modify the Minor in Latin American/Latino Studies with Language Proficiency;
7. Modify the Minor in Spanish Medical Interpretation;
8. Modify the Minor in World Languages – Spanish;
9. Delete the Curriculum in World Language with Concentration in Spanish Education for Teacher Licensure; and
10. Delete the Certificate of Proficiency in Spanish for Medical Interpretation.

NOTE: The Department of Teaching and Educational Leadership submitted a proposal on behalf of the English Education for Teacher Licensure and Social Studies Education for Teacher Licensure programs changing secondary education courses.

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

1. Add POLS 3153: Sports and Politics, to the course descriptions;
2. Change the title for HIST 3623: History of India, TO: History of Modern South Asia; and modify the course description; and
3. Delete the Curriculum in Bachelor of Arts in International Studies.

College of Arts & Humanities – Department of Music

1. Add MUS 1411: Class Piano I, to the course descriptions;
2. Add MUS 1421: Class Piano II, to the course descriptions;
3. Add MUS 2023: American Popular Music, to the course descriptions;
4. Add MUS 3901: Secondary Music Methods and Materials I, to the course descriptions;
5. Add MUS 4801: Advanced Conducting, to the course descriptions;
6. Add MUS 4901: Secondary Music Methods and Materials II, to the course descriptions;
7. Change the course number for MUS 3702: Music Education Technology, to MUS 2703;
8. Change the course number for MUS 3802: Principles of Conducting, to MUS 3801;
9. Modify the Curriculum in Music;
10. Modify the Curriculum in Music Education for Teacher Licensure Instrumental Music Option;
11. Modify the Curriculum in Music Education for Teacher Licensure Keyboard Instrumental Music Option;
12. Modify the Curriculum in Music Education for Teacher Licensure Keyboard Vocal Music Option;
13. Modify the Curriculum in Music Education for Teacher Licensure Vocal Music Option;
14. Program Reconfiguration to create the Bachelor of Music Arts from the existing Bachelor of Arts in Music and BME Music Education programs; and
15. Delete the Certificate of Proficiency in Performance;

NOTE: The Department of Teaching and Educational Leadership submitted a proposal on behalf of the English Education for Teacher Licensure and Social Studies Education for Teacher Licensure programs changing secondary education courses.

College of Business & Economic Development – School of Business

1. Modify the Curriculum for Advanced Certificate in Data Analytics.

College of Business & Economic Development – Department of Agriculture & Tourism

1. Add RP 2112: Introduction to Professional Practice;
2. Add RP 2113: Global Perspectives of Tourism;
3. Change the title for HA 2063: Guest Service Management, to Guest Relations, and modify the course description;

4. Change the title for HA 3013: Hospitality Marketing and Sales, to Tourism Marketing, and modify the course description;
5. Change the title for HA/RP 3113: Human Resource Management in Parks, Recreation, and Hospitality Administration, to Talent Acquisition and Management, and modify the course description;
6. Change the title for HA 4033: Legal Aspects of Hospitality Administration, to Legal Aspects of Tourism, and modify the course description;
7. Change the title for RP 1013: Principles of Recreation and Park Administration, to Principles of Tourism, and modify the course descriptions;
8. Change the title for RP 2003: Experience Programming, to Events and Experience Management, and modify the course description;
9. Change the title for RP 3043: Work Experience, to Developing Professional Practices, and modify the course descriptions;
10. Change the title for RP 4023: Research Methods, to Tourism Research, and modify the course description;
11. Change the course number for RP 4114: Internship I, to RP 4119, change the title to Mastery in Professional Practices, modify the course description, and update the mode of instruction; and
12. Program Reconfiguration to combine the Bachelor of Science degrees in Hospitality Administration Event Management, Food Service Management, and Lodging Management Emphasis, and Recreation and Park Administration Interpretation, Natural Resources, Recreation Sport Management, and Therapeutic Recreation Emphasis, to create the Bachelor of Science in Tourism and Bachelor of Science in Tourism Therapeutic Recreation.

College of Science, Technology, Engineering, & Mathematics – Department of Biological Sciences

1. Curriculum Revision to modify the Curriculum in Biology, as follows:
 - a. Modify the Biomedical Option;
 - b. Delete the General Option;
 - c. Add the following options:
Environmental Option, Ecology and Evolution, and Biostatistics;
2. Add the Advanced Certificate in Pre-Health Profession in Biology;
3. Delete the Curriculum in Environmental Science;
4. Delete the Curriculum in Medical Laboratory Science; and
5. Delete the Curriculum in Nuclear Medicine Technology.

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

1. Add the Certificate of Proficiency in Electronic Circuit Design and Analysis.

College of Science, Technology, Engineering, & Mathematics – Department of Mathematics & Statistics

1. Modify the course description for MATH 1001: Orientation to Mathematics;

2. Change the title for MATH 3703: Mathematics in the Secondary Schools, to Mathematics in the Middle and Secondary Schools, modify the course description and prerequisites;
3. Change the course number for MATH 3772: Praxis II Mathematics: Content Knowledge Test Preparation, to MATH 3771, change the title to Praxis Middle School and Secondary Mathematics Test Preparation, and modify the course description and prerequisites;
4. Modify the co-requisites and prerequisites for MATH 4703: Special Methods in Mathematics;
5. Modify the Curriculum in Mathematics Education for Teacher Licensure; and
6. Add the Certificate of Proficiency for Mathematics.

College of Science, Technology, Engineering, & Mathematics – Department of Physical & Earth Sciences

1. Add the Certificate of Proficiency in Chemistry Technician; and
2. Add the Certificate of Proficiency in Instrumental Analysis.

AMENDMENT TO THE AGENDA

College of Education & Health – Department of Department of Emergency Management, Professional Studies, & Student Affairs Administration

1. Add the Certificate of Proficiency in Cyber Resiliency;
2. Add the Certificate of Proficiency in Emergency Management;
3. Add the Certificate of Proficiency in Project Management;
4. Add the Certificate of Proficiency in Small Unmanned Aerial Systems (sUAS);
5. Add the Certificate of Proficiency in Security Studies;
6. Add the Certificate of Proficiency in Training and Organizational Development; and
7. Add the Certificate of Proficiency in Workplace Supervision.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management, Professional Studies, & Student Affairs Administration	6-26-23

Title	Signature	Date
Department Head	<i>Sandy M. Smith</i>	6-26-23
Dean	<i>Tim Lutz</i>	6/27/23
Assessment	<i>Chad Clark</i>	6.29.23
Registrar	<i>Sammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EAM	3413	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
UAVs for Commercial Use		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
UAVS FOR COMMERCIAL USE		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

Does this course require a fee? Yes No How Much? \$25.00 Other

If selected other list fee type: unusual maintenance

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?

yearly

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? no, costs will be covered by the course fee

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.
EAM 3413 addresses the sUAS Certificate program outcome of preparing students for drone licensing testing (FAA Part 107).
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
The program learning outcome will be measured by course assignments.
- c. What is the rationale for adding this course? What evidence demonstrates this need?
EAM 3413 UAVs for Commercial Use is part of the proposed Small Unmanned Aerial Systems (sUAS) Certificate. The sUAS Certificate will equip students with the skillset required to operate unmanned vehicles, to fly safely in the National Airspace while abiding by current regulations, and provide

preparation for drone licensing testing. EAM 3413 specifically will provide preparation for the Part 107 exam required for commercially flying drones with the National Airspace.

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 ASSESSMENT:

Point Accumulation		Grade Scale		
Assignment	Points	Accumulated Points	Percent	Grade
Assignments (12 @ 60 pts)	720	900-1000	90-100	A
Discussion Boards (5 @ 30 pts)	150	800-890	80-89	B
Quiz/Baseline	24	700-790	70-79	C
Midterm	80	600-690	60-69	D
Group Evaluation	23	590<	0-59	F
Policies/Federal Attendance	3			
TOTAL POINTS	1000			

Effective communication is a critical part of emergency management. In order to convey important ideas and information effectively in writing, it is important to use complete sentences, proper grammar and correct punctuation. Proper written communication will be considered in addition to the substantive content of all assignments. Students will be expected to participate fully through Blackboard applications that may include discussion boards, wikis, Kaltura video tasks, and Collaborate rooms. You will be required to use APA 7 formatting in all written assignments. Blackboard will be used to record your grade. Do not depend on these averages as they may be incorrect until all scores are recorded. However, it should provide enough information for you to roughly calculate your current grade at any time.

EFFORT & SUBSTANCE: The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course. If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research. The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation.

POLICIES: Students are expected to adhere to all University policies and regulations as set forth in the ATU Catalog and Student Handbook. Please refer to the following pages for clarification about policies related to this course:

- Student Code of Conduct – page 33
- Academic Integrity – page 122
- Class Absence – page 119
- Student Handbook: <https://www.atu.edu/studenthandbook/>

Academic Writing: Academic writing is a formal style of writing used in universities and scholarly publications. All of your academic submissions for this course, and any graduate course, are expected to be in academic style. Academic writing is concise, structured and backed up by evidence. Its purpose is to aid the reader's understanding with a formal tone and style. Effective communication is a critical part of emergency management. In order to convey important ideas and information effectively in writing, it is important to use complete sentences, proper grammar and correct punctuation. Proper written communication will be considered in addition to the substantive content of all assignments. Submit all assignments in Word format, unless otherwise detailed in assignment instructions, so I can provide feedback on your submission. You can view feedback on graded assignments through the grade center in Blackboard.

Assignment Completion - Students must complete their assignment within the timeframe specified by the instructor. Due dates are posted in Blackboard. Unless arrangements have been made with the instructor PRIOR to the due date, assignments must be received by the due date and time. NO LATE ASSIGNMENTS WILL BE ACCEPTED. I will not accept hard copies of assignments or work that is emailed. Please plan accordingly to complete your assignments before the posted deadline.

Regular Contact – Email and Blackboard should be checked regularly.

Participation: Students will be expected to participate fully through Blackboard applications that may include discussion boards, wikis, Kaltura video tasks, and Collaborate rooms. You will be required to use APA 7 formatting in all written assignments. Blackboard will be used to record your grade. Do not depend on these averages as they may be incorrect until all scores are recorded.

Academic Dishonesty – Cheating and plagiarism will not be tolerated. Emergency managers should be aware of the major responsibilities associated with their career and must earn the trust of those they serve. The instructor may adjust the grade as appropriate. At a minimum, the student (and any student caught assisting in the dishonesty) will be given an *automatic* 'F' for the test/assignment in question and possibly an 'F' for the course. This means no copy and paste. When in doubt, seek clarification.

Academic Misconduct – Students are expected to act in an appropriate manner and shall not disrupt the learning environment. We will all respect each other and treat each other in a professional manner. Discussions, both in class and online, should be civilized and respectful to everyone and relevant to the topic we are discussing. Meaningful and constructive dialogue is encouraged in this class and requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Respect for individual differences and alternative viewpoints will be maintained at all times in this class. One's words and use of language should be temperate and within acceptable bounds of civility and decency. In egregious cases of misconduct, the student may be immediately removed from the classroom and/or from the course.

Special Accommodations for Disabilities – A student must be registered with Disability Services in order to qualify for special accommodations. Registration must occur each semester; it does not carry over. In addition, the student should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

Excessive Unexcused Absences - If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course with an "WN" for excessive absences or non-performance.

PROFESSIONALISM: It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views.

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

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

TECHNICAL ASSISTANCE: Technical support, including Blackboard support, is available via:
Telephone Support: 1-800-582-6953 or Email Support: campussupport@atu.edu



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	3/8/2023

Title	Signature	Date
Department Head	<i>Sandy M Smith</i>	4-14-23
Dean	<i>Linda Bean</i>	4.17.23
Assessment	<i>Paul Clark</i>	4.17.23
Registrar	<i>Jammy Weaver</i>	4/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EAM	3263	<input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Disasters in Pop Culture		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
DISASTERS IN POP CULTURE		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

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

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

Answer the following Assessment questions:

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

EAM required courses do not provide full understanding of human responses to disasters This course (EAM 3263: Disasters in Pop Culture) analyzes disaster myths and realities and particularly concentrates on human responses portrayed in films and media. Students compare cinematic recreations with the actual disaster events and discuss accuracies and discrepancies. Many students have indicated they are interested in taking a class that explores the role of media, film, and other popular cultural references in emergency management.

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.



EAM 3263 | Disasters and Pop Culture
Department of Emergency Management
Semester Year Course Syllabus

INSTRUCTOR: Name Office Location
 email@atu.edu (479) 555-5555

The best way to contact me is via phone. Email usually is answered in the next office hours. If you do not receive a response within that time, please resend the email. Please note that responses may be delayed on weekends. **When emailing questions, use subject line of "3263 Question ..."** and include all your information.

OFFICE HOURS: Appointment only.

CATALOG DESCRIPTION: A study of films and pop culture related to emergency management with particular attention to the analyses of the causes, characteristics, nature and effects of natural and technological hazards.

REQUIRED TEXTS: None; however, you will be required to view all movies which may require out-of-pocket expenses to rent or purchase.

SUPPLEMENTAL: Internet research and readings may be required as the semester progresses. For each topic or unit, I may assign additional readings. Students are advised to stay on top of current disaster events. Electronic newspapers are available at <http://www.nytimes.com> or <http://www.washingtonpost.com>. Other useful sites include fema.gov and reliefweb.int.

JUSTIFICATION: This course will improve students understanding of Earth processes that influence natural systems while examining human behavior patterns that led to heightened risk from disasters. During the semester students will examine different types of disasters. Students will discuss risk associated with natural hazards and current mitigation efforts by emergency managers who must prepare for infrequent, improbable and often potentially catastrophic events of unpredictable scale in terms of human and economic cost. Students will compare cinematic recreations with the actual events and discuss accuracies and discrepancies

COURSE OBJECTIVES: Upon successful completion of this course, you will be prepared to:

- Compare cinematic recreations of emergency management related films with the actual events and discuss accuracies and discrepancies.
- Assess application of EM theories and phases to emergency management related films.
- Evaluate knowledge of films and critical perspectives as well as the application of analytical skills.

COURSE ASSESSMENT:

Course Description		Grade Scale	
Description	Points	Percent	Grade
Assignments	40	90-100	A
Discussions	10	80-89	B
Response Paper	30	70-79	C
Final	20	60-69	D
		<59	F
Total Points	100		

Effective communication is a critical part of emergency management. In order to convey important ideas and information effectively in writing, it is important to use complete sentences, proper grammar and correct punctuation. Proper written communication will be considered in addition to the substantive content of all assignments. Students will be expected to participate fully through Blackboard applications that may include discussion boards, wikis, Tegrity video tasks, and Collaborate rooms. You will be required to use APA 6 formatting in all written assignments. Blackboard will be used to record your grade. Do not depend on these averages as they may be incorrect until all scores are recorded. However, it should provide enough information for you to roughly calculate your current grade at any time.

COURSE CONTENT:

Topics to cover include:

- Written and oral communication
- The impact of pop culture on disaster management.
- Comparison of cinematic movies to actual events.

The course content is subject to change should the instructor determine such change would better meet the students' educational needs.

EFFORT & SUBSTANCE: The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course. If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research. The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation.

POLICIES: Student Handbook: <https://issuu.com/arkanstechuniversity/docs/studenthandbook-2016>

Students are expected to adhere to all University policies and regulations as set forth in the ATU Catalog and Student Handbook. Please refer to the following pages for clarification about policies related to this course:

- Academic Conduct – page 83
- Academic Dishonesty – page 83
- Academic Misconduct – page 84
- Class Absence – page 81

Assignment Completion - Students must complete their assignment within the timeframe specified by the instructor. Unless arrangements have been made with the instructor PRIOR to the due date; assignments must be received by the due date and time. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** I will not accept hard copies of assignments or work that is emailed. Please plan accordingly to complete your assignments before the posted deadline.

Regular Contact – Email and Blackboard should be checked regularly.

Academic Dishonesty – Cheating and plagiarism will not be tolerated. Emergency managers should be aware of the fact that because of the major responsibilities associated with their career, they must earn the trust of those they serve. The instructor may adjust the grade as appropriate. At a minimum, the student (and any student caught assisting in the dishonesty) will be given an *automatic* 'F' for the test/assignment in question and possibly an 'F' for the course. This means **no copy and paste**.

Academic Misconduct – Students are expected to act in an appropriate manner while in class and shall not disrupt the learning environment. We will all respect each other and treat each other in a professional manner. In egregious cases of misconduct, the student may be immediately be removed from the classroom and/or from the course.

Special Accommodations for Disabilities – A student must be registered with Disability Services in order to qualify for special accommodations. Registration must occur each semester; it does not carry over. In addition, the student should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course. More information provided below.

Excessive Unexcused Absences / Tardiness - If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course with an "FE" for excessive absences or non-performance. You should make every effort to attend all classes without being tardy. Excessive tardiness will not be tolerated as it is disruptive to everyone else.

****It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed. You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification.**

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

PROFESSIONALISM: It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views.

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

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

TECHNICAL ASSISTANCE: Technical support, including Blackboard support, is available via:
Telephone Support: 1-800-582-6953 or Email Support: campussupport@atu.edu



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	6-5-23

Title	Signature	Date
Department Head Dr. Sandy Smith	<i>Sandy M. Smith</i>	6-12-2023
Dean Dr. Tim Carter	<i>Tim Carter</i>	6/26/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.27.23
Registrar Mrs. Tammy Weaver	<i>Tammy Weaver</i>	6/28/23
Graduate College (if appropriate)		
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:
Certificate of Proficiency in Nonprofit Leadership

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title:** Certificate of Proficiency in Nonprofit Leadership
2. **CIP code:** 52.0206
3. **% online (if applicable):** 100%
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
Requires 12 credit hours.
POLS 3053 Public Administration
OL 4143 Nonprofit Governance
OL 4343 Community Development
OL 4053 Philanthropy and Fundraising OR
OL 3233 Volunteer Leadership and Development (new course)

This course provides students a comprehensive understanding of volunteer leadership principles, theories, and practices. The course aims to equip students with the necessary skills and knowledge to lead and manage volunteers in various organizational contexts effectively. Students will explore volunteer motivation, recruitment and retention strategies, team building, communication techniques, and ethical considerations in volunteer leadership. Students will develop the skills and competencies needed to become successful volunteer leaders through a combination of theoretical frameworks, case studies, and practical applications.

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

Program Need

Over 12,000 nonprofit organizations support Arkansas' economy, employs 9.2% of the state's private workforce (93,000 employees), generates over \$17 billion in annual revenues, and Arkansas foundations gave over \$700 million (Independent Sector, 2021); however, the state does not have a single

undergraduate program directly focused on the sector. The diversity of nonprofit sector employment is reflected in the interdisciplinary design of the degree: charitable organizations, churches, religious organizations, private foundations (IRS Section 501c3), political organizations (IRS Section 527), and social welfare/political action committees (IRS 501c4). Nonprofit career development may be long-term (e.g., Heifer International, the Clinton Library, Arkansas Community Foundation, Episcopal Diocese of Arkansas) or an immediate entry to a leadership role (e.g., Main Street Russellville, the Boys and Girls Club, River Valley United Way).

Generally, pursuing a nonprofit sector career begins with the intersection of career goals, organizational mission, and geographic location. Many nonprofit leaders in Arkansas choose employment in their hometown or county, as the sector is ubiquitous. The diversity of nonprofit organizations in the sector presents challenges in mapping career opportunities to a single path.

For example, Indeed.com identifies the following among the Top 10 nonprofit careers: fundraising manager, advocacy manager, philanthropy manager, program director, development director, chief operating officer, and chief executive officers/executive directors. Due to space limitations, this cursory proposal presents national data for two sector career pathways: Social and Community Service Managers (SOC 11-9151), Fundraisers (SOC), and Fundraising Managers (SOC 11-2033).

Program Goals

The program learning outcome adapts the competencies the Nonprofit Leadership Alliance identified. The certificate prepares the student to pursue the Certified Nonprofit Professional through the Nonprofit Leadership Alliance.

Program Learning Outcome:

Governance, Leadership, and Advocacy: Students recognize, articulate, and apply knowledge and activities related to stewardship, advocacy, leadership and the board of directors, and staff and volunteers.

Enrollment

AY 25: 5 students
AY 26: 15 students (5-10 graduates)
AY 27: 25 students (15-20 graduates)
AY 28: 30 students (15-20 graduates)

The graduation rate estimates vary due to the nature of a 12-hour certificate, which a student may complete in an academic year; however, some students may elect to spread the certificate across their degree program requirements.

With the exception of POLS 3053, the certificate is a cognate of the Bachelor of Arts in Organizational Studies. The number of students who might choose this certificate enrolled in varying degree programs at the institution is insignificant. The certificate can be completed 100% asynchronously. As such, the department will market the program to two-year institutions in the state. The program can also be converted to a non-credit continuing

education certificate or as stand-alone non-credit courses. The department will engage in an expanded enrollment projection with the development of the curriculum proposal. The program presents a unique option within Arkansas for students interested in a career in this expansive sector.

6. Approval letter from licensure/certification entity, if required.

Not applicable

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History and Political Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Emergency Management, Professional Studies, and Student Affairs Administration (EPS) would like to include POLS: Public Administration in the proposed undergraduate certificate of proficiency in Nonprofit Studies. The certificate is being advertised as 100% online.	



Department Head Signature: _____

Date: 19 June 2023

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Communications and Media Studies (JOURNALISM PROGRAM)	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The proposed Certificate in small Unmanned Aerial Systems (sUAS) consists of 1 course option where students can choose between Photography/Journalism (JOUR 4053), Project Management (BAS 4353), or Technology (EAM 4023) and is being housed in the EPS Department under the Emergency Management Programs. The option of courses will allow students to select their emphasis This will allow a variety of students to take the sUAS certificate, which also includes a basic UAVs course and a course on UAVs for Commercial use.	

Department Head Signature:



Date: 6-21-23



ARKANSAS TECH UNIVERSITY

Request for New Minor

Department Initiating Proposal	Date
KRS	06/28/2023

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	06/28/23
Dean	<i>Tim Lutz</i>	6/29/23
Assessment	<i>[Signature]</i>	6.29.23
Registrar	<i>Sammy Juarez</i>	7/10/23
Graduate College (if appropriate)		
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)	

Title of Minor: Sport Coaching

Required Information:

1. Curriculum outline (program range: 18-21 hours)

Name of Class		Credit Hours
Introduction to Exercise Programming	HES 1003	3
Methods of Teaching Team Activities	PE 2101	1
Coaching Theory	PE 3413	3
Motor Development and Lifespan Applications in Pedagogy	PE 3543	3
Prevention and Care of Athletic Injuries	PE 3573	3
Organization & Administration of Health & Physical Ed	PE 4513	3
Choose one of the following 2 -hr courses: <ul style="list-style-type: none">• Coaching Strategy of Football & Baseball or• Coaching Strategy of Basketball & Track & Field or• Coaching Strategy of Volleyball & Softball	PE 3512 PE 3522 PE 3532	2
Choose one of the following 3-hr courses: <ul style="list-style-type: none">• Weight Training for Personal Trainers, High School Coaches, and Physical Education• Endurance Conditioning• Coaching Power, Speed, and Agility	HES 2013 HES 2023 HES 3013	3
	Total hours	21

Non-major students wishing to add the Coaching Endorsement to a teaching license from an area outside Kinesiology will need to take the Praxis Physical Education: Content Knowledge (5091) test.

2. Rationale for adding the new minor.

Converting the existing Coaching Endorsement into a Minor in Sport Coaching for non-majors offers a more expeditious route to stackable credentials for ATU students across all disciplines. The Coaching Endorsement currently consists of 27 credit hours of coursework embedded in the Health and Physical Education-Teaching/Coaching program of study. The coursework is approved by the Arkansas Department of Education—Division of Elementary and Secondary Education (DESE) for candidates seeking credentialing for coaching K-12 students participating in athletics in Arkansas public schools. Because DESE does not issue a coaching license in addition to a standard teaching license, a “Coaching Endorsement” is required in addition to a standard teaching license in order to supervise athletics in Arkansas public schools. It is important to note that “endorsement” is a credentialing term recognized by DESE and appears on the standard Arkansas teaching license for all educators who complete the approved program of study.

On the contrary, ATU students who complete the program of study for credentialing purposes outside of the teaching field have no formal record of the credentialing status. Those ATU students seeking coaching related careers or non-traditional teacher licensure routes have no formal record of having acquired competencies in coaching/supervising athletics. Converting the Coaching Endorsement into a Minor in

Sport Coaching for non-majors provides needed evidence of acquired competencies in coaching/supervising individuals participating in athletics, and offers a formal credentialing record by providing ATU students with a degree, endorsement, and credentialing status for program completers.

- 3. 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.**

No other departments are affected.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Nursing	1/5/23

Title	Signature	Date
Department Head Dr. Shelly Daily	<i>Shelly Daily</i>	2-2-23
Dean Dr. Linda Bean	<i>Linda Bean</i>	2/7/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	2.9.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	4/26/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

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

(1) Delete the PE requirement in the 1st semester and (2) add one hour of an elective

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

The impact has potential to reduce student enrollment in physical education courses.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This change helps students succeed in meeting requirements for upper division. Being specific on a PE requirement placed limitations on some students such as distance as well as students desiring transfer into the program. In addition, there is limited availability on some physical education courses.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
This change will take away a restriction and aid recruitment and retention of nursing students.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
This change will possibly decrease barriers to meet requirements to upper division as well as decrease registration complaints of students.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
This change is in alignment with other state nursing programs such as University of Arkansas. Electives are listed in the degree plan, but it is not prescriptive to PE courses.
- 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 nursing program outcomes are 1) Applies knowledge, skills and abilities to the provision of safe, competent patient care. 2) Demonstrate, culturally sensitive caregiving, communication, teaching, advocacy, and management of diverse patient populations and settings. 3) Utilizes research evidence and technology to improve the quality and safety of patient care. 4) Collaborates with interprofessional health care teams in the delivery of patient care. 5) Demonstrates academic achievement and professional growth. The requested program change is not anticipated to have any impact on our SLOs.

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 _____ Nursing _____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: Elective 1 hour</p> <p>Delete: PE 1 hour</p> <p>Total Hours: 1</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

DEGREE AUDIT CHECK LIST (BSN-NURS) BSN - Nursing

-2023-24 2024-25

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(0-3)	
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	9
TECH 1001 ♦		1
TOTAL GEN ED HOURS		19
Electives		
		2
TOTAL ELECTIVE HOURS		1

Student's Name		
T#		
Major Requirements		Hrs
NUR*	2023 2303 3103 3213 3204 3303 3402	
	3404 3513 3606 3802 3805 4206 4303	
	4405 4606 4804 4903	
BIOL/NUR*	3803	71
BIOL*	(2014 or 2404**) (2414 or 3074)	8
BIOL*	2054 or 3054	4
CHEM*	1111** 1113**	4
MATH	1113 or > #** (exclude 2033, 2043, 2163)	3
PE		1
PSY*	2003**	3
PSY	3813	3
SOC*	1003**	3
* C or better		
TOTAL MAJOR HOURS		100
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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University Honors

College Distinction

Military Science

Catalog PDF 

BSN Pre-licensure Program

DEPARTMENT
HOMEPAGE

See the [Department of Nursing](#) page for additional requirements.

Curriculum

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

Freshman

Fall	Credits	Spring
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹
MATH 1113 College Algebra ³	3	SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communication Courses ¹
CHEM 1113 A Survey of Chemistry and CHEM 1111 Survey of Chemistry Laboratory	4	USHG 1XXX U.S. History and Government ¹
SOC 1003 Introductory Sociology	3	BIOL 2014 Human Anatomy or BIOL 2404 Human Anatomy and Physiology I ²
<i>Elective</i> Physical Activity	1	PSY 2003 General Psychology ¹
TECH 1001 Orientation to the University	1	Total Hours
Total Hours	15	

Sophomore

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	6	BIOL 3803 Applied Pathophysiology/NUR 3803 Applied Pathophysiology	3

Fall	Credits	Spring	Credits
<u>BIOL 3054</u> Microbiology or <u>BIOL 2054 Microbiology for Health Sciences</u>	4	<u>PSY 3813 Lifespan Development</u>	3
<u>BIOL 3074 Human Physiology</u> or <u>BIOL 2414 Human Anatomy and Physiology II</u>	4	<u>NUR 2023 Introduction to Professional Nursing</u>	3
<u>NUR 2303 Nutrition</u>	3	<u>NUR 3103 Nursing Skills I</u>	3
Total Hours	17	<u>NUR 3303 Health Assessment</u>	3
		Total Hours	15

Junior

Fall	Credits	Spring	Credits
<u>NUR 3204 Theories and Concepts in Nursing I</u>	4	<u>NUR 3606 Theories and Concepts in Nursing II</u>	6
<u>NUR 3213 Care of the Older Adult</u>	3	<u>NUR 3802 Pharmacology II</u>	2
<u>NUR 3402 Pharmacology I</u>	2	<u>NUR 3805 Practicum in Nursing II- Nursing the Family</u> ³	5
<u>NUR 3404 Practicum in Nursing I- Nursing the Individual Client</u> ³	4	Total Hours	13
<u>NUR 3513 Nursing Skills II</u>	3		
Total Hours	16		

Senior

Fall	Credits	Spring	Credits
<u>NUR 4206 Theories and Concepts in Nursing III</u>	6	<u>NUR 4606 Theories and Concepts in Nursing IV</u>	6
<u>NUR 4303 Nursing Research</u>	3	<u>NUR 4804 Practicum in Nursing IV- Nursing in the Community</u>	4

Fall	Credits	Spring	Credits
<u>NUR 4405 Practicum in Nursing III – Nursing Clients in Crisis</u>	5	<u>NUR 4903 Synthesis of Clinical and Theoretical Nursing</u>	3
Elective	1	Total Hours	13
Total Hours	15		

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

² Depending on previous preparation, student should recognize that prerequisites may be required before enrolling in BIO 2014 Human Anatomy or BIO 2404 Human Anatomy and Physiology I.

³ One credit hour equals 3 contact hours.

⁴ MATH 1113 College Algebra or higher level MATH course (excluding MATH 2031 Mathematical Concepts I, MATH 2033 Mathematical Concepts II and STAT 2161 Introduction to Statistical Methods)



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/17/2023

Title	Signature	Date
Department Head	<i>Shirley A. Cullen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Paul F. L.</i>	6.27.23
Registrar	<i>Yammy Leacalle</i>	7/10/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

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

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Each spring

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

No

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

No

Answer the following Assessment questions:

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

Not applicable.

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

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

See pg. 3 Program Level Assessment

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

See program revision form assessment matrix.

Program Level Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

Standard 1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level Instruction and Assessment

Standard 5: Middle Level Professional Roles

This course addresses both middle level curriculum and instruction and assessment and helping to teach writing which is a key middle level skill. The increased need for literacy instruction due to state and national mandates will help students meet new curricular and instructional needs.

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

In Arkansas, state testing centers around the ACT Aspire (for now). According to our local area test scores, fewer than half of middle school students are passing the writing test. The state is looking to more closely align the state tests to the standards, which are based on the Common Core. These standards require students to do text-based writing. Students currently struggle with text-based writing and, anecdotally, this can be seen in college students' writing samples here at ATU. Our pre-service teachers need more instruction on how to teach text-based writing. In addition, Arkansas has content literacy standards (reading and writing) that require all content areas to implement literacy instruction in their practice. This proposed course will help close the gap between the standards, state tests, and teacher instruction.

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

MLED 3103
Writing in the Content Area
Spring
Course Syllabus

Instructor: Dr. Heather Stefanski
Office Hours: By Appointment
Class Hours/Room:

Email: hstefanski@atu.edu
Phone: 479-964-0583 ext 2565

Conceptual Framework: Professionals of the 21st Century.

Catalog Description: Prerequisite: Admission to Stage II of the Middle Level Teacher Education Program. This course is a review of adolescent development with regard to instructional needs in writing. This course provides strategies for teaching writing in all content areas with an emphasis on text-based writing.

Required text:

Benjamin, A. (2005). *Writing in the content areas* (2nd ed). Eye on Education.

Additional Reading: Additional reading will be provided.

Justification/Rationale: This course will help pre-service teachers understand how to teach writing in all content areas, particularly text-based writing. Pre-service teachers will learn how to assess writing skills, provide instruction on writing in the content area, and choose targeted intervention to help struggling writers.

MLED Conceptual Framework Focus:



The Professional of the 21st Century is a continuously learning expert with a(n):

1. Strong and developing knowledge of the school culture
2. Increasing level of professional and pedagogical knowledge, skills, and dispositions
3. Strong and developing liberal arts background
4. Growing expertise concerning systemic and developmentally appropriate practice
5. Demonstration of moral and ethical professional behavior as models and advocates for young children and who continually seek to grow professionally through reflective practices.

Course Objectives:

Upon completion of the course, the Teacher Candidate will be able to:

1. Understand characteristics of struggling writers.
2. Understand how reading and writing are entwined.
3. Understand the writing process.

4. Understand the Arkansas Literacy Standards for the content areas, particularly the writing focused standards.
5. Explore grade-appropriate texts to use for text-based writing instruction.
6. Create writing assessments.
7. Create writing instruction and remediation lessons.
8. Explore ways to publish student writing.

Organizing Theme: The Middle Level Educator is a lifelong learner who uses reflective decision-making to implement developmentally appropriate practice.

Methods of Instruction: A variety of methodologies including lecture, discussion, demonstration, cooperative learning, collaboration, and presentations will be utilized.

Assessment Methods: Coursework will consist of text readings, class discussions, in-class activities (whether face-to-face or virtual), participation, homework assignments, collaborative group work, sharing and presenting assigned work, and literature based activities.

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Absences:

The policy of the University in regard to class absences is that regular class attendance is essential and that students, in their own interest, are therefore responsible for attending all classes in which they are enrolled. For electronically delivered classes, where physical attendance is not a reasonable requirement, equivalent on-line interaction must be documented in lieu of attendance.

Absence/participation policies and procedures are applicable both to regular terms and to the summer sessions. Attendance policies are set forth by each individual instructor and will be announced at the beginning of the course.

When participation in a University related function requires missing class, the student should, when possible, notify the instructor(s) prior to the absence. Absences due to sickness, accident, or death in the family should be explained to each instructor by the student. For absences of more than five (5) successive days which by their nature, such as an emergency, make it difficult for the student to contact the instructor(s), the student may contact Amy N. Pennington, AVP/Dean of Students and Title IX Coordinator, located in Student Affairs, Doc Bryan Student Services Center, Suite 233, (479) 968-0239, apennington@atu.edu, for assistance in notifying instructors.

**The instructor reserves the right to amend this syllabus during the semester. Students will be notified before changes take place.

Classroom attendance policy:

1. Control of class attendance is vested in the teacher who has the responsibility for clearly defining in each course, early in the semester, the standards and procedures in regard to regularity and punctuality of class attendance;
2. Students will not be penalized by their instructors for class absences that result from participation in officially sanctioned University activities. It is the responsibility of students to present to their instructors notice and verification of authorized participation in such activities. Individual instructors retain the authority to determine how students in their classes will avoid academic penalties for the resulting absences;
3. Before invoking the most severe penalty for unsatisfactory class attendance or non-attendance, dropping a student from a course with a grade of "WN" (withdraw for non-attendance), the instructor is obligated to notify the student, in writing, that an additional absence would result in this penalty. The WN may also be awarded by an instructor to a student who does not participate in an online course as required by Federal Financial Aid guidelines;
4. A student accumulating an excessive number of unjustifiable absences or non-attendance in an audited course may be administratively withdrawn at the request of the instructor;
5. The action of dropping a student from a course for excessive absences or non-attendance becomes final when the instructor reports this action in writing to the Registrar's Office. The student who chooses to protest such action as unjustified has recourse through the grievance procedure for appeal of an academic grade.

Your participation through class discussions, reflections, and the presentation of your work is important to your growth as a reflective practitioner and decision maker. Punctual attendance is vital to your success in the Arkansas Tech University Teacher Education Program. Regardless of your total points earned in this course your lack of attendance and/or overall participation can result in a lower grade. If you are sick for an extended period of time, please communicate with me regarding the illness.

Your goal is to be in class each day of the semester. Regardless of your total points earned in this course:

- 1) On the **3rd absence**, your final grade will be lowered one grade.
- 2) On the **4th absence**, your final grade will be lowered one more grade.
- 3) Automatic failure of the course occurs on the **5th absence**.

**If there are extenuating circumstances, please communicate with me as soon as possible the nature of the circumstance (i.e. death in the family, auto accident, etc.). We will need to discuss the situation and make decisions about make-up work for the missed classes. You will be required to complete extra assigned work to make up the missed classroom work. The work may include journal article summaries or essays.*

Late Work: Being a former K-12 teacher, I stay on top of my grading. All work is due at the beginning of class for full credit. You may turn in work late (by the next class session) for a reduced grade. I will deduct 20% of your points for work turned in late. I will not accept work after that next class session. If there are extenuating circumstances, please communicate with me so we can make arrangements for work completion and acceptance.

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Your final exam may not be late. You will be given the exam in advance and I will only accept it up to the scheduled date and time. You may turn it in early.

University & College Information:

Arkansas Tech University

Vision

- *Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.*

Mission

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

Department of Teaching and Educational Leadership

Vision:

- *Seek to develop and empower teachers and educational leaders to positively influence an ever changing world.*

Mission:

- *Develop and inspire teachers and educational leaders who value equity, innovation and student success.*

Technological Expectations: There are *inherent* technological expectations that need to be considered with this class. We will be using WebEx Meetings for online class sessions, incorporating WebEx Teams, Nearpod, Google online applications, etc. In addition, students will submit assignments in Blackboard. Students, who are not familiar with Blackboard, please contact the Blackboard help desk.

Technical Support: Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week

Website: <https://ois.atu.edu/>

Plagiarism and Other Academic Misconduct:

Being caught in academic dishonesty will result in a zero on the assignment and/or failing the class.

Undergraduate:

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- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook and Academic-Integrity document.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense. See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

<https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

Cell Phone/Technology Use During Class Policy: It is expected that you attend class ready to participate. This includes engagement with the professor, fellow classmates, and the content that is presented that day. This engagement cannot be accomplished when certain distractions are occurring. Distractions may include the use of technology *outside of what might enhance the class activity as recommended by the professor*. During class sessions, the professor will build in opportunities to interact with content and your classmates. You must be attentive and focused during our class time. If you are not, you will be counted as absent for that day.

Disability Services: Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Disability Services
 Doc Bryan Suite 171
 1605 N Coliseum Drive
 Russellville, AR 72801
 Phone: (479) 968-0302

Student Needs Statement: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if

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they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/jerrycares/>

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

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

PRIVACY & ACCESSIBILITY POLICIES: See the following links:

[Third-Party Privacy and Accessibility Policies](https://www.atu.edu/etech/privacy_accessibility.php) or
https://www.atu.edu/etech/privacy_accessibility.php

University Sexual Misconduct Policy: The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases. This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities. A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint. This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity. Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

****The instructor reserves the right to amend this syllabus during the semester. Students will be notified before changes take place.**



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/17/2023

Title	Signature	Date
Department Head	<i>Sheresa D. Gilman</i>	6/7/23
Dean	<i>Tina Lutz</i>	6/9/23
Assessment	<i>Chris Schatz</i>	6.27.23
Registrar	<i>Gammy Weaver</i>	7/10/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MLED	4903	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Residency B Seminar		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Every fall

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:

- α . If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- β . If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.

See bottom of form

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

See program revision form assessment matrix.

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

The current program of study requires students to complete a full internship with four on-campus days spent on topics such as bullying, ethics, completing the exit portfolio, and classroom management. Having led these 4 days along with working with 5/8 of my middle level interns this semester, I have discovered that they need more guidance. This proposed course would give them more instructor time and personalized help inclusive of the 4 campus days, additional instructional videos, synchronous online meetings, and tailored training for the individual needs.

Amended Program Level Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

Standard 1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level instruction and Assessment

Standard 5: Middle Level Professional Roles

This seminar allows our program to support all of these outcomes by supporting students while in Residency to process experiences in the middle school environment, plan curriculum and assessments, discuss professional roles in and outside the classroom, and apply the middle level philosophy to classroom teaching.

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

MLED 4903
Residency B Seminar
Spring
Course Syllabus

Instructor: Dr. Heather Stefanski

Email: hstefanski@atu.edu

Office Hours: By Appointment

Phone: 479-964-0583 ext 2565

Class Hours/Room: Tues/Thur 10:00-11:20 Crabaugh 221

Conceptual Framework: Professionals of the 21st Century.

Catalog Description:

In a select setting under supervision of experienced middle level professionals, teacher candidates will prepare, facilitate, and evaluate an appropriate curriculum experience for instruction of the early adolescent.

Required texts:

Current subscription to taskstream is required.

No new textbooks. We will be utilizing all of the textbooks you have purchased for your previous MLED courses.

MLED Conceptual Framework Focus:



The Professional of the 21st Century is a continuously learning expert with a(n):

1. Strong and developing knowledge of the school culture
2. Increasing level of professional and pedagogical knowledge, skills, and dispositions
3. Strong and developing liberal arts background
4. Growing expertise concerning systemic and developmentally appropriate practice
5. Demonstration of moral and ethical professional behavior as models and advocates for young children and who continually seek to grow professionally through reflective practices.

Course Objectives:

Upon completion of the course, the teacher candidate will be able to:

1. Create and implement lesson plans that demonstrate knowledge of subject, adolescent development, and school structure.
2. Create and implement units of instruction that demonstrate knowledge of subject, adolescent development, and school structure.
3. Meet the needs of diverse students through differentiation, accommodations, modifications, or learning styles.
4. Reflect on current problems of practice and research solutions.

5. Reflect on areas of strength and weakness in planning, instruction, classroom management, and assessment.
6. Understand moral and ethical responsibilities of public school teachers.
7. Communicate effectively with parents of students through an organized continuous communication plan.
8. Construct an effective newsletter about school activities and students for communication with the home.
9. Use state-of-the-art technology as an avenue of communication.
10. Communicate effectively with colleagues, families, community agencies, and community members.
11. Communicate effectively as an advocate for middle level education and the young adolescent.

Organizing Theme: The Middle Level Educator is a lifelong learner who uses reflective decision-making to implement developmentally appropriate practice.

Methods of Instruction: A variety of methodologies including lecture, discussion, demonstration, cooperative learning, collaboration, and presentations will be utilized.

Assessment Methods: Coursework will consist of text readings, class discussions, in-class activities (whether face-to-face or virtual), participation, homework assignments, and collaborative group work

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Absences:

The policy of the University in regard to class absences is that regular class attendance is essential and that students, in their own interest, are therefore responsible for attending all classes in which they are enrolled. For electronically delivered classes, where physical attendance is not a reasonable requirement, equivalent on-line interaction must be documented in lieu of attendance.

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of Students and Title IX Coordinator, located in Student Affairs, Doc Bryan Student Services Center, Suite 233, (479) 968-0239, apennington@atu.edu, for assistance in notifying instructors.

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Your goal is to be in class each day of the semester. Regardless of your total points earned in this course:

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- 2) On the **4th absence**, your final grade will be lowered one more grade.
- 3) Automatic failure of the course occurs on the **5th absence**.

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University & College Information:

Arkansas Tech University

Vision

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Mission

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Department of Teaching and Educational Leadership

Vision:

- *Seek to develop and empower teachers and educational leaders to positively influence an ever changing world.*

Mission:

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Technological Expectations: There are *inherent* technological expectations that need to be considered with this class. We will be using WebEx Meetings for online class sessions, incorporating WebEx Teams, Nearpod, Google online applications, etc. In addition, students will submit assignments in Blackboard. Students, who are not familiar with Blackboard, please contact the Blackboard help desk.

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Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week

Website: <https://ois.atu.edu/>

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Plagiarism and Other Academic Misconduct:

Being caught in academic dishonesty will result in a zero on the assignment and/or failing the class.

Undergraduate:

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- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense. See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

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Disability Services: Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Disability Services
Doc Bryan Suite 171
1605 N Coliseum Drive

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Russellville, AR 72801
Phone: (479) 968-0302

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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 facts of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

PRIVACY & ACCESSIBILITY POLICIES: See the following links:
[Third-Party Privacy and Accessibility Policies](https://www.atu.edu/etech/privacy_accessibility_policies) or
https://www.atu.edu/etech/privacy_accessibility.php

University Sexual Misconduct Policy: The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases. This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities. A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint. This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity. Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

**The instructor reserves the right to amend this syllabus during the semester. Students will be notified before changes take place.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/30/23

Title	Signature	Date
Department Head	<i>Sheresa D. Allen</i>	6/30/23
Dean	<i>Tim Lutz</i>	7/3/23
Assessment	<i>[Signature]</i>	7.21.23
Registrar	<i>Yammy Lucas</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) ELED	Course Number: (e.g., 1003) 2003
Official Catalog Title: Educational Research and the Teacher as a Lifelong Learner	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description
 Cross-Listing Prerequisite Co-requisite
 Grading Fee
 Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

SEED 2003

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

Education as a Profession

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

Education as a Profession

New Course Description:

New Cross List:

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

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

SEED/MLED

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

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

Elective Major Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. See chart below.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action? State has changed how students can earn credits in high school as concurrent. This will allow easier transfer from concurrent and community college.

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.

Outcomes	Courses that Address This	Course Artifacts for Assessment
1). a strong general education, an in-depth knowledge in a selected teaching field	SEED 2003	Field experience and related papers.
2) a knowledge of the school, various diversity and developmental characteristics of students	SEED 2113	Field experience and related papers
3) knowledge of teaching-learning process.	SEED 4553 SEED 4052 SEED 4053/ SEED 4909 4809	Microteach/Residency A Rap Project/Residency A Residency B/Microteach



Education as a Profession
SEED 2003
Spring 2024

3 Credit Hours

Instructor Information

Instructor:
Office Location:
Phone:
Email:
Website:

Office Hours:

Monday
Tuesday
Wednesday
Friday

Course Related Information

Course Title: SEED 2003

Justification/Rationale:

This course introduces the student to education as a profession. The course is designed to acquaint students with the nature of schooling. The course will focus on the following: social issues that affect students, effective teaching, impact of technology, ethical and legal issues, school governance, professionalism, and professional development.

ATU Course Catalog Description:

This course is designed to provide teacher candidates with an overview of the systemic nature of education and schooling. Emphasis will be given to what the teacher does within the system and how the system is impacted by students, teachers, parents, community, state, nation, and the world. Students will deal with the realities as well as the abstractions of the system through classroom instruction, guided field observation, and reflective discussion.

Prerequisites: None Co-requisite: Field Experiences—Minimum 20 hours **REQUIRED TO PASS THE COURSE**

Student Outcomes for Course/Course Objectives:

To become familiar with the following-

- State Standards for Teacher Licensure
- Praxis Exams I (core battery), II (2 parts)
- College of Education Policies and Procedures
- Basic Principles of the teaching profession

Text Required:

<https://uark.pressbooks.pub/introductiontoeducation/>

This is an OER text (Open Educational Resource) you can access it online, or download a copy to your device. Best part. ITS FREE.

Also will need to print specific pages from---

Handbook: SEED 2003 –these will have some of your course assignments on them.

<http://www.atu.edu/teachereducation/>

Handbook: Arkansas Tech University School of Education Curriculum and Instruction Policies and Procedures Manual. (Online)

Course Content/Course Outline/Topics:

Students will be told in advance which chapters to read in preparation for classes. Keep in mind that this is a tentative schedule and may change upon the instructor's discretion and needs according to the class. (See Course Schedule)

- Education as a System
- Roles and Responsibilities within the System
- Governance of the System
- Ethical and Legal Considerations of Teaching
- Curriculum and Instruction
- Diversity and its impact in Curriculum and Instruction
- Global Impact on Systems and Classrooms

Course Assignments and Artifacts:

A variety of assessment methods will serve to evaluate comprehension and application of the concepts and skills outlined in the course objectives. Students will complete the following assignments to demonstrate mastery of the following competencies:

1. Quizzes over various chapters of study
2. Mid-term and Final Exam
3. Interviews during your placements (Teacher & Student)
4. Autobiography and possibly My Teaching Philosophy Paper
5. Observation –20 hours minimum—**ALL of these must be completed to pass the course.**
6. Other Class Assignments as deemed appropriate
7. Attendance (20 points each class session)
8. Professionalism and Participation

All formal assignments (papers) should be done in APA format

Grading Scale:

A= 90-100%

B= 80-89%

C=70-79%

D=60-69%

F=below 60%

Attendance and Participation: Students are expected to attend ALL Class meetings. Excused absences are defined in the student handbook as those which are related to ATU activities and you will be given an excuse slip from your teacher/ activity advisor/coach when that occurs. These are to be presented 24 hours prior to missing the class. All other absences are just that... absent. If pop quiz, in class exit slips, etc. happen on a day that you miss and it is based on discussions from class, there will be no way to make those up. Being late (if I have already taken attendance) is the same thing as being absent. Likewise—late assignments are not accepted. If you are absent with a university note, pre-assigned work is still expected on the due date.

Your participation through class discussions, reflections, and the presentation of your work is important to your growth as a reflective practitioner and decision maker.

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Education Program. If you are sick for an extended period of time, please communicate with me regarding the illness by phone or email.

For online courses you are expected to login in each week (and I can see reports of your login activity) and for discussions, first post by Thursday midnight and responses by Sunday midnight. Logging in and participating is your form of attendance for an online course.

**If there are extenuating circumstances, please communicate with me as soon as possible the nature of the circumstance.*

****to receive accommodations due to COVID illness you will need to go through the health and wellness center. See info at the end of the syllabus for the link.*

From the student handbook—Class Absence

“Regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures. Student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of “WN.”

Other Important things for class:

1. You are expected to look at blackboard and prepare for the assignments that are upcoming. All quizzes and readings are already scheduled for you.
2. Assignments should be submitted on blackboard.
3. You will need and use your textbook in class... have it available and read it before you come.
4. Come with a great attitude.

University & College Information:

Mission and Vision **Arkansas Tech University**

Vision

- *Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.*

Mission

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

College of Education

Vision

- *The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.*

Mission

- *The Arkansas Tech University College of Education prepares professionals, who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.*

Technological Expectations:

There are ***inherent*** technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard. In addition, students will/may need to post to discussion boards, write online journal entries, and other similar tasks. Students, who are not familiar with Blackboard, please contact the Blackboard help desk and/or make arrangements to meet with the Professor on campus to go over the basics.

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week

Website: <https://ois.atu.edu/>

Plagiarism and Other Academic Misconduct:

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as "to take and use ideas, passages, etc. from another's work representing them as one's own". (*Random House Webster's Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university's policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

<https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

Cell Phone/Technology Use During Class Policy:

It is expected that you attend class ready to participate. This includes engagement with the Professor, fellow classmates, and the content that is presented that day. This engagement cannot be accomplished when certain distractions are occurring. Distractions may include the use of technology *outside of what might enhance the class activity as recommended by the Professor*. In addition to distracting yourself, *if you are engaging with your cell phone, laptop, tablet, smart watch etc.*, it is most likely you are a distraction to others around you. Therefore, you must refrain from the inappropriate use of technology during class time. If you must use technology, you will be asked to leave the class and forfeit your attendance for that day. See the attendance policy for more information about repeated absences and the effect it has on your final class grade.

Video Recording: You do not have permission to (a) record my lectures or (b) download and share my video conferences or video lectures. The videos we make of our classes in webex are meant for the purpose of the class only. You do not have permission to share these with anyone other than you. If you have any questions or concerns about this, please contact the Professor.

Disability Services:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Disability Services
Doc Bryan Suite 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>
If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Special accommodations:

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

PRIVACY & ACCESSIBILITY POLICIES: See the following links:
Third-Party Privacy and Accessibility Policies or

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

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:

1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity **MUST** be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.

Example: Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations should be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic Integrity resources. The URL for the website will be <https://www.atu.edu/academic-integrity> and should be running by the first week of classes.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/30/23

Title	Signature	Date
Department Head	<i>Sheresa A. Cullen</i>	6/30/23
Dean	<i>Jim Lutz</i>	7/3/23
Assessment	<i>Paul E. Smith</i>	7.21.23
Registrar	<i>Yammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
ELED	2113
Official Catalog Title:	
Human Development and Learning Theories	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. See chart below.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action?
State has changed how students can earn credits in high school as concurrent. This will allow easier transfer from concurrent and community college.

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.

Outcomes	Courses that Address This	Course Artifacts for Assessment
1). a strong general education, an in-depth knowledge in a selected teaching field	SEED 2003	Field experience and related papers.
2) a knowledge of the school, various diversity and developmental characteristics of students	SEED 2113	Field experience and related papers
3) knowledge of teaching-learning process.	SEED 4553 SEED 4052 SEED 4053/ SEED 4909 4809	Microteach/Residency A Rap Project/Residency A Residency B/Microteach



Human Development and Learning Theories
ELED/SEED 2113
Course CRN
Spring 2024

3 credit hours

Instructor Information:

Instructor:

Office Location:

Phone:

Email:

Office Hours:

Easiest way to contact:

Course Title:Subject/Number

Justification/Rationale:

This course meets the university, College of Education, and the department of curriculum and instruction. Goals to help our students make a difference in the world both locally and globally.

ATU Course Catalog Description:

This course is a study of the physical, cognitive, and psychosocial development of the individual beginning with the early childhood period and continuing through early adolescence. This course also provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the eight types of intelligence and applying

these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning. This course includes an on-site field experience.

Prerequisites:

None.

Student Outcomes for Course/Course Objectives:

- **Define what is meant by development and describe the nature of developmental change.** ACEI 1.0; ATS 1.a; TESS 1.b; InTASC 1
- **Identify methods of studying children.** ACEI 1.0; ATS 1.b; TESS 1.b; InTASC 1
- **Compare and contrast theories of development.** ACEI 1.0; ATS 1.a; TESS 1.b; InTASC 1
- **Describe principles of heredity that provide the biological foundation for human development.** ACEI 1.0; ATS 2.g; InTASC 1
- **Describe the physical, cognitive, and psychosocial, development in early childhood.** ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
- **Describe the physical, cognitive, and psychosocial development of middle/late childhood.** ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
- **Describe the physical, cognitive, and psychosocial development of early adolescence.** ACEI 1.0; ATS 2.g; TESS 1.b; InTASC 1
- **Define multicultural issues related to child development.** ACEI 3.2; ATS 1.a.k, 2.k ; TESS 1.a.b; InTASC 1
- **Discuss conceptual understanding and strategies for teaching concepts.** ACEI 3.1, 3.2; ATS 1.a, 8.a; TESS 1.b; InTASC 7
- **Describe several types of thinking and ways that teachers can foster them.** ACEI 3.1, 3.2, 3.3, 3.4; ATS 1.a, 1.e, 8.e; TESS 1.b, 4.a; InTASC 2, 8
- **Compare the social constructivist approach with other constructivist approaches** ACEI 3.1; ATS 1.d; TESS 1.b; InTASC 1, 2
- **Explain the application of the Social Cognitive theory to classroom situations** (InTASC Standard 1d; TESS 1b)
- **Define and explain Cognitive Development through the theories of Piaget, Bygotsky, and the Information Processing Model** (InTASC Standards 1d, 5m, 5o, 8j; TESS 1a, 1b)
- **Compare and contrast behavioral and cognitive theories of learning and explain how each may be applied to classroom situations** (InTASC Standards 5m, 5o, 7i, 8j; TESS 1a, 1b)
- **Explain the concepts of development and diversity in education (SES, language, ability, etc) and apply them to your understanding of teaching students.** (InTASC Standards 1b, 1e, 1f, 1g, 1h, 2a, 2d, 2e, 2i, 2j, 2k, 2m, 2o, 3f, 3l, 7i, 7j, 7k, 7n, 8a, 8k, 8p, 8q, 9e, 9i, 10m; TESS 1b-1d, 3a-3e)
- **Define motivation and compare the behavioral, humanistic, cognitive, and social perspectives on motivation.** ACEI 3.1; ATS 1.e; TESS 1.b; InTASC 1
- **Discuss what intelligence is, how it is measured, a theory of multiple intelligences, the neuroscience of intelligence, and some controversies and issues about its use by educators.** ACEI 1.0, 3.2; ATS 1.g, 4.j; TESS 1.b;

InTASC 1, 2

- **Understand and demonstrate effective, and respectful communication in a professional manner through reading, writing, speaking, and listening**
(InTASC Standards)

Text Required:

To be determined....current syllabus lists and online text but no link and there are multiple online books with the same name.

The text will have to be one STRONG in the psychology theories as that is crucial for secondary to pass the praxis

Course Content/Course Outline/Topics:

Includes, but not limited to:

- Discussions and activities related to learning theory, teaching, assessment, and classroom management based on students' learning, and human development in all areas of life.
- Examinations
- 10 Hours of Classroom Placement—if you are in other classes with observation...these do not happen concurrently...you will do the required number for EACH course. **COMPLETION OF ALL OBSERVATION HOURS IS REQUIRED TO PASS THE COURSE.**
- Other tasks which may be assigned

Course Assignments and Artifacts:

The following are required:

Tentatively Planned

1. Mid Term	100 points
2. Final Exam	100 points
3. Attendance/Participation (15 per day)	
4. Presentation on observation experience	100 points
5. Quizzes and Reading assignments through the text (points vary)	
6. Interview forms with children brought in	100 each
7. Other classroom assignments as may come up in the natural evolution of the course	

- **Please Observe the Following Guidelines:**
- All assignments must be typed unless otherwise stated (with the exception of the note cards for the final).
- Late assignments will be accepted with a minimum penalty of a decrease in a letter grade. If you are absent—the assignment is still due on the date assigned. Get it to me somehow. If you know you will be gone for a school sponsored event in advance, you will need to get the assignment to me early unless I have made special provisions.
- Late assignments must be completed within 3 days after the due date to receive any credit.
- Please be aware that I may have some assignments that have an absolute deadline with no late days available because of their nature—for example, there are no make-ups for presentations, article critique discussions, or other things that require being with the entire class to learn all of the information.
- No assignments will be accepted after the final examination.

- A missed examination is a 0.
-

Grades will be Assigned Based on the Following:

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

Attendance and Participation:

From the student handbook—

Class Absence

Regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "WN."

Class Policy

1. attendance and participation to all meeting days (*Arkansas Tech Student Handbook*). There are NO excused absences for ANYTHING unless ATU has released you from a requirement—
 - a. please make sure you have people who can help in case of family illnesses, flat tires, sporting events, children's getting out of school, etc.
 - b. No---you can not miss for attending a football game(band concert, basketball, FFA, FBLA, or any other event you help with) if it falls on a class day.
 - c. DO NOT SCHEDULE ANY DOCTORS, DENTIST, ETC. APPOINTMENTS). Failure to attend class is an absence in the class. Each day is a grade.

University & College Information:

Arkansas Tech Vision

Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.

Arkansas Tech Mission

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

College of Education and Health Vision:

The College of Education and Health develops experts, collaborators, and innovators in education, health, and leadership who are successful and transformative professionals in the diverse communities in which they serve.

College of Education and Health Mission:

The College of Education and Health promotes student success by providing collaborative, engaging, and innovative programs in accessible formats to prepare professionals who will positively impact their communities locally, regionally, and globally.

Teaching and Educational Leadership Mission

Develop and inspire teachers and educational leaders who value equity, innovation and student success.

Teaching and Educational Leadership Vision: Seek to develop and empower teachers and educational leaders to positively influence an ever changing world.

Technological Expectations:

There are ***inherent*** technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard and

Taskstream. In addition, students will/may need to post to discussion boards, write online journal entries, and other similar tasks. Students, who are not familiar with Blackboard, please contact the Blackboard help desk and/or make arrangements to meet with the Professor on campus to go over the basics.

Your participation through class discussions, reflections, and the presentation of your work is important to your growth as a reflective practitioner and decision maker. Punctual attendance is vital to your success in the Arkansas Tech University Teacher Education Program. Regardless of your total points earned in this course your lack of attendance, field placement conduct/attendance, and/or overall participation can result in a lower grade. If you are sick for an extended period of time, please communicate with me regarding the illness by phone or email.

Although your goal is to be in class each day of the semester, you will have four excused absences. Use these days wisely. Regardless of your total points earned this course:

- 1) On the 5th absence, your final grade will be lowered one grade.
- 2) On the 6th absence, your final grade will be lowered one more grade.
- 3) Automatic failure of the course occurs on the 7th absence.

**If there are extenuating circumstances, please communicate with me as soon as possible the nature of the circumstance (i.e. death in the family, auto accident, etc.). We will need to discuss the situation and make decisions about make-up work for the missed classes. You will be required to complete extra assigned work to make up the missed classroom work. The work may include journal article summaries or essays.*

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week

Website: <https://ois.atu.edu/>

Appropriate Dress with Field Placement:

Please refer to the Dress Code Policy located on the teacher education webpage at: http://www.atu.edu/education/teacher_education.php

Plagiarism and Other Academic Misconduct:

****Put what is appropriate for your area---undergraduate and graduate catalog statements are included*

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

<https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

Graduate:

- Graduate student academic conduct policies are delineated in the Arkansas Tech Graduate Catalog.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

Cell Phone/Technology Use During Class Policy:

It is expected that you attend class ready to participate. This includes engagement with the Professor, fellow classmates, and the content that is presented that day. This engagement cannot be accomplished when certain distractions are occurring. Distractions may include the use of technology *outside of what might enhance the class activity as recommended by the Professor*. In addition to distracting yourself, *if you are engaging with your cell phone, laptop, tablet, smart watch etc.*, it is most likely you are a distraction to others around you. Therefore, you must refrain from the inappropriate use of technology during class time. If you must use technology, you will be asked to leave the class and forfeit your attendance for that day. See the attendance policy for more information about repeated absences and the effect it has on your final class grade.

Disability Services:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Disability Services
Doc Bryan Suite 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>
If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Special accommodations:

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

PRIVACY & ACCESSIBILITY POLICIES: See the following links:

Third-Party Privacy and Accessibility Policies or

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

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:

1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity **MUST** be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.

Example: Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations should be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

URL for the website will be <https://www.atu.edu/academic-integrity> and should be running by the first week of classes.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	8/17/23

Title	Signature	Date
Department Head	<i>Pam Dixon</i>	8-17-23
Dean	<i>Jim Lantz</i>	8/17/23
Assessment	<i>[Signature]</i>	8.17.23
Registrar	<i>Stewart</i>	8/17/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MLED	3024
Official Catalog Title:	
Psychological Foundations for the Nature and Needs of Middle Level Students	

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

Yes No

Request to change: (check appropriate box):

- Course Number Title Course Description
 Cross-Listing Prerequisite Co-requisite
 Grading Fee
 Other _____

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

3023

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

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

New Course Description:

This course needs to be changed from a 4-hour course to a 3-hour course to meet the needs of students in terms of course sequencing and congruency.

New Cross List:

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

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

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

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

- Elective Major Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

Standard 2: Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents.

Standard 3: Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills.

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

- Case Study and Advisory Plan
- Case Study & SoR Modules
- Mini Action Research Project
- Integrated Unit & Video Teach
- Video Teach & Case Study
- Formative Observation
- Observation Reflections & Exit Portfolio
- Content Writing Unit & Assessment Plan

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

By decreasing this course from four hours to three hours, the course sequencing is improved which better meets the needs of our students, both transfer and current students.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/3/23

Title	Signature	Date
Department Head	<i>Theresa D. Cullen</i>	6/7/23
Dean	<i>Jim Lutz</i>	6/9/23
Assessment	<i>Chris E. Holt</i>	6.27.23
Registrar	<i>Yammy Weaver</i>	7/10/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MLED	3034
Official Catalog Title:	
Literacy Development in the Middle Grades	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

3033

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

- | |
|--|
| <p>b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)</p> <p>c. What is the rationale for adding this course? What evidence supports this action?</p> |
| <p>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.</p> |

Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

Standard 1: Middle Level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle Level Instruction and Assessment

Standard 5: Middle Level Professional Roles

This course addresses both middle level curriculum and instruction and assessment and helping to teach writing which is a key middle level skill. The increased need for literacy instruction due to state and national mandates will help students meet new curricular and instructional needs. The assessments do not change and include a literacy case study with a school student.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/3/23

Title	Signature	Date
Department Head	<i>Sheresa D. Gillen</i>	6/7/23
Dean	<i>Tin Lutz</i>	6/9/23
Assessment	<i>Phil P. Stutz</i>	6.27.23
Registrar	<i>Jammy Wallace</i>	7/10/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MLED	3062
Official Catalog Title:	
Tests & Educational Measurements	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

3063

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action?

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

Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes. Standard 1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level Instruction and Assessment -

Standard 5: Middle Level Professional Roles

This course change is just a goal to standardize courses to 3 hours. The outcomes and assessment do not change.

However, this course directly addresses Middle Level Instruction and Assessment. Assessments used remain the same and include a Parent-Teacher Role-Play involving standardized test interpretation with a parent and a Test Construction and Performance Assessment Project.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/3/23

Title	Signature	Date
Department Head	<i>Sheresa Gillen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Paul Schick</i>	6.27.23
Registrar	<i>Sammy Luecke</i>	7/10/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) MLED	Course Number: (e.g., 1003) 3072
Official Catalog Title: Diversity in the Classroom	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other _____

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

3073

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action?

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

Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level instruction and Assessment

Standard 5: Middle Level Professional Roles

This course change is only for number of hours to standardize the program to 3 hour classes. No outcomes changed. The diversity course addresses the Young Adolescent Development as it discusses special education and child development. it also addresses the professional roles in that it talks about the responsibility of middle level educators as professional to promote a welcoming and diverse classroom. The assessment for the course has not changed and involves a research action project with a student with special learning needs, which addresses young adolescent development and middle level professional roles.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/3/23

Title	Signature	Date
Department Head	<i>Sheresa G. Miller</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Paul F. Smith</i>	6.27.23
Registrar	<i>Yammy Leavelle</i>	7/10/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MLED	4004
Official Catalog Title:	
Middle Level Curriculum and Pedagogy	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

4003

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action?

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

Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

Standard 1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level instruction and Assessment

Standard 5: Middle Level Professional Roles

This is just a change in hours of course - the outcomes remain the same. It is part of our effort to make courses all 3 hours.

This course does directly address the AMLE standard Middle Level Curriculum. The assessments stay the same and include an integrated unit plan and a video teach based on the school environment.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/17/2023

Title	Signature	Date
Department Head	<i>Theresa A. Gillen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Ch. L. S. L.</i>	6.27.23
Registrar	<i>Gammy Weaver</i>	7/10/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MLED	4023
Official Catalog Title:	
Guided Field Experiences	

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

Yes No

Request to change: (check appropriate box):

- | | | |
|--|---|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input type="checkbox"/> Prerequisite | <input checked="" type="checkbox"/> Co-requisite |
| <input type="checkbox"/> Grading | <input type="checkbox"/> Fee | |
| <input type="checkbox"/> Other | <input type="text"/> | |

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

Residency A Seminar

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

New Course Description:

MLED 4023 Residency A Seminar is a series of 90 hours of observation, participation, and teaching experiences ranging from individual to large group settings conducted in selected middle level settings designed to prepare the teacher candidate for a smooth transition to internship in a clinical setting. A survey of school law designed to give teacher candidates an awareness of legal rights and responsibilities of teachers, students, and public schools is presented at the beginning of the course before students begin practicum hours.

New Cross List:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adding Cross-Listing | <input type="checkbox"/> Changing Cross-Listing | <input type="checkbox"/> Deleting Cross-Listing |
|---|---|---|

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

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

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

MLED 4003 Middle Level Curriculum and Pedagogy

*Please delete MLED 3012 and MLED 3034 from previous catalog

- | | | |
|-----------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> Elective | <input type="checkbox"/> Major | <input type="checkbox"/> Minor |
|-----------------------------------|--------------------------------|--------------------------------|

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action?

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

Assessment Information:

The course is just a course change in number of hours, which does not change assessment needs.

The Standards from AMLE for Preservice programs drive our outcomes.

1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level instruction and Assessment

Standard 5: Middle Level Professional Roles

This field experience allows our program to support all of these outcomes by supporting students while in field experience to process experiences in the middle school environment, plan curriculum and assessments, discuss professional roles in and outside the classroom, and apply the middle level philosophy to classroom teaching.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/17/2023

Title	Signature	Date
Department Head	<i>Theresa A. Cullen</i>	6/7/23
Dean	<i>Jim Lutz</i>	6/9/23
Assessment	<i>Phil Sch...</i>	6.27.23
Registrar	<i>Yammy Weaue</i>	7/10/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MLED	4912
Official Catalog Title:	
Internship	

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

Yes No

Request to change: (check appropriate box):

- Course Number Title Course Description
 Cross-Listing Prerequisite Co-requisite
 Grading Fee
 Other _____

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

4909

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

Residency B

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

New Course Description:

MLED 4909 Residency B is a minimum of fifteen weeks of reflective clinical internship at the middle level. In a select setting under supervision of experienced middle level professionals, teacher candidates will prepare, facilitate, and evaluate an appropriate curriculum experience for instruction of the early adolescent.

New Cross List:

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

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

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

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

MLED 4903 Residency B Seminar

- Elective Major Minor

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

Answer the following Assessment questions:

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

All assessments will remain in place and according to previous requirements.

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

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

All outcomes will remain the same.

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

All assessments will remain in place and according to previous requirements.

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

This not a course addition, but a change in name and hours to better align with other programs in the College of Education and Health.

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

Assessment Information:

The Standards from AMLE for Preservice programs drive our outcomes.

Standard 1: Middle level Philosophy and Organization.

Standard 2: Young Adolescent Development

Standard 3: Middle Level Curriculum

Standard 4: Middle level instruction and Assessment

Standard 5: Middle Level Professional Roles

This experience allows our students to demonstrate all of these outcomes while in Residency to process experiences in the middle school environment, plan curriculum and assessments, discuss professional roles in and outside the classroom, and apply the middle level philosophy to classroom teaching.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/30/23

Title	Signature	Date
Department Head	<i>Sheresa Q. Gilman</i>	6/30/23
Dean	<i>Jim Lutz</i>	7/3/23
Assessment	<i>Chris E. Smith</i>	7.21.23
Registrar	<i>Yammy Weaen</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
SEED	4052
Official Catalog Title:	
Educating Diverse and Exceptional Learners	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

Change Prefix from SEED to SPED

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. See chart below.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action?
State has changed how students can earn credits in high school as concurrent. This will allow easier transfer from concurrent and community college.

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.

Outcomes	Courses that Address This	Course Artifacts for Assessment
1). a strong general education, an in-depth knowledge in a selected teaching field	SEED 2003	Field experience and related papers.
2) a knowledge of the school, various diversity and developmental characteristics of students	SEED 2113	Field experience and related papers
3) knowledge of teaching-learning process.	SEED 4553 SEED 4052 SEED 4053/ SEED 4909 4809	Microteach/Residency A Rap Project/Residency A Residency B/Microteach



College of Education and Health

SPED
SEED 4052 | Spring 2024

Educating Diverse & Exceptional Learners

Instructor: Dr. Kathleen Myers
Contact Info: (479) 880-4220
E-mail: kmyers3@atu.edu

Office Location: Crabaugh 211
Office Hours MW 11:00-2:00

Catalog Description: A study of the major areas of diversity including, gifted, emotionally disturbed, children from economically disadvantaged homes and other considerations that place students at risk for academic failure, and their special needs in a school program.

Note: May not be taken for credit after completion of EDFD ~~5053~~⁶⁰⁵³, EDFD 4052 or repeated for credit as EDFD 5052 or equivalent.

Note: A field experience is required in this course. You will submit a copy of your log via Blackboard.

Required Textbook: Smiley, L., Richards, S., & Taylor, R. (2021). *Exceptional Students: Preparing Teachers for the 21st Century, 4th ed.*

Subscription to Taskstream: www.taskstream.com

Prerequisite: Admission to Stage II of the Teacher Education Program.

Justification/Rationale: This course helps the student to become a more effective reflective decision-maker in the classroom. ~~SEED~~^{SPED} 4052 is a survey course designed to acquaint students with inclusion of both the handicapped and the gifted and talented. This course will focus on the following: the implications of legislation and litigations pertaining to exceptional learners, characteristics of exceptional learners, attitudes toward exceptional learners, assessment of exceptional learners' needs, learning environments, educational provisions and curricula, evaluation, Individualized Education Program, resources, teaching strategies, and uses of technology for exceptional learners.

ATS-Arkansas Teacher Standards

TESS-Teacher Excellence Support System

NAEYC-National Association for the Education of Young Children

Objectives:

1. State the criteria for classification into each category of diversity. **Domain 1 - 1b Demonstrating Knowledge of Students, 1d Demonstrating Knowledge of Resources, INTASC Standards 1 Learner Development & 2 Learner Differences NAECYC 1.0**
2. Recognize symptoms of each exceptionality that should alert a teacher to the need for referral for testing. **Domain 1 - 1b Demonstrating Knowledge of Students, 1d Demonstrating Knowledge of Resources, INTASC Standards 1 Learner Development & 2 Learner Differences**
3. Describe (synthesize or at least apply) an inclusive classroom with special adaptations for migrant children, bilingual, ESL, educationally deprived, children from minority cultures, and exceptional children. **Domain 1- 1a Demonstrating Knowledge of Content and Pedagogy, 1b Demonstrating Knowledge of Students, 1c Setting Instructional Outcomes, 1d Demonstrating Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments, INTASC Standards 1 Learner Development, 2 Learning Differences, 3 Learning Environments, 4 Content Knowledge, & 7 Planning for Instruction TESS 1.b ATS 2,3 NAECYC 4.0**
4. To describe how curricula might be adapted or managed differently for gifted, learning disabled, partially sighted, hearing impaired, emotionally/behaviorally disturbed. **Domain 1- 1a Demonstrating Knowledge of Content and Pedagogy, 1b Demonstrating Knowledge of Students, 1c Setting Instructional Outcomes, 1d Demonstrating Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments, INTASC Standards 1 Learner Development, 2 Learning Differences, 3 Learning Environments, 4 Content Knowledge, & 7 Planning for Instruction**
5. Recognize and comprehend specific vocabulary associated with exceptionalities such as inclusion, mainstreaming, attention deficit disorder, modality preference, dyslexia, dyscalculia, dysgraphia, Fernald method, Down's syndrome, rehearsal strategies, autism, schizophrenia, hyperopia, auditory reception, readability, and conduct disorder. **Domains 1 & 4 - 1d Demonstrating Knowledge of Resources, 4d Participating in Professional Community, 4e Growing and Developing Professionally 4f Showing Professionalism, INTASC Standard 10 Leadership and Collaboration**
6. Recognize major problems that parents face when they realize that their child is handicapped; the Kübler-Ross Grief Cycle. **Domain 1- 1b Demonstrating Knowledge of Students, 1c Setting Instructional Outcomes, 1d Demonstrating Knowledge of Resources, INTASC Standards 1 Learner Development, 2 Learning Differences, 3 Learning Environments.**
7. Apply these principles of behavior management as they relate to classroom management with various types of exceptionalities: positive reinforcement, negative reinforcement, Premack principle, extinction, aversive stimuli, response cost, token economies, assertive discipline plans, reinforcement for alternative behaviors, reality therapy. **Domains 1 & 4 - 1b Demonstrating Knowledge of Students, 4a Reflecting on Teaching, 4d Participating in a Professional Community, 4e Growing and Developing Professionally, 4f Showing Professionalism, INTASC Standards 1 Learner Development & 9 Professional Learning and Ethical Practice TESS 1.0, 2.0, 3.0, 4.0 ATS 1-8**

Student Expectations:

- ✓ *Attendance:* You are expected to attend each class session. It is important that you arrive to class on-time and are prepared for the class to begin. Please read the attendance policy below.
- ✓ *Engagement:* You are expected to come to class ready to learn. You should have read the weekly materials prior to the class period. The class period should be a time for review. It is important that you ask questions, state your opinion, provide suggestions, and work diligently with classmates and your instructor. Communication is crucial in your overall success.
- ✓ *Positivity:* You are expected to maintain a positive attitude during class. The information being shared with you has been studied and found to be detrimental to your holistic success. As the instructor of this course, I want to see you succeed. Developing a sense of value for why you are learning about the topics in this course will enhance your positive attitude.
- ✓ *Growth Mindset:* You are expected to come to class with the passion to learn and the resilience to overcome challenges. There is always something new to learn and it is important that through communication we take advantage of new opportunities to learn from our classmates and instructors.
- ✓ *Ask Questions:* You are expected to ask questions. As an advocate for your success, I want to assist you in any way I can. If I do not have an answer, I will work to connect you to someone who does. Asking questions is an important piece of communication and relationship building.

Methods of Instruction: A variety of instructional methods in this course will include textbook readings, presentations, specific and open-ended discussion questions, and online research. This course primarily uses a student-led approach.

Methods of Evaluation:

1. Examinations | 100 points each
2. Chapter Outline | 25 points each
3. Journals | 25 points each
4. Research Action Project Components | 25 points each
5. Research Action Project | 200 points

*The Research Action Project serves as the artifact for this course and as an opportunity to demonstrate scholarship, literacy, and deep understanding of subject material central to an understanding of exceptional learners. This project must be satisfactorily completed in order to fulfill course requirements and agency competencies.

Late assignments **will not** be accepted.

Attendance Policy: Your goal is to be in class each day of the semester. Regardless of your total points earned in this course:

1. On the **4th absence**, your final grade will be lowered one grade.
2. On the **5th absence**, your final grade will be lowered one more grade.
3. Automatic failure of the course occurs on the **6th absence**.

**If there are extenuating circumstances, please communicate with me as soon as possible the nature of the circumstance (i.e. death in the family, auto accident, etc.). We will need to discuss the situation and make decisions about make-up work for the missed classes. You are expected to attend and engage in class during each scheduled class meeting.*

Academic Integrity: 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. Please review: [Code of Academic Integrity](#)

Cell Phone/Technology Use During Class Policy: It is expected that you attend class ready to participate and engage with your professor and classmates. Engaging with your cell phone is a distraction to others around you. Therefore, you must refrain from the inappropriate use of technology during class time. If you cannot refrain, you will be asked to leave the class and forfeit your attendance for that day. **No exceptions.**

Email Etiquette: As future educators, you will work with a wide array of individuals including teachers, students and parents. It is important to remain professional at all times, even via email communications. Include **SEED 4054** as the subject in all email communications. Your e-mail must be sent from your ATU e-mail account and include your T#. Please remain tactful, professional, and thorough.

HOW TO EMAIL A TEACHER

1 SUBJECT LINE

2-5 word summary of the email

- Missing Grade
- Homework Question
- Late Work

2 BEGIN WITH A GREETING

- Good Morning
- Hello
- Good Afternoon

This is in the body of the email

3 BODY OF THE EMAIL

- I am writing because.....
- I need help help.....
- I am confused by.....

4 CLOSING

- Thank you
- Have a nice day!



5 SIGN YOUR NAME!

General Tips:

- Be sure to use proper capitalization & punctuation.
- Always use proper grammar.
- Plz spell out ur words.
 - Please spell out your words.

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: [Title IX](#)

Jerry Cares: As a student at Arkansas Tech, you're part of something big. You're part of a family -, a strong family, sharing life together. Strong families spend time together, communicate effectively, appreciate and take care of one another. These relationships make Tech a special place. Just like any family, university families face tough issues together. We share in the responsibility of working together to ensure that we have a safe and supportive learning and working environment, free from harassment (sexual misconduct), hazing, alcohol and drug abuse, and any other negative behaviors that are counterproductive to the environment needed for us all to feel valued and respected. Ignoring or pretending problems don't exist is not the answer. We need to get involved. We need to speak up. The *Jerry Cares* campaign equips you with tools, training, and resources necessary to take action. You can play a role in preventing and interrupting dangerous incidents from impacting your family, our university community. Please review: [Jerry Cares](#)

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 [Disability Services](#).

COVID-19 Considerations:

- Masking is now optional inside all ATU facilities. You may still choose to mask, and are encouraged to do so if you feel more comfortable masking. Similarly, if you prefer, you may choose not to mask indoors. It is important that we recognize that everyone has different circumstances and respect individual choices with regard to risk mitigation.
- Arkansas Tech University students or faculty who have COVID-19 symptoms, have been recently exposed to COVID-19 or are being tested for COVID-19 should review updated guidance at www.atu.edu/hwc/hwc_covid.php.
- It is no longer mandatory to report symptoms, cases or exposures to the ATU Health and Wellness Center. Students need to communicate directly with their professors/instructors regarding any necessary absence(s) following a positive test, as they would with any communicable illness.
- ATU HWC continues to offer COVID-19 testing and vaccinations to the campus community at this time.
- The COVID-19 Task Force continues to monitor COVID conditions and will continue to recommend policies and procedures designed to keep the community healthy.
- If there are any questions or concerns, contact the ATU Health and Wellness Center (HWC) at (479) 968-0329 or by email at hwc@atu.edu .

Privacy and Accessibility Policies: [Third-Party Privacy and Accessibility Policies](#)

Arkansas Tech University Vision: Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.

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

College of Education & Health Mission: The College of Education and Health promotes student success by providing collaborative, engaging, and innovative programs in accessible formats to prepare professionals who will positively impact their communities locally, regionally, and globally.

College of Education & Health Vision: The College of Education and Health develops experts, collaborators, and innovators in education, health, and leadership who are successful and transformative professionals in the diverse communities in which they serve.

*The instructor reserves the right to amend the syllabus and will notify students of any changes in a timely manner.

1. By February 3, you must have accumulated a **minimum of 35 hours** in your host school/classroom.
 - This must be documented and monitored by your host teacher. You will have a time log you are required to keep and have signed by your host teacher.
 - During this time, you will work cooperatively with your host teacher to complete assignments associated with classes at ATU.

2. By March 10, you must have accumulated a **minimum of 35 hours** in your host school/classroom.
 - This must be documented and monitored by your host teacher. You will have a time log you are required to keep and have signed by your host teacher.
 - During this time, you will work cooperatively with your host teacher to complete assignments associated with classes at ATU.

3. By April 14, you must have accumulated a **minimum of 20 hours** in your host school/classroom.
 - This must be documented and monitored by your host teacher. You will have a time log you are required to keep and have signed by your host teacher.
 - During this time, you will work cooperatively with your host teacher to complete assignments associated with classes at ATU.
 - You cannot pass your courses without successfully completing a minimum of 90 hours during Internship I.

February 3

April 14

March 10

35 Hours

35 Hours

20 Hours

Internship Observation Log

Candidate's Name: _____ T#: _____

Set 1 (minimum of 35 hours) | Due February 3, 2023 Supervising Teacher Signature for Set 1: _____

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Set 2 (minimum of 35 hours) | Due March 10, 2023 Supervising Teacher Signature for Set 2: _____

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

Set 3 (minimum of 20 hours) Due April 14, 2023 Supervising Teacher Signature for Set 3: _____

Date:	MON	TUES	WED	THURS	FRI	WEEKLY TOTAL	TOTAL ACCRUED

GRAND TOTAL:

--

Field-Based Supervisor's Signature: _____

School: _____

NOTE TO FIELD-BASED SUPERVISOR

This form can be used as a reference for hours completed.

NOTE TO STUDENTS

You are expected to complete a minimum of 90 hours and **MUST** be in your assigned classroom **EACH** week. No exceptions. Make a schedule with your mentor teacher and stick to it. Please **make and keep** a copy once you have completed the required hours. You will submit this log for each set of hours to your SEED professors.

Hello,

Thank you for hosting our students at Arkansas Tech University and providing them with an experience that will help shape who they are as educators. Your intern is currently enrolled in SEED 4052: Educating Diverse and Exceptional Learners.

This course examines diversity including children with learning disabilities, intellectual disabilities, emotional disabilities, children who are gifted, children from economically disadvantaged homes, and the needs of diverse learners in the educational environment. This course includes an artifact that your intern will be working on throughout the remainder of the semester. I would greatly appreciate if they have an opportunity to work with a student with an IEP or 504 in place to complete this project. I have attached a copy of the instructions given to them to complete this assignment.

Again, thank you for your willingness to host our students and provide them with an experience and strategies they can use in their classroom. Please let me know if you have any questions.

Sincerely,

Dr. Kathleen Myers
Arkansas Tech University
Director of Special Education
Assistant Professor of Teaching and Educational Leadership
479-880-4220

Instructions Given to Student to Complete RAP

The RAP will consist of the following components:

*Title Page & Table of Contents (2 pages) Please use example in the RAP resources folder

*Introduction & Overview (2 pages) You will introduce the school district and the individual school that you are placed at. Include any related data, demographics, socioeconomic status, special education services offered, etc.. The school's website, DESE, and myschoolinfo is a great resource to collect some of this information. Discuss the diversity that you find in depth.

*Development of the Child (2 pages) You will discuss the development of the child. This component may be easier to write once you have filled out the IEP snapshot. Consider the past development, current goals, and plans for future development for this student.

*IEP Snapshot (1-2 pages) You will use a template found in the RAP resources folder.

*Special Provisions (2 pages) Discuss the provisions that are in place for the student you have been working with. Do you agree with these provisions that are in place? Why or why not? What would you do if this student was in your classroom?

*UDL Lesson (3-5 pages) Before creating your UDL, please visit <http://udlguidelines.cast.org/>. Make sure you review each of the guidelines. Using the UDL template I provide, you will create a Universal Design for Learning lesson. This lesson will be specific to your content area and developmentally appropriate for all of your students. You MUST include three types of technology to integrate into your lesson. You will integrate considerations for multiple exceptionalities. The last page of your UDL lesson plan needs to be an assessment for this lesson and something that you have created independently.

*Related Research (2 pages) The related research will discuss the exceptionality that your student with an IEP or 504 has been diagnosed with. You must use research that has been peer-reviewed. What does the research say about the disability? How do you plan to apply this information in your classroom?

*Overall Reflection (2 pages) Discuss your feelings on your Research Action Project. Some questions you may consider are: 1) Are you familiar with the school district you were assigned? 2) Did any of the data you discover surprise you? 3) Do you feel more prepared to work with students who have an IEP or 504? 4) Are you confident in your ability to develop modifications and accommodations for your students? 5) How was your experience in the field? 6) Do you plan to use the lesson you created in the future? Why or why not? 7) Do you feel more prepared? 8) How has this project affected you professionally?

*References (1-2 pages) Include your references in APA format. Do not depend on an online reference generator as they are often incorrect. You must have a minimum of five references. REMINDER: Use the latest edition of APA format. If you are unsure of what this consists of, please refer to your APA manual. If you do not have one, this is a great

resource: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Student Contract

I, _____, have read the syllabus and understand the expectations for this course. I understand that late assignments are not accepted. I understand what is considered an excused absence and what is not. I also understand that my grade will be affected by continued absences. I understand that it is important for me to communicate with my professor with any problems, concerns, or questions I may have. I am aware that outside of this course, our primary form of communication is a WebEx group that has been created specifically for this class for me to communicate with my peers and professor if I wish to do so.

Student Signature

Date



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/30/23

Title	Signature	Date
Department Head	<i>Theresa A. Cullen</i>	6/30/23
Dean	<i>Tina Lutz</i>	7/3/23
Assessment	<i>Mark S. ...</i>	7.21.23
Registrar	<i>Sammy ...</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
SEED	4556
Official Catalog Title:	
Classroom Application of Educational Psychology	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

4553

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. See chart below.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence supports this action?
- d. To allow us to offer credit for the state concurrent classes while not increasing total credit hours.

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.

From the catalog:

The program recognizes three important components in the education of a prospective teacher

Outcomes	Courses that Address This	Course Artifacts for Assessment
1). a strong general education, an in-depth knowledge in a selected teaching field	SEED 2003	Field experience and related papers.
2) a knowledge of the school, various diversity and developmental characteristics of students	SEED 2113	Field experience and related papers
3) knowledge of teaching-learning process.	SEED 4553 SEED 4052 SEED 4053/ SEED 4909 4809	Microteach/Residency A Rap Project/Residency A Residency B/Microteach

Secondary Classroom Methods, Management,
and Assessment

SEED 4553
Course CRN 21659
Spring 2024

3 credit hours

Instructor Information:

Instructor:

Office Location:

Phone:

Email:

Website:

Office Hours:

Course Related Information:

Course Title;Subject/Number

Justification/Rationale:

This course meets the university, College of Education, and the department of curriculum and instruction. Goals to help our students make a difference in the world both locally and globally. Students will be both studying culture, history, language of Austria while preparing to teach in the public schools there.

ATU Course Catalog Description:

This course applies educational psychology as a research oriented discipline and a science to practical application in the classroom. The

emphasis will be on research-based theory and practice applied to the improvement of teaching and learning. The course requires students to apply the theories and principles to instructional planning, to the selection of alternative models of instruction, to the formulation of a plan for classroom management, and to the design and use of assessment techniques.

Prerequisites:

Admittance to Stage 2. This course will include Residency A which is 90 hours in a public school classroom. You should also be in your first semester of your last year of courses. You should only have Residency B left after this course/semester.

Student Outcomes for Course/Course Objectives:

The student will be able to:

- identify the characteristics of effective educational professionals, explain how they promote effective learning, and demonstrate these characteristics in designing and implementing lessons (**InTASC Standards 1c, 1j, 1k, 2l, 2n, 3a, 3n, 3r, 5r, 6n, 9a, 9b, 9e, 9g, 9m, 9n, 9o, 10n, 10s, 10t; Danielson's Framework for Teaching Domain 4 – 4a, 4d-4f**)
- construct, use, and understand both formal and informal assessments based on stated objectives that are reliable and valid and which will be used to inform instruction (**InTASC Standards 1a, 1i, 6a, 6b, 6c, 6j, 6k, 6l; Danielson's Framework for Teaching Domain 1 – 1f, Domain 3 – 3d**)
- discuss and demonstrate the use of technology for classroom application (**InTASC Standards 2f, 3g, 3h, 3m, 5l, 7k, 8g, 8m, 8n, 8o, 8r; Danielson's Framework for Teaching Domain 1 – 1d, Domain 3 – 3a, 3c**)
- explain the concepts of development and diversity in education and apply them to your classroom (**InTASC Standards 1b, 1e, 1f, 1g, 1h, 2a, 2d, 2e, 2i, 2j, 2k, 2m, 2o, 3f, 3l, 7i, 7j, 7k, 7n, 8a, 8k, 8p, 8q, 9e, 9i, 10m; Danielson's Framework for Teaching Domain 1 – 1b-1d, Domain 3 – 3a-3e**)

- write a unit plan founded upon the appropriate Arkansas Curriculum Frameworks, demonstrating your understanding of objectives, daily lesson plans, a variety of teaching strategies, appropriate use of technology as a teaching/learning tool and assessment/evaluation procedures (**InTASC Standards 1d, 2c, 2f, 2g, 2h, 3b, 5j, 5s, 6k, 6o, 6r, 7a, 7b, 7c, 7d, 7g, 7n, 7p, 8n, 8o; Danielson's Framework for Teaching Domain 1 -1a-1f**)
- create a classroom management presentation appropriate for your discipline and implement appropriate management procedures within a classroom (**InTASC Standards 3d, 3k; Danielson's Framework for Teaching Domain 2 – 2a-2e**)
- demonstrate lesson presentation and or facilitation skills including, but not limited to, focus, advance organizers, questioning, lecture, discussion, cooperative learning, guided activities, and closure to establish an appropriate climate of learning (**InTASC Standards 2b, 3b, 3e, 3j, 3o, 3p, 5c, 5f, 5j, 5m, 5o, 5s, 6e, 7k, 7q, 8a, 8b, 8d, 8e, 8f, 8g, 8h, 8i, 8l, 8n, 8s; Danielson's Framework for Teaching Domain 2 – 2a-2e, Domain 3 – 3a-3e**)
- understand and demonstrate effective and respectful communication through reading, writing, speaking, and listening(**InTASC Standards 3f, 3h, 3l, 3q, 3r, 5e, 6n, 8h, 8m, 8q; Danielson's Framework for Teaching Domain 2 – 2a, Domain 3 – 3a**)

Text Required:

Tentative—will be searching other options in Fall 2023

1. Eggen, P. & Kauchak, D. (2020): Using Educational Psychology in Teaching (11th Edition). Columbus, OH: Prentice-Hall.
2. Taskstream enrollment (needed only at last half of semester)

Course Content/Course Outline/Topics:

Includes, but not limited to:

- Discussions and activities related to learning theory, teaching, assessment, and classroom management.
- Examinations
- Teaching Unit
- 90 Hours of Classroom Internship—you must complete all 90 to pass the course
- One or Two Recorded Lessons with Appropriate Critiques as determined by your level of mastery.
- Classroom Management Plan
- Other tasks which will be assigned as we get to specific daily topics

Course Assignments and Artifacts:

The following are required:

- attendance and participation to all meeting days (*Arkansas Tech Student Handbook*). There are NO excused absences for ANYTHING unless ATU has released you from a requirement—
 - a. please make sure you have people who can help in case of family illnesses, flat tires, sporting events, children's getting out of school, etc.
 - b. No—you can not miss for attending a football game (band concert, basketball, FFA, FBLA, or any other event you help with) if it falls on a class day unless you are willing to take the point loss.
 - c. DO NOT SCHEDULE ANY DOCTORS, DENTIST, ETC. APPOINTMENTS). Failure to attend class is an absence in the class.

d. Each day will count for 15 points on towards your attendance grade.

- **Examinations**--two tests and a final (**apx 300 points**) (**apx 100 points each**) *The final is posted in blackboard from day one of the semester.*
- **Teaching Unit**--A teaching unit in your discipline area will be developed. (**300 points**) (The lessons will support the unit plan objective(s) and include appropriate Arkansas Curriculum Framework Standards. You will be required to write lesson plans based on a format that you learn in your specialty area methods class. The unit will include one traditional and one performance assessment developed based upon the planned lessons and unit objective(s) and Arkansas Curriculum Frameworks.). Assessments must be created by you and cannot be from a test bank or preprinted exam. These will be submitted in Taskstream.
 - I will be having you turn in parts of the unit at various times in the semester for points. This will allow me to give you some feedback as you go and prohibit you from waiting to the last minute to work on the project.
- **Observation/Teaching Experience/Residency A**—You were assigned observation and Residency placements. You will be in classroom in your discipline area will be assigned to you (For some of you, an elementary or middle-level classroom may be used.) in order to observe, complete case study activities, and teach one or two video-recorded lessons. This experience should consist of a minimum of 90 hours which must be completed to pass the course. You must also arrange for the one/two lessons that you teach to be video recorded. Your teacher may allow you to teach more depending on your professionalism and how well you work with the students.
- In this class, you will teach in the public schools a during your hours of internship.
 - During one of your lessons, you will record yourself teaching according to a set of specific directions. You will review your video teach with your professor. You will receive a grade on this teach. You must attain a "B" (80%) or higher on this teach.
 - If you do not achieve this level of proficiency or if you feel you would benefit from completing an additional teaching opportunity, you will need to plan to do a second teach within the school in which you are placed. Your second teach will be graded by me

alone and will be held to a higher standard since you will have had more experience and have been told all of the areas to work on.

- After teaching your lesson and reviewing with your professor, you must submit your lesson plan being taught and your self-evaluation of your lesson using the Danielson/TESS-adapted rubric and the Second Teach TESS Reflection Template. These two elements will be submitted in Taskstream. This may occur with the first video if that is deemed high enough quality. If a second video is needed, you will submit the directed self-evaluation for that teach to TaskStream
- The second lesson if needed will be evaluated by your professor. In addition to a complete lesson plan and appropriate handouts, you will submit a **flash drive recording or private google drive link** of your second teach directly to your professor. Please keep in mind that *flash drives are not retained by the professor past the end of the semester for return purposes. However, it is up to the student to come and retrieve it.*
- **Classroom Management Presentation– Classroom Management Presentation–** . Included with the presentation the presenter will provide a well-designed 1-2 page handout summary of the information with graphics for each student in the class and a lesson plan following the format provided. Students will peer and self-evaluate according to the TESS rubric **(100 points)**
- **Classroom Management Plan**—Directions for this are given in the Residency AI handbook. **(100 points)**
 - **Other quizzes, readings, etc. as assigned including your logs for Residency A attendance (0-450 points)**

Please Observe the Following Guidelines:

- All assignments must be typed unless otherwise stated (with the exception of the note cards).
- Late assignments will be accepted with a minimum penalty of a decrease in a minimum of a letter grade. **If you are absent—the assignment is still due on the date assigned.** Get it to me somehow. If you know you will be gone for a school sponsored event in advance, you will need to get the assignment to me early unless I have made special provisions.
- Late assignments must be completed within 3 days after the due date to receive any credit.

- Please be aware that I may have some assignments that have an absolute deadline with no late days available because of their nature—for example, you must have all parts of the video teach ready when you attend your meeting with me.
- No assignments will be accepted after the final examination.
- A missed examination is a 0.
- *****Your residency is assessed by your mentor at the end of the semester based on several factors including professionalism, attendance, communication, disposition, promptness, teaching, cooperation, following directions, etc. Failure to be successful in this portion of the Residency AI semester will result in failure in my course as well. **YOU MUST COMPLETE A MINIMUM OF 90 HOURS OF RESIDENCY TO PASS THIS COURSE.**

Grades will be Assigned Based on the Following:

90 -100 %	A
89 - 80 %	B
79 - 70 %	C
69 – 60 %	D
Below 60%	F

Attendance and Participation:

From the student handbook—

Class Absence

Regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of "WN."

Seed 4556 Class Policy

1. attendance and participation to all meeting days (*Arkansas Tech Student Handbook*). There are NO excused absences for ANYTHING unless ATU has released you from a requirement—
 - a. please make sure you have people who can help in case of family illnesses, flat tires, sporting events, children's getting out of school, etc.

- b. No---you can not our miss for attending a football game(band concert, basketball, FFA, FBLA, or any other event you help with) if it falls on a class day.
- c. DO NOT SCHEDULE ANY DOCTORS, DENTIST, ETC. APPOINTMENTS). Failure to attend class is an absence in the class. Each day is a grade.If you do...you don't have to tell me. It will just be missing that day. Not the end of the world if it is a one time thing, but if missing more than 2-3 times will be difficult to pass the class with a high grade.
- d. You will receive a grade for attendance with each class being worth 15 points.
- e. You will also be conferenced with if attendance becomes a problem with you missing classes. We will determine if you will be able to be successful in the class and if the instructor thinks that you may need to consider dropping the class until another semester. DO NOT MISS UNLESS YOU ARE SICK!!!!!!!!!!

University & College Information:

Mission and Vision Arkansas Tech University

Vision

- *Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.*

Mission

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

College of Education and Health

Will be changing as the colleges merged this summer.

Technological Expectations:

There are ***inherent*** technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard and Taskstream. In addition, students will/may need to post to discussion boards, write online journal entries, and other similar tasks. Students, who are not familiar with Blackboard, please contact the Blackboard help desk and/or make arrangements to meet with the Professor on campus to go over the basics.

Your participation through class discussions, reflections, and the presentation of your work is important to your growth as a reflective practitioner and decision maker.

Punctual attendance is vital to your success in the Arkansas Tech University Teacher Education Program. Regardless of your total points earned in this course your lack of attendance, field placement conduct/attendance, and/or overall participation can result in a lower grade. If you are sick for an extended period of time, please communicate with me regarding the illness by phone or email.

**If there are extenuating circumstances, please communicate with me as soon as possible the nature of the circumstance (i.e. death in the family, auto accident, etc.). We will need to discuss the situation and make decisions about make-up work for the missed classes. You will be required to complete extra assigned work to make up the missed classroom work. The work may include journal article summaries or essays.*

Technical Support

Technical support for using Blackboard is provided by the Campus Support Center which is located in the Ross Pendergraft Library and Technology Center Room 150.

Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: campussupport@atu.edu

Hours of Operation: 24 hours a day, 7 days a week

Website: <https://ois.atu.edu/>

Appropriate Dress with Field Placement:

Please refer to the Dress Code Policy located on the teacher education webpage at: http://www.atu.edu/education/teacher_education.php

Plagiarism and Other Academic Misconduct:

****Put what is appropriate for your area---undergraduate and graduate catalog statements are included*

Undergraduate:

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook Stu and Academic-Integrity document.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)
- **Academic Misconduct:** Please read the policy and abide in the guidelines.
- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

See the following link for an explanation on violations, and the procedures for addressing misbehavior in and out of classes:

<https://www.atu.edu/academic-integrity/docs/Code%20of%20Academic%20Integrity%20Updated.pdf>

Please note that the Professor monitors this carefully and considers plagiarism a serious offense.

Cell Phone/Technology Use During Class Policy:

It is expected that you attend class ready to participate. This includes engagement with the Professor, fellow classmates, and the content that is presented that day. This engagement cannot be accomplished when certain distractions are occurring. Distractions may include the use of technology *outside of what might enhance the class activity as recommended by the Professor*. In addition to distracting yourself, if you are engaging with your cell phone, laptop, tablet, smart watch etc., it is most likely you are a distraction to others around you. Therefore, you must refrain from the inappropriate use of technology during class time. If you must use technology, you will be asked to leave the class and forfeit your attendance for that day. See the attendance policy for more information about repeated absences and the effect it has on your final class grade.

Disability Services:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Disability Services
Doc Bryan Suite 171
1605 N Coliseum Drive
Russellville, AR 72801
Phone: (479) 968-0302

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: <https://www.atu.edu/localresources/>
If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Special accommodations:

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

PRIVACY & ACCESSIBILITY POLICIES: See the following links:
Third-Party Privacy and Accessibility Policies or

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

Code of Academic Integrity

On August 15, 2019, the ATU Board of Trustees approved a revised Code of Academic Integrity for use and inclusion in the Faculty and Student Handbooks starting this fall 2019. The code will provide guidance to students and faculty on the definition, types, and process for addressing academic integrity and possible violations.

This code reserves the right of faculty to set the academic sanctions for violations of academic integrity in their classes. For that reason, we offer the following guidance for what to include in your syllabi:

1. A clear statement of possible academic sanctions you might assign for a violation of academic integrity **MUST** be included in your syllabus.
2. The typical approach is to suggest the range of possible sanctions so faculty have the flexibility to make the sanction fit the context.
3. Be consistent with how you address like violations within your course.

Example: Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations should be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

The Code can be found in the Faculty Handbook (2019 update) and in the Student Handbook, as well as (coming soon) a university web site dedicated to Academic

Integrity resources. The

URL for the website will be <https://www.atu.edu/academic-integrity> and should be running by the first week of classes.



ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	4/24/2023

Title	Signature	Date
Department Head	<i>Theresa D. Gillen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Paul S. Smith</i>	6.27.23
Registrar	<i>Jammy Weaver</i>	7/28/23
Graduate College (if appropriate)		
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:
Middle Level Education

LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. Current degree title

Bachelor of Science – Middle Level Education

2. Current degree code

2910

3. Current CIP code

13.1203

4. % online (if applicable)

5. Current curriculum.

See attached current curriculum.

Deleting the following options:

English/Language Arts and Social Studies

English/Language Arts, Social Studies and Math

English/Language Arts, Social Studies and Science

Math and English/Language Arts

Math and Science

Math and Social Studies

Math, Science and English/Language Arts

Math, Science and Social Studies

Science and English/Language Arts

Science and Social Studies

6. Proposed curriculum. If adding a new course, include new course description.

See attached proposed curriculum.

Adding the following options:

English/Language Arts

Math

Science

Social Studies

7. Effective date, term, and academic year.

06/01/2024, 2024 summer, 2024-25

8. Reason for change.

The students enrolled in the middle level program at Arkansas Tech are having difficulty passing their content area Praxis exams. It takes them several attempts,

which is costly. Because our students must pass their content Praxis prior to interning, I have had several students delay their internships until they can pass (which costs them extra money for classes to maintain financial assistance). I have also had some students switch to a bachelors of professional studies because they can't pass the Praxis and have given up.

By creating a program that has only one concentration area, students can focus on the content and gain deeper understanding. As the program currently stands, the middle level students are simply getting a basic, surface understanding, which leaves gaps in their content knowledge, thus setting them up for failure on their content Praxis.

In addition, state requirements have changed, requiring only one concentration area, and all other Arkansas middle level education program have switched to one area of focus. By making this proposed program change, we will fall more in line with programs across the state, creating a stronger draw for students, thus boosting our matriculation numbers.

Finally, the proposed changes bring three degree numbers down to 120 hours (and one [social studies] with 121), whereas now some of our degree maps are around 126 hours. By making the program degree maps all 120 (to 121) hours, a degree in middle level education at ATU will be even more affordable.

MLED
English/Language Arts

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
Any Biological Science with Lab
MATH 1113 College Algebra or higher
EDFD 1001 Orientation to Teaching K-12
Fine Arts and Humanities
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1513 World History since 1500
Any Physical Science with Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
2000 or above English Elective - 3 hours
HIST 2003 US History to 1877
COMM 2003 Public Speaking
ENGL 2233 Introduction to Fiction
ENGL 2043 Introduction to Creative Writing
Total 15

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
ENGL 2063 Introduction to Literary Studies
3000-4000 level English Elective - 3 hours
Total 15

Semester 5 Fall

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
ENGL 3223 Young Adult Literature
Total Hours 15

Semester 6 Spring

Course
HIST 2153 Introduction to Arkansas History
MLED 3073 Diversity in the Classroom
MLED 3103 Writing in the Content Areas
ENGL 3013 Systems of Grammar
ECON 2003 Principles of Economics
Total 15

Semester 7 Fall

Course
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
ENGL 2223 Introduction to Poetry
MLED 3013 Research Foundations
ENGL 4733 Teaching English in the Secondary School
Total 15

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

MLED
Math

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
Any Biological Science with Lab
MATH 1113 College Algebra or higher
EDFD 1001 Orientation to Teaching K-12
COMM 2003 Public Speaking
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1513 World History since 1500
Any Physical Science with Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
Fine Arts and Humanities
HIST 2003 US History to 1877
STAT 2163 Intro to Statistical Methods
MATH 2043 Math Concepts II
MATH 2703 Discrete Math
Total 15

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
MATH 1203 Plane Trigonometry
MATH 3033 Methods of Teaching Elementary Math
Total 15

Semester 5 Fall

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
MATH 3703 Mathematics in the Secondary Schools
Total 15

Semester 6 Spring

Course
MLED 3073 Diversity in the Classroom
MLED 3103 Writing in the Content Areas
MATH 3772 Praxis II Mathematics; Content Knowledge Test Preparation
7 Hours Elective
Total 15

Semester 7 Fall

Course
HIST 2153 Introduction to Arkansas History
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
MLED 3013 Research Foundations
MATH 4703 Special Methods in Mathematics
Total 15

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

MLED Science

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
BIOL 1114 Principles of Biology
MATH 1113 College Algebra) or higher
EDFD 1001 Orientation to Teaching K-12
PHSC 1053 Astronomy
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1903 Survey of American History
PHSC 1013 Introduction to Physical Science
PHSC 1021 Physical Science Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
Fine Arts and Humanities
COMM 2003 Public Speaking
CHEM 1113 A Survey of Chemistry
CHEM 1111 A Survey of Chemistry Laboratory
BIOL 2004 Basic Human Anatomy and Physiology
Total 14

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
PHYS 1114 Applied Physics
STAT 2163 Intro to Statistical Methods or PSY 2053
Total 16

Semester 5 Fall

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
ENVS 1004 Principles of Environmental Science
Total 16

Semester 6 Spring

Course
GEOL 1004 Essentials of Earth Science
MLED 3073 Diversity in the Classroom
BIOL 3223 Science Education in the Middle Level
MLED 3103 Writing in the Content Areas
BIOL 2054 Microbiology for Health Sciences
Total 17

Semester 7 Fall

Course
HIST 2153 Introduction to Arkansas History
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
MLED 3013 Research Foundations
Total 12

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

**MLED
Social Studies**

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
BIOL 1014 Biological Science with Lab
MATH 1113 College Algebra or higher
EDFD 1001 Orientation to Teaching K-12
SOC 1003 Introduction to Sociology
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1513 World History since 1500
Any Physical Science with Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
Fine Arts and Humanities
HIST 2003 US History to 1877
COMM 2003 Public Speaking
GEOG 2013 Regional Geography of the World
Elective 2 hours
Total 14

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
HIST 2513 Sources and Methods in History
HIST 2013 US History from 1877
Total 15

Semester 5 Fall TR

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
HIST 4714 Social Studies Methods for Secondary
Total 16

Semester 6 Spring

Course
Upper Division Euro/World History (3513, 3433)
MLED 3073 Diversity in the Classroom
Upper Division Political Science (3013, 3023, 3033, 3123, 3143)
MLED 3103 Writing in the Content Areas
ECON 2003 Principles of Economics
Total 15

Semester 7 Fall

Course
HIST 2153 Introduction to Arkansas History
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
MLED 3013 Research Foundations
Upper Division Geography (2833, 3803, 3413)
Total 15

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

Middle Level Programs Assessment Matrix

Standard Outcome	Courses for Outcome	Outcome Measure
<p>Standard 1: Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.</p>	<p>MLED 2003 MLED 3023 MLED 4003 MLED 4023 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio
<p>Standard 2: Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents.</p>	<p>MLED 3023, MLED 3073 MLED 4023 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Case Study & Advisory Plan • Mini Action Research Project • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio
<p>Standard 3: Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills.</p>	<p>MLED 3023 MLED 3033 MLED 3073 MLED 4003 MLED 4023 MLED 4909 MLED 4903 MLED 3103</p>	<ul style="list-style-type: none"> • Case Study and Advisory Plan • Case Study & SoR Modules • Mini Action Research Project • Integrated Unit & Video Teach • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio • Content Writing Unit & Assessment Plan
<p>Standard 4: Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences.</p>	<p>MLED 3063 MLED 3103 MLED 4023 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Parent Teacher Role Play & Test Construction and Performance Assessment Project • Content Writing Unit & Assessment Plan • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio
<p>Standard 5: Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.</p>	<p>MLED 3013 MLED 3073 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Action Research Project • Research Action Project • Formative Observation • Observation Reflections & Exit Portfolio

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: MATHEMATICS, STATISTICS	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature:



Date: 6/21/23

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History and Political Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: I was involved in the decision making process that led to the changes.	



Department Head Signature: _____

Date: 14 June 2023

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English & World Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: EWL looks forward to the possibility of having MLED students in more of our courses and believes they will especially benefit from the inclusion of ENGL 3223 Young Adult Literature.	

Department Head Signature: Emily Hoffman
Date: 06-15-23

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Biological Sciences</i>	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature:



Date: *6/26/23*

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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


Department Affected: English & World Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: EWL looks forward to the possibility of having MLED students in more of our courses and believes they will especially benefit from the inclusion of ENGL 3223 Young Adult Literature.	

Department Head Signature: Emily Hoffman
Date: 06-15-23

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: MATHEMATICS, STATISTICS	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature:  Date: 6/21/23

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: History and Political Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: I was involved in the decision making process that led to the changes.	



Department Head Signature: _____

Date: 14 June 2023

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Biological Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature:



Date:

6/26/23



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	

Title	Signature	Date
Department Head	<i>Sheresa A. Gillen</i>	7/1/23
Dean	<i>Jim Lutz</i>	7/11/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.21.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

<p>Program Title:</p> <p>Agriculture Education for Teacher Licensure</p> <p>English Education for Teacher Licensure</p> <p>Health and Physical Education for Teacher Licensure</p> <p>Social Studies Education for Teacher Licensure</p>
--

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 SEED 2002: Education as a Profession

Delete SEED 3702: Introduction to Educational Technology

Delete SEED 4054: Educating Developing, Diverse, and Exceptional Learners

Delete SEED 4556: Classroom Application of Educational Psychology

Add SEED 2003: Education as a Profession

Add SEED 2113: Human Development and Learning Theories

Add SEED 4553: Classroom Application of Educational Psychology

Add SPED 4052: Educating Diverse and Exceptional Learners

Add EDMD 2013: Integrating Instructional Technology

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

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This change will allow students who engage with Concurrent Courses to better have their courses count and to be able advance toward degree more quickly. It is also in line with state initiatives.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. It is not mandated, but the state has begun offering more classes concurrently, the way the Secondary Education Program was arranged was not conducive to counting them.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
It is just a rearrangement of the content and course numbers to allow for better transfer. The content is not changing overall.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Microteaching and lesson planning through the program that shows these skills applied.
- 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.
All Arkansas institutions are having to make changes because the state has started an CTE course series for high school students. They take Introduction to Education (3 hours), Human Learning and Development (3 hours) and Instructional Technology (3 hours). Currently our program only counted 4 hours for those 9 taken. This rearrangement will help keep us competitive with other state institutions recruiting from Concurrent students.
- 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.)

At the end of the program, Students in the SEED areas will

- 1) Have a strong general education in their content area of choice.,
- 2) Demonstrate an in-depth knowledge in a selected teaching field

- 3) Demonstrate a knowledge of K-12 schooling, various diversity and developmental characteristics of students, and the teaching-learning process.

In early classes students have to define and explain learning theories and the developmental characteristics of students. In the later classes students must demonstrate their knowledge of schools through field experiences and residencies, lesson plans, teaching examples, and how they incorporate the diversity and characteristics in their teaching. They are evaluated using the TESS rubric used by the State of Arkansas in their microteaching and residencies.

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

The other departments submitted new matrices to show their support.

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

Curriculum Matrix for Catalog Curriculum in <u>Agricultural Education</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGPS 1024 • COMS 1003 <p>Delete:</p> <ul style="list-style-type: none"> • AGAS 1014 • MATH 1113 <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGAS 1014 • COMM 2003 • Fine Art/Humanities <p>Delete:</p> <ul style="list-style-type: none"> • COMS 1003 • AGBU 1013 • AGPS 1024 <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGBU 1013 • MATH 1113 • SEED 2003 • History/Government <p>Delete:</p> <ul style="list-style-type: none"> • SEED 2002 • COMM 2003 • Fine Arts/Humanity • Social Science <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGAS 2084 • SEED 2113 <p>Delete:</p> <ul style="list-style-type: none"> • AGEG 3203 • History/Government <p>Total Hours: 17</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGPS 3093 • EDMD 2013 <p>Delete:</p> <ul style="list-style-type: none"> • AGBU 3013 • AGPS 3044 	<p>Junior Spring Semester</p> <p>Add/Change:</p> <ul style="list-style-type: none"> • AGPS 3044 • AGBU 3013 • AGEG 3203 <p>Delete:</p> <ul style="list-style-type: none"> • SEED 3702

<p>Total Hours: 15</p>	<ul style="list-style-type: none"> • AGAS 2084 • AGPS 3093 <p>Total Hours: 16</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p style="color: red; margin-left: 20px;">SSIXX' 3hrs</p> <ul style="list-style-type: none"> • SEED 4553 • SEED 4052 SPEO <p>Delete:</p> <ul style="list-style-type: none"> • SEED 4054 • SEED 4556 <p>Total Hours: 13</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12</p>

DEGREE AUDIT CHECK LIST (BS-AGED) Agriculture Education

2023-24 ~~2024-25~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		21
Electives		
TOTAL ELECTIVE HOURS		0


Student's Name		
T#		
Major Requirements		Hrs
AGAS	1014 2084 3021	9
AGBU	1013 3013	6
AGED	1001♦ 1013 2104 2203 3033 4033 4044	21
AGEG	3203	3
AGLE	3003 3013	6
AGPS	1024 3044 3093	11
BIOL	1014**	4
CHEM	1113/1111**	4
COMM	2003**	3
COMS	1003	3
MATH	1113#**	3
SEED	2003 2113 4553 2002 3702 4054 4503 4556 4909	26 21
SPEP	4052	2
EPMO	2013 "C" or better in all courses on this side	3
TOTAL MAJOR HOURS		99 99
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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Agricultural Education for Teacher Licensure

PROGRAM
HOMEPAGE

The rapid growth of the Agricultural Education program at Arkansas Tech University mirrors the opportunities for our graduates, and growing need for agriculture teachers throughout the nation. If you had an ag teacher that played a major role in your life and you would like to continue that tradition, Agriculture Education may be the major for you. There are many options subsequent to obtaining an agricultural education degree outside the classroom due to the diversity of the degree and extensive training in demonstration and teaching methods; many of our also alumni have continued on to graduate school, a career in the Cooperative Extension and agriculture industry.

See the [College of Education and Health](#) page for additional requirements.

For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman		AGAS 1014 4	AGAS 1014 4
AGPS 1024	4	COMM 2003	3
COMS 1003	3	FAH 1XXX	3
Fall	Credits	Spring	Credits
ENGL 1013 <u>Composition I</u> ¹	3	ENGL 1023 <u>Composition II</u> ¹	3
BIOL 1014 <u>Introduction to Biological Science</u>	4	COMS 1003 <u>Introduction to Computer Based Systems</u>	3
MATH 1113 College Algebra	3	AGBU 1013 Principles of Agricultural Business	3
AGAS 1014 Principles of Animal Science	4		

Fall	Credits	Spring	Credits
AGED 1001 Introduction to Agricultural Education	1	AGED 1013 Agricultural Youth Organizations	3
Total Hours	15	AGED 1024 Principles of Plant Science	4
AG BU 1013	3	Total Hours	16
MATH 1113	3	AGAS 2084	4 ✓
Sophomore	3	SEED 2113	3
SEED 2003	3		
Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses¹	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
SS 1XXX Social Science Courses¹	3	CHEM 1113 A Survey of Chemistry and CHEM 1111 Survey of Chemistry Laboratory	4
SEED 2002 Education as a Profession	2	USHG 1XXX U.S. History and Government¹	3
COMM 2003 Public Speaking	3	AGED 2203 Applied Agricultural Systems Technology	3
AGED 2104 Introduction to Agricultural Systems Technology	4	AGEG 3203 Soil, Water and Forest Conservation	3
Total Hours	15	Total Hours	16
	16		17
Junior	3	AGPS 3044	4 ✓
AGPS 3043	3	AGBU 3013	3
EDMD 2013	3	AGEG 3203	3
Fall	Credits	Spring	Credits
SS 1XXX Social Science Courses ¹	3	SEED 3702	2
AGBU 3013 Principles of Farm Management	3	Introduction to Educational Technology	
AGED 3033 Philosophy and Foundations of Program Development	3	AGAS 2084 Feeds and Feeding	4
		AGED 4033 Curriculum Design and Assessment	3

Fall	Credits	Spring	Credits
<u>AGLE 3003 Personal Leadership Theory and Development</u>	3	<u>AGLE 3013 Team Leadership and Organizational Change</u>	3
<u>AGPS 3044 Plant Propagation</u>	4	<u>AGPS 3002 Greenhouse Operation and Management</u>	3
Total Hours	16 15	Total Hours	15 16

Senior SS1XXX' 3

SEED 4553 3

Fall SEED 4052 Credits ~~2~~

Fall	Credits	Spring	Credits
<u>SEED 4054 Educating Developing, Diverse, and Exceptional Learners</u>	4	<u>SEED 4503 Seminar in Secondary Education</u>	3
<u>SEED 4556 Classroom Application of Educational Psychology</u>	6	<u>SEED 4909 Teaching in the Secondary School</u>	9

Total Hours **12**

AGAS 3021 Livestock Selection and Evaluation 1

AGED 4044 Methods in Teaching Agriculture 4

Total Hours ~~15~~
13

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

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

Curriculum Matrix for Catalog Curriculum in _____ BA English Education _____	
<p>Freshman Fall Semester</p> <p>Add/Change: US History/Government</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester—NO CHANGE</p> <p>Add/Change: Change General Electives from 3 to 6 hours</p> <p>Delete: USHG 1XXX' 3 hrs</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: SEED 2003 SEED 2113</p> <p>Delete: SEED 2002 English Elective ³ 3 hrs General Elective ⁴ 3 hrs</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester—NO CHANGE</p> <p>Add/Change: Change Elective^{4,5} from 0-1 to 1 hr.</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Junior Spring Semester—NO CHANGE</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change: EDMD 2013 SEED 4052 SPEO SEED 4553 English Elective (2000-4000)^{3,4,5} 3 hrs</p> <p>Delete: SEED 3702 SEED 4054 SEED 4556</p> <p>Total Hours: 14</p>	<p>Senior Spring Semester—NO CHANGE</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12</p>

DEGREE AUDIT CHECK LIST

(BA-ENED) English Education for Teacher Licensure

2023-24 ~~2024-25~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		30
Electives		
TOTAL ELECTIVE HOURS		13

Student's Name		
T#		
Major Requirements		Hrs
ENGL	2003** 2063 3013 3023 3313 3323 3413 3423 4013 4733	
ENGL ELEC	(3UD)	
ENGL ELEC	(9 @ 2-4000)*	42
	*Excluding Engl 2003, 2013, 2113, 2173 2881, 4881-4	
COMM	2003**	3
FOR LANG	(ONE LANG) 1013 1023	6
EDMD/ SEED	²⁰¹³ EDMD 3013 or SEED 3702 (2-3hrs)	2 3
SEED	2002 4054 4503 4556 4909 ^{6003 2113 4553}	24 21
SPEO	4052	2
"C" or better in all courses on this side		
TOTAL MAJOR HOURS		77
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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English Education for Teacher Licensure

PROGRAM
HOMEPAGE

See the [College of Education and Health page](#) for additional requirements.

For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
USHC 1XXX¹ ENGL 1013 <u>Composition I¹</u>	3 3	ENGL 1023 <u>Composition II¹</u>	3
SS 1XXX Social Science Courses¹	3	SS 1XXX Social Science Courses ¹	3
MATH XXXX Mathematics ¹	3	SCIL 1XXX Science with Laboratory ¹	4
Beginning Foreign Language I ²	3	Beginning Foreign Language II ²	3
TECH 1001 Orientation to the University	1	COMM 2003 Public Speaking	3
Total Hours	13 16	Total Hours	16

Sophomore

Fall	Credits	Spring	Credits
USHG 1XXX U.S. History and Government¹	3	SEED 2003 SEED 2113 FAH 1XXX Fine Arts and Humanities Courses ¹	3 3
SCIL 1XXX Science with Laboratory ¹	4	SEED 2002 Education as a Profession	2
ENGL 2003 Introduction to World Literature	3	ENGL 3023 Introduction to Linguistics	3
ENGL 2063 Introduction to Literary Studies	3	English Elective ³	3
Elective ⁴	3 6	Elective ⁴ Elective ³	6 3
Total Hours	16	Total Hours	17 15

Junior

Fall	Credits	Spring	Credits
ENGL 3013 Systems of Grammar	3	ENGL 3323 Modern American Literature	3
ENGL 3313 American Literature to 1900	3	ENGL 3423 British Literature since 1800	3
ENGL 3413 British Literature to 1800	3	English Elective (2000-4000) ^{3,4,5}	3
ENGL 4013 History of the English Language	3	English Elective (3000-4000) ^{3,4,5}	3
English Elective (2000-4000) ^{3,4,5}	3	Elective ^{4,5}	3
Elective ^{4,5}	0 1	Total Hours	15
Total Hours	15 16		
EPMD 2013	3		
SEED 4052	2		

Senior

Fall	Credits	Spring	Credits
SEED 4553 ENGL Elective (2000-4000) ^{3,4,5}	3		
ENGL 4733 Teaching English in the Secondary School	3	SEED 4503 Seminar in Secondary Education	3

Fall	Credits	Spring	Credits
SEED 3702 Introduction to Educational Technology or EDMD 4019 Integrating Instructional Technology	2-3	SEED 4909 Teaching in the Secondary School	9
		Total Hours	12
SEED 4054 Educating Developing, Diverse, and Exceptional Learners	4		
SEED 4456 Classroom Application of Educational Psychology	6		
Total Hours	15-16		
	14		

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

² All minimum college hours (at least two semesters) should be in one language. Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

³ Any 2-4000 level English courses excluding ENGL 2002 Introduction to World Literature, ENGL 2013 Introduction to American Literature, ENGL 2173 Introduction to Film / JOUR 2173 Introduction to Film, ENGL 2881 Practicum-Literary Journal Publication, and ENGL 4881 Practicum-Editing Literary Journal.

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

⁵ Juniors admitted to the Accelerated BA in English Education to MA in TESOL Program should substitute two of the following courses as electives: TESL 5023 Second Language Acquisition/ENGL 5023 Second Language Acquisition, TESL 5703 Teaching English as a Second Language/ENGL 5703 Teaching English as a Second Language, TESL 5713 ESL Assessment/ENGL 5713 ESL Assessment, and TESL 5723 Teaching People of Other Cultures/ENGL 5723 Teaching People of Other Cultures, ENGL 5083 Seminar: English Language (seminar; no repetitive topic).

DEGREE AUDIT CHECK LIST

(BS-HPE-TC) Health and Physical Education - Teacher Licensure

2023-24 2024-25

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		21
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
Major Requirements		Hrs
*PE	1201♦ 2101 2111 2513 2523 2653 3051	
	3101 3413 (3512 3522 or 3532) 3543	
	3573 3583 3603 3661 3663 4033 4203	
	4513 4523 4701	48
*BIOL	1014**	4
*COMM	2003**	3
*HLED	1513 3203 4303 4403	12
HES	1002	2
*MATH	1113 or higher #**	3
PHSC**		4
*SEED	2003 2113 4553 2002 3702 4054 4503 4556 4809	26 21
	SPEO 4052	2
	Eomo 2013	3
	* MUST EARN "C" OR BETTER	
	TOTAL MAJOR HOURS	102
	TOTAL HOURS	

Final Check:

Min. hours required 123
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

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

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

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Bachelor of Science in Health & Physical Education (Including Teacher Licensure Requirements)

[DEPARTMENT HOMEPAGE](#)

See the [College of Education](#) page for additional requirements.

For licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 <u>Composition I</u> ¹	3	ENGL 1023 <u>Composition II</u> ¹	3
MATH 1113 <u>College Algebra</u>	3	SS 1XXX <u>Social Science Courses</u> ¹	3
BIOL 1014 <u>Introduction to Biological Science</u>	4	PHSC XXXX <u>Physical Science with Laboratory</u> ¹	4
HLED 1513 <u>Lifetime Health and Fitness</u>	3	PE 2111 <u>Methods of Teaching Individual Activities</u>	1
HES 1002 <u>Physical Health and Fitness</u>	2	PE 2513 <u>First Aid</u>	3
PE 1201 <u>Orientation to Health, Physical Education and Wellness Science</u>	1	Total Hours	14 17
Total Hours	16		

Sophomore

SEED 2013

Fall	Credits	Spring	Credits
USHG 1XXX <u>U.S. History and Government</u> ¹	3	FAH 1XXX <u>Fine Arts and Humanities Courses</u> ¹	6 3
COMM 2003 <u>Public Speaking</u>	3	SS 1XXX <u>Social Science Courses</u> ¹	3
PE 2101 <u>Methods of Teaching Team Activities</u>	1	SEED 2002 <u>Education as a Profession</u>	2
PE 2523 <u>Foundations in Health and Physical Education</u>	3	PE 2051 <u>Methods of Teaching Fitness and Wellness Concepts</u>	1
PE 2653 <u>Anatomy and Physiology</u>	3	PE 3661 <u>Laboratory Experiences in Anatomy/Physiology and Kinesiology</u>	1
PE 2101 <u>Methods of Teaching Rhythmic and Gymnastic Movements</u>	1	PE 3663 <u>Kinesiology</u>	3
Total Hours	14 16	Total Hours	16

Junior		Senior	
PE 3101	1	PE 3063	3
HLED 4303	3	SEED 4052	2
Fall	Credits	SEED 4553	3
HLED 3203 Consumer Health Programs	3	Fall	Credits
HLED 4403 Sport and Exercise Nutrition	3	SEED 4054 Educating Developing, Diverse, and Exceptional Learners	4
PE 3543 Motor Development and Lifespan Applications in Pedagogy	3	SEED 4556 Classroom Application of Educational Psychology	6
PE 3413 Coaching Theory	3		
PE 3573 Prevention and Care of Athletic Injuries	3		
PE 4033 Exercise Physiology	3		
Total Hours	18 16		
		Spring	Credits
		SEED 3702 Introduction to Educational Technology	2
		HLED 4303 Methods and Materials in Health for Grades K-12	3
		PE 3512 Coaching Strategies: Football & Baseball, PE 3522 Coaching Strategies: Basketball & Track and Field, or PE 3532 Coaching Strategies: Softball and Volleyball	2
		PE 3583 Methods and Materials in Physical Education for Kindergarten and Elementary Grades	3
		PE 4603 Methods and Materials in Physical Education for Secondary Schools	3
		PE 4513 Organization and Administration of Health and Physical Education	3
		Total Hours	16 15

Fall	Credits	Spring	Credits
<u>PE 4203 Methods of Teaching Adapted Physical Education</u>	3	Total Hours	13
<u>PE 4523 Measurement and Evaluation in Health and Physical Education</u>	3		
Total Hours	16 14		

123

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

² Three-semester hours of the student teaching requirement must be completed at the elementary or middle school level, below the ninth grade, where the cooperative teacher is certified in Elementary Physical Education OR student must complete a three-semester-hour internship under direct supervision from the staff of the University's Physical Education Department.

Selected Second Teaching Fields

Students are encouraged to meet at least minimal licensure requirements in a second field of teaching in addition to their major field of study.

Licensure requirements in Driver Education are as follows: Hold or be qualified to hold a standard secondary certificate; Driver Education I, two semester hours; Driver Education II, two semester hours; First Aid, two semester hours. Total of 6 semester hours.

SEED 4556 Classroom Application of Educational
Psychology

Total Hours: 13

DEGREE AUDIT CHECK LIST (BA-HISE) Social Studies Education

2023-24 *2024-25*

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		0
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		24
Electives		
TOTAL ELECTIVE HOURS		3

Student's Name		
T#		
Major Requirements		Hrs
HIST	1503** 1513** 2003** 2013 4153 4714	
	(HIST 2513, 4963) OR (POLS 2513, 4963)	
HIST/ POLS	12 HRS UD	
POLS	(3033, 3123, 3133, or 3143)	
POLS	2003**	43
ANTH	2003	3
ECON	2003 2013	6
GEOG	2013 (3 HRS ELEC)	6
PSY	2003	3
SOC	1003	3
COMM	2003 or 2173	3
SEED	<i>2003 2113 4553</i> 2002 3702 4054 4503 4556 4909	26 <i>21</i>
SPED	<i>4052</i>	<i>2</i>
EDMD	<i>2013</i> "C" or better in all courses on this side	<i>3</i>
	TOTAL MAJOR HOURS	93
	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

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Social Studies Education for Teacher Licensure

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

For licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
SEED 2003 ENGL 1013 <u>Composition I</u> ¹	3 3	POLS 2003 ENGL 1023 <u>Composition II</u> ¹	3 3
<u>HIST 1503 World History to 1500</u>	3	<u>HIST 1513 World History since 1500</u>	3
<u>SCIL 1XXX Science with Laboratory</u> ¹	4	<u>SCIL 1XXX Science with Laboratory</u> ¹	4
<u>MATH XXXX Mathematics</u> ¹	3	SOC 1003 Introductory Sociology	3
SEED 2002 Education as a Profession	2	Elective	1
TECH 1001 Orientation to the University	1	Total Hours	14
Total Hours	16 17		14 16

Sophomore

Fall		Spring	
	Credits		Credits
POLS 2003 American Government	3	COMM 2003 Public Speaking or COMM 2079 Business and Professional Speaking	3
HIST 2003 United States History to 1877	3	HIST 2013 United States History since 1877	3
PSY 2003 General Psychology	3	ECON 2003 Principles of Macroeconomics	3
ANTH 2003 Cultural Anthropology	3	SEED 3702 Introduction to Educational Technology	2
GEOG 2013 Regional Geography of the World	3	GEOG Elective	3
Total Hours	15	HIST 2513 Sources and Methods in History or POLS 2513 Research Design ³	3
	(16)	Total Hours	17
			(15)

Junior

Fall		Spring	
	Credits		Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
HIST 4714 Social Studies Methods for Secondary Teachers	4	ECON 2013 Principles of Microeconomics	3
POLS 3033 American State and Local Government.	3	HIST 4153 History of Arkansas	3
POLS 3123 American Political Behavior.		HIST/POLS Elective (3000-4000 level)	6
POLS 3133 United States Congress, or POLS 3143 The United States Presidency		Total Hours	15
HIST/POLS Elective (3000-4000 level)	6 3		(15)

Fall	Credits	
Total Hours	16	
		HIST/POLS Elective (3010-4000) 3
Senior		SEED 4052 2
		SEED 4553 3

Fall	Credits	Spring	Credits
HIST 4963 Senior Seminar/POLS 4963 Senior Seminar ³	3	SEED 4503 Seminar in Secondary Education	3
SEED 4054 Educating Developing Diverse and Exceptional Learners	4	SEED 4909 Teaching in the Secondary School	9
SEED 4556 Classroom Application of Educational Psychology	6	Total Hours	12
Elective	2		
Total Hours	15		

13

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

² Students must complete HIST 2513 Sources and Methods in History and HIST 4963 Senior Seminar OR POLS 2513 Research Design and POLS 4963 Senior Seminar.



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/30/23

Title	Signature	Date
Department Head	<i>Theresa A. Gillen</i>	6/30/23
Dean	<i>Jim Lutz</i>	7/3/23
Assessment	<i>Phil Smith</i>	7.21.23
Registrar	<i>Tommy Weaver</i>	7/28/23
Graduate College (if appropriate)		
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: Advanced Certificate in Secondary Education

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. Proposed degree title. Advanced Certificate in Secondary Education

2. CIP code. 13.1205

3. % online (if applicable)

4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

SEED 2003 Education as a Profession

EDMD 2013 Educational Technology

SPED 4052 Educating Developing, Diverse, and Exceptional Learners

SEED 4503 Seminar in Secondary Education

SEED 4553 Classroom Application of Educational Psychology

SEED 2113 Human Development and Learning Theories

SEED 4909 Teaching in the Secondary School or SEED 4809 - Teaching in the K12 School.

Total hours: 26

Students will also be required to complete a competency module for methods in their teaching area prior to applying to the internship.

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

Each year the state publishes shortage areas; From the most recent report (22-23) [https://dese.ade.arkansas.gov/Files/2022-](https://dese.ade.arkansas.gov/Files/2022-2023%20Core%20Academic%20Subject%20Area%20Teacher%20Shortage%20List%20EEF.pdf)

[2023 Core Academic Subject Area Teacher Shortage List EEF.pdf](https://dese.ade.arkansas.gov/Files/2022-2023%20Core%20Academic%20Subject%20Area%20Teacher%20Shortage%20List%20EEF.pdf) (The programs highlighted in yellow are programs we had, but cut, and the only way students can become teachers is to graduate, then pursue a Masters degree or state licensure through their alternative program APPEL.) Arkansas Department of Education, Division of Elementary and Secondary Education has designated the following as core academic subject teacher shortage areas for the 2022-2023 school year. • Art (K-12) • Computer Science (4-12) • Foreign Language (K-12) • Music (K-12) • Secondary Mathematics (7-12) • Secondary Science (7-12) (all areas) • Secondary Social Studies (7-12) • Special Education (K-12).

At Arkansas Tech – we have cut programs in Computer Science, Foreign Language, all Sciences because they do not pass the ADHE viability tests. This will allow students to still obtain teaching credentials in secondary education even if the program is cut.

6. Approval letter from licensure/certification entity, if required.

This comes after internal approval.

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year



ARKANSAS TECH UNIVERSITY

Request for New Minor

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/7/23

Title	Signature	Date
Department Head	<i>Sheresa Q. Cullen</i>	6/7/23
Dean	<i>Tim Lutz</i>	6/9/23
Assessment	<i>Phil S. Galt</i>	6.27.23
Registrar	<i>Sammy Wallace</i>	7/10/23
Graduate College (if appropriate)		
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)	

Title of Minor: Middle Level Education (Non Licensure)

Required Information:

1. Curriculum outline (program range: 18-21 hours)

MLED 2003 Introduction to Education (Spring or can also count SEED 2003/ELED 2003 as an acceptable substitution).

MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students (Fall)

MLED 3033 Literacy Development in the Middle Grades (Fall)

MLED 3063 Tests & Educational Measurements (Fall)

MLED 3073 Diversity in the Classroom (Spring)

MLED 3103 Writing in the Content Areas (Spring)

18 Hours

2. Rationale for adding the new minor.

We have students who are Elementary Education Majors and Secondary Education Majors who want to be better prepared to teaching students in grades 4 -8. This may also bolster enrollment in the middle level classes. This would not lead to licensure but could be paired with other licensure programs.

3. 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 N/A.

4. http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Art	7/11/23

Title	Signature	Date
Department Head	<i>Kristen Green</i>	7/11/23
Dean	<i>Jeffrey Cass</i>	07-11-23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.20.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/26/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title: Art Education
--

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

Delete SEED 2002: Education as a Profession

Delete SEED 3702: Introduction to Educational Technology

Delete SEED 4054: Educating Developing, Diverse, and Exceptional Learners

Delete SEED 4556: Classroom Application of Educational Psychology

Add SEED 2003: Education as a Profession

Add SEED 2113: Human Development and Learning Theories

Add SEED 4553: Classroom Application of Educational Psychology

Add SPED 4052: Educating Diverse and Exceptional Learners

Add EDMD 2013: Integrating Instructional Technology

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?

This program change updates our education courses for Art Education majors. This will allow our program to accommodate proposed changes from The College of Education and will help support our students in achieving their goals.

- 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?

This program change will improve the SEED courses within our program and help our students adhere to the program changes for The College of Education.

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

Student learning assessment evidence for changes in SEED courses should be provided by College of Education program change.

- 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.

Comparison data for changes in SEED courses should be provided by College of Education program change.

- 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.)

Assessment plan for changes in SEED courses should be provided by College of Education program change.

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

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

Curriculum Matrix for Catalog Curriculum in _____ Art Education K-12 _____	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16 (no change)</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16 (no Change)</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>SEED 2003</p> <p>Delete:</p> <p>SEED 2002</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>SEED 2113</p> <p>Delete:</p> <p>COMM 2003</p> <p>Total Hours:16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>EDMD 2013</p> <p>Delete:</p> <p>Social Science</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15 (no change)</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>SEED 4553</p> <p>SEED 4052</p> <p>COMM 2003</p> <p>Social Science Elective</p> <p>Delete:</p> <p>SEED 3702</p> <p>SEED 4556</p> <p>SEED 4054</p> <p>Total Hours: 14</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12 (no change)</p>

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General Information

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Art for Teacher Licensure

[PROGRAM
HOMEPAGE](#)

The degree in Art Education provides a foundation of art skills, methodology, and advanced work through teaching internships necessary for teacher licensure.

*See the [College of Education and Health](#) page for additional requirements.

Curriculum

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

Freshman ▼

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
SS 1XXX Social Science Courses ¹	3	SCIL 1XXX Science with Laboratory ¹	4
MATH XXXX Mathematics ¹	3	ART 1503 Introduction to Graphic Design	3
TECH 1001 Orientation to the University	1	ART 2123 Experiencing Art	3
ART 1303 Introduction to Drawing	3	ART 2403 Color Design	3
ART 1403 Two- dimensional Design	3	Total Hours	16
Total Hours	16		

Sophomore ▼

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3	USHG 1XXX U.S. History and Government ¹	3

Fall	Credits	Spring	Credits
<u>SCIL 1XXX Science with Laboratory</u> ¹ <i>2003</i>	4	<i>SEED 2113</i> COMM 2003 Public Speaking	3
<u>SEED 2007 Education as a Profession</u>	2 <i>3</i>	<u>ART 1163 Basic Digital Photography/IOUR</u>	3
<u>ART 2103 Art History I</u>	3	<u>1163 Basic Digital Photography</u>	
<u>ART 2413 Three-dimensional Design</u>	3	<u>ART 2113 Art History II</u>	3
Total Hours	15 <i>16</i>	<u>ART 2303 Figure Drawing</u>	3
		<u>ART 3001 Sophomore Review</u>	1
		Total Hours	16

Junior

Fall	Credits	Spring	Credits
<i>EDMD 2013</i> SS 1XXX Social Science Courses ¹	3	<u>ART 3013 Art Education Practicum</u>	3
<u>ART 3003 Concepts in Art Education</u>	3	<u>ART 3603 Introduction to Ceramics</u>	3
<u>ART 3073 Introduction to Sculpture</u>	3	<u>ART 3803 Introduction to Printmaking</u>	3
<u>ART 3403 Introduction to Opaque Painting OR ART 3533 Watercolor Painting</u>	3	<u>Art History (3000-4000)²</u>	3
<u>Art Elective (3000-4000)</u>	3	<u>Art Elective (3000-4000)</u>	3
Total Hours	15	Total Hours	15

Senior

Fall	Credits	Spring	Credits
<i>COMM 2003</i> SEED 3702 <u>Introduction to Educational Technology</u>	2 <i>3</i>	<u>SEED 4503 Seminar in Secondary Education</u>	3
<i>SS 1XXX Social Science Course</i>	<i>3</i>		

Fall	Credits	Spring	Credits
SEED 4054 ⁴⁰⁵² Educating Developing, Diverse, and Exceptional Learners	4 ²	SEED 4809 Teaching in the Elementary and Secondary School	9
SEED 4556 ⁴⁵⁵³ Classroom Application of Educational Psychology	6 ³	Total Hours	12
ART 4823 Art Criticism and Aesthetics	3		
Total Hours	15 ¹⁴		

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

² Art history electives ART 3113 Art History American, ART 3133 Art History Americas & Africa, ART 3163 Art History Asia & Pacific, ART 3183 History of Digital Art, ART 4113 Art History Art After 1945, ART 4723 Art History Seminar can be used toward this requirement.



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Department of Art	6/26/2023

Title	Signature	Date
Department Head	<i>Kirsten Seaborn</i>	6/26/2023
Dean	<i>Jeffrey Cass</i>	06/26/2023
Assessment	<i>Chris E. [unclear]</i>	6.29.23
Registrar	<i>Gammug Weaver</i>	7/6/23
Graduate College (if appropriate)		
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 Graphic Design

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title**
Certificate of Proficiency in Graphic Design
2. **CIP code**
50.0409
3. **% online (if applicable)**
N/A
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

ART 1403: Two-dimensional Design

Foundation course in which students learn about composition, color, unity, balance, as well as the other elements & principles of design which they will subsequently apply to the structure of their 2D graphic design work.

ART 1503: Introduction to Graphic Design

Students master the *Illustrator* software, which is one of the top software programs used by designers to create detailed designs for printed pieces such as fliers, menus, and for packaging, logos, and posters.

ART 2213: Digital Skills

Students master *Photoshop* software, another top software program used by designers to apply special effects, edit images and/or re-touch images, and create imagery to be used in their graphic design pieces.

ART 3203: Typography and Layout

Students will learn how to use type effectively/correctly, an important issue in designs done by people with no formal design training. Since the goal of graphic design is to convey a specific—often written—message to a specific audience, it is necessary to learn the basic issues when working with type. Students master Adobe's *InDesign* software, which is used in this course to create multi-page documents.

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

The list of possible jobs in Arkansas for graphic designers ranges from

corporate designers for Walmart, Bobby Hogan Ministries, and Tyson Foods. Many institutions in Arkansas higher education also advertising for teachers of graphic design because the rising demand for these skills has colleges and universities searching for qualified instructors. This market includes specialized design services, advertising, media outlets, and printing and related support activities. The US Bureau of Labor Statistics indicates that graphic designers have starting salaries of over \$50,000 for those who typically enter the market with baccalaureate degrees. In recent years, however, those who merely have certificates with a solid portfolio of work are highly competitive and can easily acquire employment. Zip Recruiter reports, as of April 2023, over 712 positions nationally for those with certificates. The broad spectrum of design services, however, means that businesses, colleges and universities, and non-profits need people who have knowledge of basic design and technological applications for design.

While this can be a free-standing certificate, and can be developed for non-credit purposes, if the community demands it, the principal intent for this CP is to be embedded in current baccalaureate programs as a value-added piece to the student's résumé. The Art Department has stripped the certificate down to twelve hours of curriculum, so once completed, students could be employed within the field while they finish the baccalaureate degree or perhaps pursue post-graduate work while earning a living. Current Graphic Design majors (88) could receive this certificate while enrolled in their major, but the department also intends Gaming and Interactive Media majors (98) to be interested in this option, which can be embedded in their degree programs by using elective courses. The certificate would complement their gaming skills because while, for example, game designers are concerned with concept design, graphic designers are concerned with interface design or the display of dialogue trees. But students with degrees outside Art might also be interested in this value-added piece, such as programming, advertising and marketing, business management, and writing (<https://www.graphicdesigndegreehub.com/lists/5-types-of-degrees-that-can-lead-to-a-career-in-graphic-design/>). One advantage of this certificate is its brevity. With a twelve-hour certificate, students can enter the job market more quickly than their counterparts at other Arkansas institution while learning the necessary skills of entry-level employment.

The Art Department estimates that given the number of students already enrolled, it can have an enrollment in the first year of 25 students, with the following chart indicating anticipated growth:

Year 1	25
Year 2	35
Year 3	40 (some attrition may occur in Year 3, slowing growth)
Year 4	45
Year 5	55

Resources

Increased enrollments in graphic design courses, especially from those not majoring in graphic design, may entail one or two additional sections of Art 1403 and 1503 each year. Additional part-time faculty assistance may require an additional \$4,200-\$6,300 per year. If anticipated projections are correct, the profitability of the certificate would outweigh the additional part-time

faculty costs.

Faculty

There will be some impact on faculty load, with class sizes rising to a degree. But given the slight decrease in the number of majors in these baccalaureate programs, the overall impact to faculty load will be minimal.

Assessment

GRAPHIC DESIGN

1.1 Critical Analysis

Objectively participate in class critiques and respond with/ to constructive criticism.

1.2 Communication

Identify and effectively apply the use of visual arts concepts and vocabulary to analyze the artist's work and the work of others in verbal and written formats.

1.3 Tools & Technology

Demonstrate proficiency in the use of art tools, materials, and technology appropriate to the field.

1.4 Professional

Demonstrate an understanding of professionalism required of a serious student of art and develop a substantive portfolio.

1.5 Content

Demonstrate an understanding of contemporary art trends, major artist's works, and historical movements.

6. Approval letter from licensure/certification entity, if required.

N/A – Our accrediting organization does not oversee certificate programs.

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Department of Art	6/26/2023

Title	Signature	Date
Department Head	<i>Kristen Seaton</i>	6/26/2023
Dean	<i>Jeffrey Cass</i>	06/26/2023
Assessment	<i>Chris Ellett</i>	6.29.23
Registrar	<i>Jammye Weaver</i>	7/26/23
Graduate College (if appropriate)		
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 Game and Interactive Media Design

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. Proposed degree title

Certificate of Proficiency in Game and Interactive Media Design

2. CIP code

50.0411

3. % online (if applicable)

N/A

4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

GAME 1003: Intro to Game Development

A practical introduction to game art, design, and coding through the conception, creation, and evaluation of simple digital game(s).

COMS 1013: Programming Foundations I

An introduction to the foundational concepts of programming using structured programming concepts of C++ as an implementation tool. Topics include sequential, selection, and iterative control structures, functions, strings, and arrays.

COMS 1011: Programming Foundations I Lab

Laboratory for COMS 1013 Programming I course. This course is graded pass/fail.

GAME 3013: Game Development I

This course is an introduction to the fundamentals of game design and development.

GAME 4803: Game Design Theory

This course will serve as an introduction to the interdisciplinary study of commercial videogames as texts, examining their cultural, educational, and social functions in contemporary settings.

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

The CP in Game and Interactive Media Design degree prepares students for employment in interactive digital technology sciences, specifically, for work in the video game and entertainment industries, as well as a broad range of fields requiring skills in animation, simulation, programming, web design, editing, mobile application development, interactive environment construction, and story formation. The CP provides students with opportunities to complete class and real-world projects, and with their knowledge of interactive media, students may collaborate with others through the transfer of information and ideas through creative uses of technology. The most common types of interactive media include application software, apps, games, virtual reality, pervasive gaming (mixture of physical and virtual environments), publications, social media, advertising, and theme parks and cinema.

The field of game and interactive media has many opportunities for employment: Indeed reports over 264 jobs in Arkansas in the field (<https://www.indeed.com/q-Digital-Media-l-Arkansas-jobs.html?vjk=a442d91997dd5a93>). Nationally, the job outlook is even brighter, growing at “much faster than average” rate of 23%, with 197,100 jobs as of 2021. (<https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>). Salaries are much higher than the average, with median pay in the \$78,000 range (or \$37.65/hour). As with graphic design, a certificate in gaming and IMD is a solid entry point for initial employment, and can be a free-standing certificate on its own, perhaps for non-credit purposes, the principal intent for this CP is to be embedded in current baccalaureate programs as a value-added piece to the student’s résumé. The Art Department has stripped the certificate down to fifteen hours of curriculum, so once completed, students can be employed within the field while they finish the baccalaureate degree or perhaps pursue post-graduate work while earning a living. Current Game and IMD majors (98) may receive this certificate while enrolled in their major, but the department also intends Graphic Design majors (88) to be interested in this option, which can be embedded in their degree programs by using elective courses. In fact, a certificate in Gaming and IMD can be a notable addition for many fields in the University program inventory. Finally, perhaps more than most majors, Game and IMD can provide designing one’s own career with remote work, freelance

contracts, and highly flexible schedules.

There will be no impact for the Ozark campus, but there will be some impact on Computer and Information Science, if students outside Game and IMD decide to complete the certificate, then there will be some rising ripple effects on the Programming I course and its lab. There are no new courses, so there will be no impact on course inventory.

The Art Department estimates that given the number of students already enrolled in Game and IMD, the CP program can have 28 students in the first year, with the following chart indicating anticipated growth:

Year 1	28
Year 2	39
Year 3	44 (some attrition may occur in Year 3, slowing growth)
Year 4	49
Year 5	57

Resources

Increased enrollments in Game and IMD courses, especially from those not majoring in Game and IMD, may entail an additional section of GAME 1003 and perhaps COMS 1013 and 1011. If very successful, additional part-time faculty assistance may be required, with an additional \$6,300-\$10,500 per year needed for salaries. If anticipated projections are correct, the profitability of the certificate would still far outweigh the additional part-time faculty costs.

Faculty

There will be some impact on faculty load, with class sizes rising to a degree. But given the slight decrease in the number of majors in Game and IMD, the overall impact to faculty load will be minimal. Costs for COMS have been included, but those estimates could rise if CP is successful.

Assessment

GAME AND INTERACTIVE MEDIA DESIGN

1.1 Critical Analysis

Objectively participate in class critiques and respond with/ to constructive criticism.

1.2 Communication

Identify and effectively apply the use of visual arts concepts and vocabulary to analyze the artist's work and the work of others in verbal and written formats.

1.3 Tools & Technology

Demonstrate proficiency in the use of art tools, materials, and technology appropriate to the field.

1.4 Professional

Demonstrate an understanding of professionalism required of a serious student of art and develop a substantive portfolio.

1.5 Content

Demonstrate an understanding of contemporary art trends, major artist's works, and historical movements.

6. Approval letter from licensure/certification entity, if required.

N/A – Our accrediting organization does not oversee certificate programs.

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Engineering and Computing Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments:	

Department Head Signature: John L. Krohn

Date: 6/26/2023



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Media Studies	6/1/2023

Title	Signature	Date
Department Head Dr. David J. Eshelman		6/1/2023
Dean Dr. Jeffrey Cass		6/1/23
Assessment Dr. Christine Austin		6/9/23
Registrar Ms. Tammy Weaver		7/26/23
Graduate Dean (Graduate Proposals Only) N/A		
Vice President for Academic Affairs 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) COMM	Course Number: (e.g., 1003) 4043	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Sports Communication		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Sports Communication		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Every other 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)?

N/A

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
 - PLO 1 --- Students will analyze sporting events showing an understanding of current issues in the sports field including message management and identity.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Short essays
- What is the rationale for adding this course? What evidence demonstrates this need?
This course is needed for the new sports media CP. See LON for that program.

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.

Sports Communication Syllabus
Department of Communication and Media

A. Course Subject: COMM/~~JOUR~~

B. Course Number: 4043

C. Course Title: Sports Communication

D. Sports Communication is an overview of the research and professional opportunities available to those interested in entering the field of sports media. Course topics include professional sports communication, marketing sports brands, and the cultural analysis of sports media.

1. None

2. None

3. Spring

4. None

5. None

6. Sports remain one of the most lucrative enterprises in American culture. This class will review the professional opportunities available in the field of sport media. One of the sometimes overlooked components of sport is communication. Communication represents the symbolic exchange between people and institutions in order to create meaning. This class will explore sports communication at the institutional and cultural levels. In terms of the individual this component of sports communication deals with how people communicate values, leadership and a sense of professionalism in a sport context. Institutional sports communication deals with how larger organizations like schools or franchises deal with the public or promote their brand. At the cultural level, we see that sports figures often become associated with other meanings and it is through sport that key political issues such as race, gender and sexuality are sometimes negotiated.

7. None

8. Thomas Vaughn, Ph.D.

Office: Energy 123

Office Hours: TR 12:00-1:00 & 4:00-5:00, W 11:00-5:00

Phone: 964-3257

Email: tvaughn@atu.edu

9. None

E. Contact Info

Thomas Vaughn, Ph.D.

Office: Energy 123

Office Hours: TR 12:00-1:00 & 4:00-5:00, W 11:00-5:00

Phone: 964-3257

Email: tvaughn@atu.edu

F. There will be no textbook required for course. All readings will be made available in online modules.

G. Bibliography

Andrew Billings & Michael Butterworth, *Communication and Sport*. New York: Sage, 2020.

Andrew Billings, Ed. *American Sport in the Shadow of a Pandemic*. New York: Peter Lang, 2022.

Kenon Brown, Joshua Dickhaus, and Mia Long Anderson. *The United States of Sport: Media Framing and Influence of the Intersection of Sports and American Culture*. New York: Peter Lang, 2022.

Joe Favorito, *Sports Publicity: A Practical Approach*. New York: Routledge, 2020.

Maria Hopwood. *Sport Public Relations and Communication*. New York: Routledge, 2015.

Paul Pederson, Kimberly Miloch & Pamela Laucellas. *Strategic Sport Communication*. Champaign: Human Kinetics: 2007.

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.

H. This class is designed to serve as a component in the Sports Communication Certification as well as provide an elective for those students interested in studying a career in sports communication. It has been offered in the past where it enjoyed high enrollments and popularity among students.

I. Become familiar with the field of sports communication

Think about how to develop skills that allow you to navigate the sport context

Explore how phenomena such as team unity are generated

Learn how to manage crises

Think about how sports have shaped national identity

J. 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 in a sport context. Students will also develop a greater sense of their own responsibility as ethical actors in the digital culture.

K. Assignments:

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. They will be assessed on a traditional ABC format. 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.

Grading:

271-300: A

241-270: B

211-240: C

180-210: D

000-179: F

L. 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 two weeks 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.

Arkansas Tech Disabilities Statement:

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending TECH will be integrated as completely as possible into the University community. TECH does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but does assume the responsibility for modifying campus facilities and procedures to accommodate individual needs where feasible. TECH is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and were passed by Congress. This act provides a civil rights statute designed to prevent discrimination that qualified individuals with a disability shall not be denied access to any program or activity provided by any institution receiving federal financial assistance. The Affirmative Action Officer serves as the coordinator for these federal programs. If you would like special consideration for a disability you are invited to contact me at the beginning of the semester to discuss these issues.

M. Introductory Module: This will cover basic concepts in communication as well as giving a brief overview of the history of the field of sports communication.

Module One: This module will cover the field of sports communication, examining professional opportunities in the fields of business, media, and social media entrepreneurship.

Module Two: This module will explore the forms of eloquence unique to the sports context including developing rapport with athletes, conveying hot takes, and increasing public interest in dialogue regarding sports.

Module Three: This module will cover the essentials of being a communication specialist for a sports organization, including message management, crisis communication, and generating public interest in the team brand.

Module Four: This module will cover the link between sports and national identity in America, exploring the ways that sport dialogue becomes a form of storytelling about who we are and what we value.

Module Five: This module will explore the cultural factors that influence our perception of sport, particularly the ways that athletes are projected as images and ideas that can be readily consumed by a public primed by particular narratives.

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).



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Media Studies	6/1/2023

Title	Signature	Date
Department Head Dr. David J. Eshelman	<i>David J. Eshelman</i>	6/1/2023
Dean Dr. Jeffrey Cass	<i>Jeffrey Cass</i>	6/1/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6/9/23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/26/23
Graduate Dean (Graduate Proposals Only) N/A		
Vice President for Academic Affairs 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) JOUR	Course Number: (e.g., 1003) 2511 AND 2521	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Sports Media Practicum		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Sports Media Practicum		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective Major Minor

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

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

Every semester

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

No

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

N/A

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
PLO 1 --- Students will analyze sporting events showing an understanding of current issues in the sports field including message management and identity.
 - PLO 2 --- Students will use language and technology to document sporting events as they are happening or after the fact.
- Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Field experience as rated by instructor and athletics staff member
- What is the rationale for adding this course? What evidence demonstrates this need?

This course is needed for the new sports media CP. See LON for that program.

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

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

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

a. Course subject: JOUR

b. Course number: 2511 AND 2521

c. Catalog course title: Sports Media Practicum

d. Catalog description: Practical work experience with the ATU athletics program including job shadowing and work as commentator, producer, director or technician.

1. Arkansas Course Transfer System (ACTS) course number, if applicable: N/A

2. Cross-listing: N/A

3. Offered: N/A (Fall and Spring)

4. Prerequisites: N/A

5. Co-requisites: N/A

6. Description: Practical work experience with the ATU athletics program including job shadowing and work as commentator, producer, director or technician.

7. Notes (e.g., information not in description such as course may be repeated for credit): Only four hours of practicum count toward the journalism major. No hour of the sports media practicum can be repeated for credit.

8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours): N/A

9. Fees (e.g., \$36 art fee): N/A

e. Name of instructor:

Office hours:

Contact information (telephone, email):

f. Text required for course: N/A

g. Bibliography (supplemental reading list): N/A

h. Justification/rationale for the course: This course gives students practical experience in the field of sports media. It allows students to put their skills into practice.

i. Course objectives: To gain work experience in the sports media industry through job shadowing and event coverage, including the potential on and off camera work.

j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog): N/A

k. Assessment methods (include grading policy with specific equivalents for A, B, C)

Students will be required to shadow / train / commentate / assist with remote broadcast of 6 ATU sporting events. The events list will be posted at the start of the semester and updated throughout the semester. Students should shadow/train first. Additional opportunities will be available at the discretion of the ATU Athletics staff.

A – 6 events attended with an exemplary report from ATU Athletics

B – 6 events attended with satisfactory report from ATU Athletics

C – 5 events attended with satisfactory or above report from ATU Athletics

D – 4 events attended with satisfactory or above report from ATU Athletics

F – 3 or fewer events attended, unsatisfactory reports

l. Policy on absences, cheating, plagiarism, etc.

When signed up for an event, students are expected to arrive on time and stay for the entire event. They should fulfill the tasks set out by the designed ATU Athletics staff member.

The Communication and Media Studies Coordinator of Broadcast is the instructor of record responsible for grades and scheduling. If you miss a scheduled event, it is your responsibility to find an alternate assignment. It is also your responsibility to notify the instructor of record or the appropriate ATU Athletics staff member, when applicable) in advance.

m. Course content (outline of material to be covered in course).

ORIENTATION MEETING AND SIGN-UP

6 sessions throughout the semester



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Media Studies	6/1/2023

Title	Signature	Date
Department Head Dr. David J. Eshelman	<i>David J. Eshelman</i>	6/1/2023
Dean Dr. Jeffrey Cass	<i>Jeffrey Cass</i>	6/1/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6/9/23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/26/23
Graduate Dean (Graduate Proposals Only) N/A		
Vice President for Academic Affairs 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) JOUR	Course Number: (e.g., 1003) 3283	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Digital Media Production		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Digital Media Production		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Every other 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)?

N/A

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
PLO 2 --- Students will use language and technology to document sporting events as they are happening or after the fact.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Final exam questions
- What is the rationale for adding this course? What evidence demonstrates this need?
This course is needed for the new sports media CP. See LON for that program.

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 3283: DIGITAL MEDIA PRODUCTION

Christie Kellar, M.A.
ckellar1@atu.edu
Energy Building #147
479.968.0347

Spring 2022
CES #146
Online

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.

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:

- media aesthetics
- video creation
- audio creation
- lighting techniques
- mobile production
- drone photography

REQUIRED TEXTS:

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

COURSE RECOMMENDED TOOLS:

Class 10, 32g, SD Card, and External Hard drive to store video and project files.

GRADING CRITERIA:

In-class participation accounts for 20% of overall grade – this includes attendance, quizzes, exams, and classroom involvement in critique and question and answer sessions.

- Individual and group assignments account for 40% of grade
- The final test accounts for 40% of the grade.

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
- Sequencing
- Audio Quality
- Lighting Techniques
- Proper use of effects

PROFESSIONALISM: Treat this class as if it is a job. Always present yourself professionally, inside as well as outside the class. Keep in mind; news personalities are viewed as public figures **Be sensitive to the beliefs and values of others. This includes their ethnicity, cultural heritage, religious values, and gender.** No cell phones during class.

LESSON 1 - INTRODUCTION ONLINE	<ul style="list-style-type: none"> ▪ Welcome ▪ Syllabus
LESSON 2 - PRODUCTION PROCESS ONLINE – CHAP. 1	<ul style="list-style-type: none"> ▪ Preproduction ▪ Production ▪ Post-Production
LESSON 3 - PRODUCTION TEAM ONLINE – CHAP. 2	<ul style="list-style-type: none"> ▪ Workflow
LESSON 4 - IMAGE & AUDIO CREATION ONLINE – CHAP. 4 & 5	<ul style="list-style-type: none"> ▪ Camera Types ▪ Camera Movements ▪ Camera mounts
LESSON 5 – VIDEO CAMERA FACE TO FACE 2 GROUPS	<ul style="list-style-type: none"> ▪ Basic Camera Functions ▪ Operating the Camera ▪ Framing ▪ Angles
LESSON 6 - DRONE PHOTOGRAPHY FACE TO FACE 1 ON 1	<ul style="list-style-type: none"> ▪ Flight restrictions ▪ Drone Features ▪ Flight modes
LESSON 7 - POST PRODUCTION ONLINE - KALTURA	<ul style="list-style-type: none"> ▪ Setup and Getting to know the workspace ▪ Importing and organizing Footage ▪ Essentials of Video Editing ▪ Working with clips and markers ▪ Clip position, size, and rotation ▪ Adding Transitions ▪ Adding Effects ▪ Color Correction ▪ Compositing ▪ Creating Titles ▪ Exporting
LESSON 8 - PRODUCTION ENVIRONMENTS ONLINE – CHAP. 14 & 15	<ul style="list-style-type: none"> ▪ Studio ▪ Field ▪ Virtual
LESSON 9 - MOBILE SETUP FACE TO FACE 2 GROUPS	<ul style="list-style-type: none"> ▪ Cabling ▪ Technical Directing ▪ Switcher ▪ Graphics ▪ Replay ▪ Audio



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Media Studies	6/1/2023

Title	Signature	Date
Department Head Dr. David J. Eshelman		6/1/2023
Dean Dr. Jeffrey Cass		6/1/23
Assessment Dr. Christine Austin		6/9/23
Registrar Ms. Tammy Weaver		7/24/23
Graduate Dean (Graduate Proposals Only) N/A		
Vice President for Academic Affairs 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) JOUR	Course Number: (e.g., 1003) 3583	Effective Term: <input checked="" type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Sports Reporting		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Sports Reporting		

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 other 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)?

N/A

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
PLO 2 --- Students will use language and technology to document sporting events as they are happening or after the fact.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Sports journalist report
- What is the rationale for adding this course? What evidence demonstrates this need?
This course is needed for the new sports media CP. See LON for that program.

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.

Sports Reporting

Fall 2023

JOUR 3583

1-1:50 p.m., MWF Location: RPL 332

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 available virtually and by appointment

Course description: Students will provide journalistic coverage of sports and its impact through a variety of story types including preview stories, event coverage stories, feature stories and commentary.

Textbook: "Sports Journalism: An Introduction to Reporting and Writing," (Second Edition) by Kathryn T. Stoffer, James R. Schaffer and Brian A. Rosenthal.

Course overview/objectives: As we all know, sports exerts a tremendous impact on our society. We can measure that impact in numerous ways, whether it's the number of viewers of a particular sporting event, the salaries paid to professional athletes, the millions of dollars wagered on sporting events or something of a much more anecdotal nature, like how many LeBron James jerseys you see worn around the world. As journalists, it is our job to "cover" sports and its impact. We will practice that by providing coverage through a variety of story types. Those include preview stories, event coverage stories, feature stories and commentary. These assignments will provide you with practical, hands-on experience writing stories in appropriate journalistic style (including Associated Press style) for use on multiple platforms. By gaining that hands-on experience, you should be prepared for an entry-level sports reporting position by the time you finish this course. We will also be looking at many different facets of sports as an industry. A primary way we will do that is through information (and advice, in some cases) passed along to you from professionals in the field. That means you will hear from a number of professionals who represent various aspects of sports.

Grading: There will be 1,000 points possible during this semester. The points will be distributed in the following manner:

Chapter quizzes:	180 points
"Two minutes with ..."	120 points
Sports opinion writing	100 points
Sports journalist report	50 points
Sports preview stories (2)	200 points
Sports coverage stories (2)	200 points

Sports feature
Final exam

100 points
50 points

Assignments:

We have a variety of assignments this semester that touch on several aspects of sports journalism. They include:

“Two minutes with ...” is a shared exercise in class where each of us offer two minutes of information or opinion about a topic in sports (think sports talk radio for this assignment). If opinion is not your cup of tea, the information you offer must be original, and not simply a repeat of widely distributed information. More details will be provided with an example offered by the instructor prior to your first submission. You will have eight of these assignments, worth 15 points each, scattered throughout the semester. Dates for submission are noted in the weekly schedule. To receive full credit, your submission must be in the appropriate “Two minutes with ...” assignment folder by 1 p.m. on the due date.

The chapter quizzes are worth 20 points each and will be given for chapters 2-10. Dates for the quizzes are listed in the syllabus. The quizzes will cover material from the textbook and any related lecture material.

Students will be required to write a paper, no less than 600 words in length, discussing and analyzing the work of a sports journalist. For this assignment we are using the word “journalist” in the broadest sense. The journalist chosen may be a sports broadcaster, writer (print or web) or photographer (print, web or broadcast). The paper must address a bit about the journalist’s background along with an examination of their work. Also include an explanation of why you selected your journalist and offer a sample of the journalist’s work. What is there about that journalist’s work that sets them apart from other sports journalists? This paper is worth 50 points and the due date is Nov. 29 by 1 p.m. Each student will briefly discuss their journalist in class that day.

One sports opinion column, worth 100 points, is required. The opinion must be at least 500 words in length. Topics can be chosen from any sport, at any level. Your column should include original material and should take some type of stance on a topical issue in sports. The column is due by 11:59 p.m. on Oct. 25.

Four sports stories, worth 100 points each, are required. The dates for submission are listed in the syllabus. No minimum word length is required. The length is determined by the story itself and how well the story is covered. *Please note: Simply writing more does not necessarily mean better coverage.* Two of the stories are preview stories, which are stories written prior to a sporting event. Two of the stories will be event coverage stories, where the outcome of the event, and how it occurred, is the primary angle of the story. *We will discuss in much more detail expectations for these stories.*

Attendance: Poor attendance will likely affect your grade. If you do miss class, you should notify me no later than the day you are absent. I will consider the reason for your absence when deciding whether any work you missed can be made up. The important thing is, keep me in the loop about the reason for your absence. If I do NOT hear from you regarding your absence, I will assume you simply chose to blow off class that day, losing any points you could have earned in class.

Classroom conduct: Excessive talking that is unrelated to classroom discussion will not be tolerated. Cellular telephones should be silenced before class begins. If you are expecting an important call that cannot wait, please notify me before class begins that you are awaiting such a call. Otherwise, there is no need for your telephone to ring during class or for you to send or receive text messages or update your social media accounts.

As we work through this class, we will all share our opinions about sports-related topics. Each opinion is valid and deserves respect. We may not agree with each other, but we can still respect each other's opinions AND agree to disagree in a civil manner. Remember that while you may know more about this sport or that sport than your classmates, there are going to be classmates that know more than you about perhaps a different sport. Let's learn from each other.

Also in terms of classroom conduct, please be sensitive to the beliefs and values of others in this class. This includes, but is not limited to, your classmates' ethnicity, cultural heritage, political affiliation and gender.

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.

Weekly schedule:

Please note: Scheduling guest speakers is not always an exact science. The guests may have schedule changes that result in our dates changing. Every effort will be made to stick to this schedule. If changes must be made, you will be notified in advance of those changes.

Week 1, Aug. 16: Introduction to class, Chapter 1, Living the Life. First "Two minutes with ..." due in class Friday, Aug. 18.

Week 2, Aug. 21: Chapter 2 (Covering the Game) quiz Aug. 23, guest speaker Aug. 25.

Week 3, Aug. 28: Chapter 3 (Navigating the Twitter-verse) quiz Aug. 30. "Two minutes with ..." due Sept. 1.

Week 4, Sept. 4: No class Sept. 4 (Labor Day holiday), Chapter 4 (Choosing the Words) quiz Sept. 8.

Week 5, Sept. 11: Chapter 5 (Writing the Story) quiz Sept. 13, "Two minutes with ..." Sept. 15.

Week 6, Sept. 18: Chapter 6 (Following the Style) quiz Sept. 20, first sports story (preview) due Sept. 22.

Week 7, Sept. 25: Chapter 7 (Asking the Questions) quiz Sept. 25, first sports coverage story due Sept. 27.

Week 8, Oct. 2: Chapter 8 (Working with Sources) quiz Oct. 4, no class Oct. 6 (Fall Break).

Week 9, Oct. 9: Chapter 9 (Making the Numbers Count) quiz Oct. 11, sports feature story due Oct. 13.

Week 10, Oct. 16: Guest speaker Oct. 16, chapter 10 (Seeking Justice) quiz Oct. 18, "Two minutes with ..." Oct. 20.

Week 11, Oct. 23: Readings in sports commentary Oct. 23, sports opinion column due Oct. 25.

Week 12, Oct. 30: In-class interview Oct. 30, second sports preview story due Nov. 1, "Two minutes with ..." Nov. 3.

Week 13, Nov. 6: Second sports coverage story due Nov. 8, guest speaker Nov. 10.

Week 14, Nov. 13: Third sports story (event coverage) due April 13, "Two minutes with ..." April 15

Week 15, Nov. 20: Final guest speaker Nov. 20.

Week 16, Nov. 27: Sports journalist report due Nov. 29, Two minutes with ..." Dec. 1,

Week 17, Dec. 4: Please note: We are scheduled to meet Monday, Dec. 4 and Tuesday, Dec. 5. Review for final exam.

Your final exam is scheduled for Friday, Dec. 8 at 1 p.m. in our regular classroom.

Please make note of the following university statements and policies

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 Affairs 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>.

Privacy and accessibility policies: A single-source webpage is available at https://www.atu.edu/etech/privacy_accessibility.php that links to the privacy and accessibility policies of the following:

- Course Management Systems (e.g., Blackboard, ShareStream, Turnitin, etc.)
- Publishers (e.g., Cengage, Pearson, Elsevier, etc.)
- Barnes & Noble
- Software (e.g., Adobe, Google, Java, Matlab, R Studio, etc.)



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication and Media Studies	10/26/2022

Title	Signature	Date
Department Head Dr. David J. Eshelman	<i>David J. Eshelman</i>	10/26/2022
Dean Dr. Jeff Cass	<i>Jeffrey Cass</i>	10/27/22
Assessment Dr. Christine Austin	<i>Christine Austin</i>	11.8.22
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	4/26/22
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:
Certificate of Proficiency in Technical and Professional Communication

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)
Reduce elective credit hours from 12 to 3.

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?
According to the strategic plan, ATU wants to create more certificate programs to serve more students. This change makes this certificate more doable and more likely to be pursued.
- 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?
N/A
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
We have no students in the program. If the certificate were more in line with other certificates (i.e., fewer hours), we might have more interest.
- 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 has a committee exploring certificates. Most of the certificates are 12 hours.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
There is no change to the assessment plan at this moment. (See attached.)

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

Arkansas Tech University

Technical and Professional Communication (CP) - Assessment Plan

This document shows the program learning outcomes, measures, and targets for student achievement created by the faculty for use in assessing student success in this credential.

Table of Contents

Technical and Professional Communication (CP) – Assessment Plan

Major-AH-CMS-Technical and Professional Communication (CP) 2022

Institutional Mission	2
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1 2022	3
1.1 Communication Skills	3
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Major-AH-CMS-Technical and Professional Communication (CP)

2022

1 GOALS

3 OUTCOMES 7 MEASURES 7 TARGETS 0 FINDINGS 0 ATTACHMENTS

Institutional Mission

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

Program Mission

PLAN INFORMATION BLOCK

Point of Contact for this year's assessment (add additional names as needed):

- 1)
- 2)

APPROVALS

Department Head Approval: Date:

Dean Approval: Date:

Office of Assessment Review: Date:

Student Learning Outcomes assessed during the calendar year:

(Add more as necessary)

Outcome 1:

Outcome 2:

Program Level Context and Additional Comments:

1 **Calendar Year Assessment Information**
2022

1.1 **Program Learning Outcomes**
Communication Skills

Strengthen students' oral and written communication skills Students will gain a. ability to present information to diverse audiences b. ability to communicate correctly, persuasively, and efficiently

1.1.1 **Measures**
Presentation CPGE

Presentation CPGE based on Posttests in COMM 2003 and COMM 2173.

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.1.1.1 **Expectations/Target for this Outcome**
CPGE score

EXPECTATIONS/TARGET 100% receive Pass (70 or higher) on measure.
FOR THIS OUTCOME

1.1.2 **Measures**
Communication Skill CPGE

Communication skill CPGE based on ENGL 2053 research report

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.1.2.1 **Expectations/Target for this Outcome**
CPGE score

EXPECTATIONS/TARGET 80% are scored as high-acceptable or target
FOR THIS OUTCOME

1.2 **Program Learning Outcomes**
Communication Theory

Increase students' understanding of communication theory Students will gain: a. awareness of the cultural aspects of workplace communication b. awareness of ethical concerns related to workplace communication

1.2.1 **Measures**

Cultural CPGE (COMM)

Cultural CPGE based on Posttests in COMM 2003 and COMM 2173

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.2.1.1 **Expectations/Target for this Outcome** CPGE score

EXPECTATIONS/TARGET 100% receive Pass (70 or higher)
FOR THIS OUTCOME

1.2.2 **Measures**

Cultural CPGE (ENGL)

Cultural CPGE in ENGL 3023

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.2.2.1 **Expectations/Target for this Outcome** CPGE Score

EXPECTATIONS/TARGET 80% are scored as high-acceptable or target
FOR THIS OUTCOME

1.2.3 **Measures**

Ethics CPGE (COMM)

Ethics CPGE based on Posttests in COMM 2003 and COMM 2173

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.2.3.1 **Expectations/Target for this Outcome** CPGE Score

EXPECTATIONS/TARGET 100% receive Pass (70 or higher)
FOR THIS OUTCOME

1.2.4 **Measures**

Ethics CPGE (ENGL)

Ethics CPGE based on appropriate use of sources on ENGL 2053 research report

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.2.4.1 **Expectations/Target for this Outcome** CPGE Score

EXPECTATIONS/TARGET FOR THIS OUTCOME 80% are scored as high-acceptable or target

1.3 **Program Learning Outcomes** Workplace Communication

Prepare students for the communication requirements they will face in the workplace Students will build: a. awareness of the formats and methods used in workplace communication

1.3.1 **Measures**

Format CPGE

Formats CPGE based on series of ENGL 2053 reports using different formats

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.3.1.1 **Expectations/Target for this Outcome** CPGE score

EXPECTATIONS/TARGET FOR THIS OUTCOME 80% are scored as high-acceptable or target

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General Information

Navigate this section:

[Introduction](#)
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[Catalog PDF](#)


Certificate of Proficiency in Technical and Professional Communications

[DEPARTMENT
HOMEPAGE](#)

The certificate of proficiency in Technical and Professional Communication will strengthen students' oral and written communication skills, prepare them for the communication requirements they will face in the workplace and increase their understanding of communication theory.

The certificate of proficiency in Technical and Professional Communication requires the following **12** - **21** semester credit hours:

- [COMM 2003 Public Speaking](#) or [COMM 2173 Business and Professional Speaking](#)
- [COMM 3003 Interpersonal Communication](#) or [COMM 4063 Organizational Communication](#)
- [ENGL 2053 Technical Writing](#)

And **3** credit hours from the following:

- [COMM 3013 Intercultural Communication](#)
- [COMM 3033 Interviewing Principles and Practices](#)
- [COMM 3073 Group Communication](#)
- [COMS 2003 Microcomputer Applications](#)
- [ENGL 3013 Systems of Grammar](#)
- [ENGL 3023 Introduction to Linguistics/COMM 3023 Introduction to Linguistics/ER 3023 Introduction to Linguistics/GER 3023 Introduction to Linguistics/SPAN 3023 Introduction to Linguistics](#)
- [ENGL 4053 Seminar in Technical Communication](#)



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Communication and Media Studies	6/15/2023

Title	Signature	Date
Department Head Dr. David J. Eshelman		06/15/2023
Dean Dr. Jeffrey Cass		6/15/23
Assessment Dr. Christine Austin		6/9/23
Registrar Ms. Tammy Weaver		7/26/23
Graduate College (if appropriate)		
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:
Certificate of Proficiency in Sports Media

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title**
CP in Sports Media
- 2. CIP code**
09.0906 Sports Communication
- 3. % online (if applicable)**
25%-50%
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Comm 4043 Sports Communication*

An overview of the research and professional opportunities available to those interested in entering the field of sport media. Course topics include professional sports communication, marketing sports brands, and the cultural analysis of sports media.

Jour 2511 and 2521 Sports Media Practicum*

Practical work experience with the ATU athletics program including job shadowing and work as commentator, producer, director or technician.

Jour 3283 Digital Media Production*

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.

Jour 3583 Sports Reporting*

Students will provide journalistic coverage of sports and its impact through a variety of story types including previous stories, event coverage stories, feature stories and commentary.

1 additional hour of practicum (Print, Broadcast, or Multimedia---Jour 1411, 1421, 1811, 1821, 1911, 1921, 2411, 2421, 2811, 2821, 2911, 2921, 3411, 3421, 3811, 3821, 3911, 3921, 4411, 4421, 4811, 4821, 4911, or 4921)

* - starred courses are new, though all but Jour 2511 and 2521 have been offered as special seminars before.

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

According to the Bureau of Labor Statistics, employment in media and communication occupations is projected to grow 6% in the next decade (<https://www.bls.gov/ooh/media-and-communication/home.htm>). The median annual salary for this group was \$62,340 in May 2021.

With the pandemic, more and more organizations began to stream their sporting events. For example, Arkansas Tech now streams most of its sporting events. This pattern is repeated at high schools, leading to a need for the skill of covering these events.

Already, there are several ways for students to be involved in sports media at ATU, though not to take a course of study in that area. The chart below represents Spring 2023: it shows how many students participate in sports media and in which ways.

Sports shows on campus TV	9
Sports shows on campus radio	1
Sports writing in campus newspaper	6
Sports photography in campus newspaper	4
Sports coverage for ATU Athletics (paid student work)	~15

Given that some of these numbers represent overlap, the data above leads to the following projection:

2024-25	17
2025-26	20
2026-27	23
2027-28	27
2028-29	35

This certificate program will be housed in the Department of Communication and Journalism. While some of the classes need to be added to the catalogue, the courses have already been taught as special topic seminars. The only exception is the Sports Media practicums. However, the ATU Journalism program has offered practicums for decades; and many students have emphasized sports in these practicums. The only change would be create practicum courses more directly on sports that work with ATU Athletics.

ATU Athletics has expressed interest in this idea and see a need for it. In fact, the initial impetus came from that division.

Program Review

This program will be reviewed with the BA in Journalism.

Program Learning Outcomes

PLO 1 --- Students will analyze sporting events showing an understanding of current issues in the sports field including message management and identity.

PLO 2 --- Students will use language and technology to document sporting events as they are happening or after the fact.

PLO 1 Applicable Courses and Assignments

Comm 4043: Short essays

Practicum: Field experience as rated by instructor and athletics staff member

PLO 2 Applicable Courses and Assignments

Jour 3283: Final exam questions

Jour 3583: Sports journalist report

Practicum: Field experience as rated by instructor and athletics staff member

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English & World Languages	06-16-23

Title	Signature	Date
Department Head Dr. Emily Hoffman	<i>Emily Hoffman</i>	06-16-23
Dean Dr. Jeffrey Cass	<i>Jeffrey Cass</i>	07/23/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.31.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/31/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
ENGL	2193	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Introduction to Creative Nonfiction		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Intro to Creative Nonfiction		

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

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

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

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

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

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

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

Answer the following Assessment questions:

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

There are a variety of reasons for adding Introduction to Creative Nonfiction:

(1) EWL already offers 2000-level survey classes focused on fiction, poetry, and drama. Adding the course would acknowledge creative nonfiction's place in the department and the overall study of literature. Similar courses are offered at other 4-year institutions (like the University of Chicago, the University of Pittsburgh, Kansas State University) and 2-year community colleges (like Salt Lake City CC).

(2) It will provide preparation and context for Creative Writing majors prior to them taking the required ENGL 3073 Creative Nonfiction Workshop. Unlike in ENGL 3083 Fiction Workshop and ENGL 3093 Poetry Workshop, ENGL 3073 must devote a significant amount of time at the start of the semester to familiarizing students with what the genre "creative nonfiction" encompasses. Steering majors toward this elective would allow the workshop to focus more on student-produced work and craft lessons.

(3) Recent semesters—Fall 2022 and Spring 2023—have shown an increased demand for 2000-level genre surveys offered online. In fall and spring, each 2000-level online genre survey offered was enrolled past its intended maximum.

(4) It will allow the department to maximize the expertise of its creative nonfiction specialist, Dr. Claire Kortyna.

(5) It will provide greater exposure to nonfiction for education majors and serve as an opportunity for them to hone their analysis and synthesis skills both through their own writing and through the study of creative nonfiction authors. This course is being proposed, in part, because of conversations held with Dr. Theresa Cullen and Dr. Heather Stefanski about how EWL can better meet the needs of Middle Level Education majors in particular.

(6) Creative nonfiction encompasses a variety of forms that general readers come in contact with online and in print on a near daily basis, making it the most commercial and marketable genre for aspiring writers.

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

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

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

SYLLABUS—ENGL 2193 Introduction to Creative Nonfiction

- a. **Course Subject:** Introduction to Creative Nonfiction
- b. **Course Number:** ENGL 2193
- c. **Catalog Course Title:** Introduction to Creative Nonfiction
- d. **Catalog Description:** A study of basic form, terminology and specific works.
 - 1. **ACTS course number:** N/A
 - 2. **Cross-listing:** none
 - 3. **Offered:** Approximately once every two years
 - 4. **Prerequisites:** ENGL 1013 or its equivalent
 - 5. **Corequisites:** None
 - 6. **Description:** This course engages in literary study of the nonfiction genre. In particular, it seeks to answer the question: what is creative nonfiction as we understand it in the literary canon? Through a survey of key works across history, voices, styles, and forms the course will explore this genre's defining characteristics, analyze its contributions in craft, popular publishing, and scholarship. It will investigate the ways truth can be transformed by the tools of craft to connect the personal experience to the global, thus examining what, why, and how agentive authorship is contextualized amid the influences and realities of the world at large.
 - 7. **Notes:** none
 - 8. **Contact Hours:** 3
 - 9. **Fees:** None
- e. **Instructor:** Dr. Claire Kortyna
Email: ckortyna@atu.edu **Phone:** 968-0488 **Office Hours:** TR 11-12:30
- f. **Text required for course:** *The Next American Essay* by John D'Agata

g. Bibliography:

- Baldwin, James. "Notes of a Native Son." *Collected Essays*. Library of America, 1998.
- Biss, Eula. "Time and Distance Overcome." *Notes from No Man's Land*. Graywolf Press, 2009.
- Brosh, Allie. "Bucket." *Hyperbole and a Half*. Square Peg, 2013.
- D'Agata, John, and Jim Fingal. *The Lifespan of a Fact*. Riverrun, 2012.
- Dillard, Annie. "Waters of Separation." *Pilgrim at Tinker Creek*. HarperPerennial Classics, 1985.
- Quammen, David. "The Troubled Gaze of the Octopus." *Natural Acts: A Sidelong View of Science and Nature*. W.W. Norton, 2009.
- Roach, Mary. "Spit Gets a Polish: Someone Ought to Bottle the Stuff." *Gulp: Adventures on the Alimentary Canal*. Oneworld, 2016.
- Thoreau, Henry David. *Walden*. Beacon Press, 2017.
- Walker, Alice. "Am I Blue?" *In Search of Our Mother's Gardens*. Mariner Books, 2003.
- Washuta, Elissa. "Preliminary Bibliography." *My Body Is a Book of Rules*. Red Hen Press, 2014.

- h. Justification/rationale:** Although individual courses, such as ENGL 3313: American Literature to 1900 (i.e., prose works of transcendentalist writers) or ENGL 3423: British Literature since 1800 (i.e., essays by Virginia Woolf), may include a very small number of texts classifiable as creative nonfiction, students typically do not have the opportunity to concentrate on reading, discussing, and writing about the diverse forms of what is commonly referred to as "the fourth genre" even though it is currently the most pervasive and commercially viable literary genre. This course aims to close that gap in the department's curriculum.

i. Course Objectives:

- Analyze historical and modern components of creative nonfiction writing and how they inform the genre as we understand it today.
- Recognize how this genre functions within the context of literary scholarship.
- Understand better the ways that successful nonfiction, in scholarship and in creative form, often comes from drawing attention to neglected or ignored connections to provide insight to bigger patterns or ideas.
- Articulate how crafted creative nonfiction reshapes what could be dry, factual information into the essential, story-telling components of creative writing.
- Become a better "researching writer" themselves through this study and application.
- Create works of both scholarly and craft-based analysis articulating the essential components of this work.

- j. Description of how course meets general education objectives:** N/A. This is not a general education course.

k. Assessment methods:

Minor Writing/Participation (20%)—Smaller writings and applications, some completed in class. These may include activity write-ups, discussion board posts, reflection pieces, craft explorations, etc. In general, they will attempt to further student understanding of the assigned topics. As a collaborative, discussion-based class, in-class participation through engagement, writing, and active discussion is essential to understanding and success in this course and, therefore, holds a substantive portion of a student's grade.

Analysis Papers (40%)—Students will write two analysis papers of 3-4 pages each that articulate how craft decisions in this genre affect interpretation and impact. Papers will synthesize learning and address a series of guided prompts. They allow students to engage directly with a writer's specific approach to narration, structure, characterization, etc. Analysis of the text should respond to the author's choices and ideas. They are disinterested in summary, opinion, and/or reaction.

Reading Examinations (40%)—There will be a two-question assessment every other week (8 total) on the readings within each unit. Students can drop the lowest grade. If students wish to count all the examinations toward the final grade, the eighth will count as extra credit. These assessments will function as the critical basis of discussion and are graded on how thorough, inventive, and analytically rigorous answers are.

Grades—This is a literature course; writing and reading will be the focus of study and the focus of students' grades. See percentages above.

Possible course grades are A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (below 60%).

I. Plagiarism/Cheating/Attendance:

- **Academic Integrity:** 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. [See Code for common examples of unacceptable academic behavior.] Students who violate the ATU Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction depends on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university-level sanctions.
- **Plagiarism:** Borrowing writing of any kind from another source and passing it off as your own writing is considered plagiarism and is unacceptable. Instances of plagiarism will result in a failing grade on the assignment and multiple or severe instances can result in the failure of the course.
- **Recycled Writing:** The goal of this class, and all English courses is to produce original writing based on the critical thinking and skills we're studying in class; therefore, turning in writing created for other courses, though your own, will not be accepted for credit.
 - If you have questions about either of these distinctions, please ask me

before turning in your work and I will be happy to walk through it in more detail.

- **Attendance:** Students are allowed four missed classes before being contacted to discuss other options. Ten points will be deducted from the student's overall grade for each subsequent absence.
 - After six unexcused absences, or three weeks of non-attendance, students must drop the course, or they will receive an F.
 - Lateness: students more than ten minutes late to class will be marked absent.
- **Excessive absence:** If *more* than three weeks of class are missed without contact or correspondence, this could result in the student being dropping from the course for non-attendance at the midterm grade report deadline.
 - Please keep in mind, sending an email to explain an absence, while appreciated for its courtesy, does not make it an "excused" absence.
- **ChatGTP:** Any paper registering ChatGTP content through Turnitin higher than 25% will automatically receive a D grade. I will not provide margin comments or feedback on these papers.

m. Course Content: See below

Weekly Course Schedule

Week 1—Introduction to Nonfiction; Syllabus overview and course introduction
Readings from *NAE* and Bb excerpts

Week 2—Introduction to Nonfiction Continued, History and development of nonfiction writing
Readings from *NAE*; **RE #1 Due**

Week 3—Nonfiction and its Engagement with the Issues and Interests of Today
Readings from *NAE*

Week 4—Nonfiction Today Continued, Flash and Form in Modern Literary Nonfiction
Readings from *NAE* and on Bb; **RE #3 Due**

Week 5—Memoir in Nonfiction
Reading Excerpts on Bb

Week 6—Memoir in Nonfiction Continued
Reading Excerpts on Bb; **RE #2 Due**

Week 7—Conference Week, One-on-One Meetings to Discuss Analysis Paper #1
Analysis #1 Due

Week 8—Science Writing and Investigative Journalism
Readings from *NAE*; **RE #4 Due**

Week 9—Contextualizing: Re-examining “Traditional” Understandings of History and Fact
Readings from *NAE*

Week 10—Contextualizing: Re-Examining Silences and Missed Connections
Readings from *NAE* and on Bb; **RE #5 Due**

Week 11—The Art of Research: Examining the Full Range of “Research” and its transformation
Analysis #2 Due

Week 12—The Art of Research Continued, Science Writing and Investigative Journalism
Readings from *NAE*; **RE # 6 Due**

Week 13—Graphic Memoir in Nonfiction
Reading Excerpts on Bb

Week 14—Graphic, YA, and Middle Grade Nonfiction
Reading Excerpts on Bb; **RE #7 Due**

Week 15—Thanksgiving Break

Week 16—Finals Week

RE #8 Due



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English & World Languages	06-16-23

Title	Signature	Date
Department Head Dr. Emily Hoffman	<i>Emily Hoffman</i>	06-16-23
Dean Dr. Jeffrey Cass	<i>Jeffrey Cass</i>	06-16-23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.19.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/26/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Course Subject: (e.g., ACCT, ENGL) SPAN	Course Number: (e.g., 1003) 3173	Effective Term: <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Hispanic Civilizations and Cultures		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Hispanic Civ and Cultures		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective Major Minor

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

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

Each fall semester

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

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

Answer the following Assessment questions:

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

SPAN 3173 will address the following program level learning outcomes:

- LO1: Communication Skills: Effective use of spoken and written Spanish in interpersonal, academic, and professional contexts*
- LO2: Understanding the role of Spanish and cultural differences: understanding the dynamic nature of language usage and cultural role of Spanish in the global community*

- *L03: Understand print and non-print texts in Spanish: Ability to understand and respond analytically to print and non-print Spanish texts.*

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

Current CPGEs for SPAN 3123 and SPAN 3133 will be revised as follows:

- *Has knowledge of contemporary and historical Hispanic civilizations and cultures. (L02)*
- *Can analyze Hispanic civilizations and cultures in clear written Spanish. (LO1, LO3)*
- *Can Communicate ideas regarding Hispanic civilizations and cultures orally. (LO1, LO3)*

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

According to ATU's office of Institutional Research and Effectiveness, although the number of Spanish minors remains robust, the number of BA Spanish majors and graduates had declined from 14 in 2014 to 3 in Fall 2021. Though the total rebounded to 8 in 2022, this number is still concerning. The highest number of program graduates in a single year since 2019 was 4 in 2020. As part of the 2022 ADHE Program Review for BA Spanish, the visiting external reviewer recommended in the report that the department "overhaul and streamline the Spanish program curriculum" (23) to address its low numbers. More specifically, the reviewer recommended that SPAN 3123 Spanish Civilization and Culture and SPAN 3133 Spanish-American Civilization and Culture be combined into a single class, which is what this document proposes.

Because of the steady decline in the number of BA Spanish majors and graduates that has resulted in required courses being canceled, we agree with the visiting external reviewer when she writes the following: "As gathered from...conversations with student majors, the program could improve in assuring retention and student progress toward graduation." Students expressed that they "were not finding the upper-level courses needed in the program and having to delay graduation a year or more." If this is addressed, it follows that more of the program's majors will persist and graduate.

Combining related pairs of upper-level required courses will prevent the program's modest number of majors from being thinly spread across a handful of these courses each semester, which has resulted in recent cancellations and graduation delays.

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

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

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

Syllabus—SPAN 3173 Hispanic Civilizations & Cultures

a. **Course Subject:** Hispanic Civilizations & Cultures

b. **Course Number:** SPAN 3173

c. **Catalog Course Title:** Hispanic Civilizations & Cultures

d. **Catalog Description:** Study of the geography, history, arts, institutions, customs and contemporary life of Hispanic peoples, with some attention to civilizations that occupied the Iberian Peninsula and major pre-Colombian civilizations.

1. **ACTS course number:** N/A

2. **Cross-listing:** none

3. **Offered:** Fall semesters

4. **Prerequisites:** SPAN 3013 or permission of the instructor

5. **Corequisites:** none

6. **Description:** The course presents a historical overview that draws an arc from the first representative civilizations that occupied the Iberian Peninsula and the Americas to the contemporary scene of Spain and Spanish America. Central components studied will be the geographic conditions in which those civilizations developed languages, cultures, political systems, religious institutions, cities, architectonic wonders, artistic artifacts, social processes, etc., as well as the geopolitical circumstances that gave Spain and Spanish-American countries their distinctive sociocultural characteristics observable in the present.

7. **Notes:** none

8. **Contact Hours:** 3

9. **Fees:** none

e. **Instructor:** Dr. Nelson R. Ramírez

Email: nramirez@atu.edu

Phone: 479-968-0636

Office Hours: TR 12:00-2:00

f. **Text required for the course:**

Fuentes, Carlos. *El espejo enterrado: reflexiones sobre España y América*. Cuarta reimpresión. Penguin Random House Grupo Editorial, S.A. de C.V., 2021.

g. Bibliography

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- Blanco, Desiderio. *Semiótica del texto fílmico*. Fondo de Desarrollo Editorial Universidad de Lima, 2003.
- Castañeda, Jorge. *La utopía desarmada*. Joaquín Mortiz-Planeta, 1993.
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- Diccionario panhispánico de dudas*. Real Academia Española - Asociación de Academias de la Lengua Española, Santillana Ediciones Generales, S.L., 2005.
- Favre, Henri. *El indigenismo. [L'indigénisme]*. Traducción del francés de Glenn Amado Gallardo Jordán. Fondo de Cultura Económica, 1999.
- Flores Galindo, Alberto. *La ciudad sumergida: Aristocracia y plebe en Lima, 1760-1830*. Segunda edición. Editorial Horizonte, 1991.
- Franco, Jean. *The Decline & Fall of the Lettered City: Latin American in the Cold War*. Harvard University Press, 2002.
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- Gac-Artigas, Priscilla, Gac-Artigas, Gustavo. *Hoja de ruta: Cultura y civilización de Latinoamérica*. Séptima Edición. New Jersey: Ediciones Nuevo Espacio—Academic Press ENE, 2016.

- García Canclini, Néstor. *Hybrid Cultures: Strategies for Entering and Leaving Modernity*. Translated from the Spanish by Christopher L. Chiappari and Silvia L. López. University of Minnesota Press, 1997.
- Gerber, Jane S. *The Jews of Spain: A History of the Sephardic Experience*. The Free Press, 1994.
- Hardt, Michael and Negri, Antonio. *Empire*. Harvard University Press, 2001.
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- Kaplan, Caren. *Questions of Travel: Postmodern Discourses of Displacement*. Duke University Press, 1996.
- Klein, Naomi. *No Logo*. Flamingo, 2001.
- Larson, Brooke. *Trials of Nation Making: Liberalism, Race, and Ethnicity in the Andes, 1810-1910*. Cambridge University Press, 2004.
- Martín-Barbero, Jesús. *Al sur de la modernidad: Comunicación, globalización y multiculturalidad*. Instituto Internacional de Literatura Iberoamericana, 2001.
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- Mignolo, Walter D. *The Idea of Latin America*. Malden MA: Blackwell Publishing, 2005.
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- Rojas-Perez, Isaias. *Mourning Remains: State Atrocity, Exhumations, and Governing the Dissappeared in Peru's Postwar Andes*. Stanford University Press, 2017.
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- Seco, Manuel, Andrés Olimpia, Ramos, Gabino. *Diccionario fraseológico del español actual: locuciones y modismos españoles*. Tercera reimpression. Santillana Ediciones Generales, S.L., 2005.
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- Theidon, Kimberly. *Intimate Enemies: Violence and Reconciliation in Peru*. University of Pennsylvania Press, 2013.
- Van Hensbergen, Gijs. *Gaudí: A Biography*. HarperCollins Publishers Inc., 2003.
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- Ibérica, S.A., 1984.
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- Williams, Raymond. *The Country and the City*. Oxford University Press, 1973.
- . *Writing in Society*. [1983]. Verso, 1999.

h. Justification and Rationale:

The course is part of the curriculum to fulfill the B.A. in Spanish degree requirements. It is also a course to fulfill the requirements for the minor in Spanish. It is necessary for the program to meet one of its learning objectives: "Understanding the role of Spanish and cultural differences: understanding the dynamic nature of language usage and cultural role of Spanish in the global community." By using Spanish to discuss and read about Hispanic civilizations and cultures, it both deepens and expands students' growing language proficiency acquired in SPAN 3003 Conversation and Composition I and SPAN 3013 Conversation and Composition II.

i. Course objectives:

- Demonstrate knowledge of contemporary and historical Hispanic civilizations and cultures.
- Analyze Hispanic civilizations and cultures in clear written Spanish.
- Communicate ideas regarding Hispanic civilizations and cultures orally.

In addition, students should be progressing from ACTFL's Intermediate-Mid proficiency level/sub-level in spoken and written Spanish to reach the Intermediate-High level/sublevel as described below:

Speaking

- Converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level.
- Handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.
- Narrate and describe in all major timeframes using connected discourse of paragraph length, but not all the time.
- Understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

Writing

- Meet all practical writing needs of the Intermediate level. Addition-
- Write compositions and simple summaries related to work and/or school experiences.
- Narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level.
- Vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language.
- Generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension

Listening

- Understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts.
- Derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

Reading

- Able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.
- Able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

j. **General Education:** This is not a general education course.

k. **Assessment methods:**

Course grades will be based on the following:

Attendance, participation, homework, portfolio	20%
2 self-recording videos, Blackboard Discussion Board posts	10%
2 partial exams	40%
Research paper	10%
PowerPoint presentation	10%
Final exam	10 %

Grades will be based on the scale below:

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

Research paper:

The student will turn in a five-page, double-spaced research paper; on the one hand, following the writing conventions of the Spanish language, and, on the other hand, framed within the format of the Modern Language Association (*MLA Handbook*, 9th Edition). The topic, chosen by the student and in consultation with the instructor, should be on a relevant theme/cultural product concerning contemporary Spain or a Spanish-American country. The essay must keep a coherent discursive development through paragraphs, argumentation, exposition, description, and/or narration. It should demonstrate a competent handling of Spanish vocabulary, temporal frames, mood, and aspect. The essay must include a minimum of five sources.

The grade for the research paper will consider the coherence of the thesis and support to it, the organization and development of the paper, how thorough the research has been, and the usage

of the Spanish conventions for writing/MLA format. The thesis must be delimited; in other words, manageable, researchable, and provable in a five-page, double-spaced essay.

PowerPoint presentation:

The student will make a PowerPoint on the country selected and their research paper (thesis, supporting arguments, data, etc.). This five-minute PowerPoint presentation should share significant information on the country selected and on the student's research paper with the class. It must show that you take a stand on a relevant issue or important cultural product and provide supporting information and data that will be included in your research paper. The grade on the PowerPoint will consider the images, texts, data, and brief audiovisual materials; the fluidity addressing the audience; and, of course, the usage of Spanish normative (spelling on slides, sentences with correct grammar, vocabulary, etc.), and oral proficiency (sentence-paragraph speech production, lexical appropriateness, pronunciation, rhythm, etc.).

Portfolio:

Student will keep their graded assessment materials in a folder that will be turned in at the end of the semester. This portfolio should contain a one-page, double-spaced document written in Spanish in which the student reflects on their oral and written proficiency development, improvement, and areas in which he or she needs to work to reach the next ACTFL proficiency level/sublevel.

l. Plagiarism/Cheating/Attendance:

Three unexcused absences may result in the student's grade being lowered by a letter grade.

Plagiarism:

Our department strives for academic excellence and encourages all students to reach their potential. Moreover, the department promotes academic honesty and does not tolerate cheating or plagiarism. Cheating is defined as presenting ideas or words of another as one's own. According to the university policy, consequences of cheating and plagiarism can result in an F on the assignment, the exam, or in the course. Any cheating or violation in this class will result in an F on the assignment, exam or paper. Please refer to the ATU 2022-23 Student Handbook, Student Code of Conduct, Academic Integrity Policy, pp. 123-124 for more information.

m. Course content: see below

COURSE SCHEDULE

Semana I

- Introducción. Presentación del libro de texto.
- ¿Por qué es necesario estudiar la prehistoria y la historia para comprender España e Hispanoamérica?
- Mapas. Categorías geopolíticas (España/América/Hispanoamérica/Latinoamérica/Iberoamérica).
- Los bicentenarios. La escena actual.
- *El espejo enterrado*, Cap. 1. La virgen y el toro. La arena española. Figuras maternas. Un río de voces. (págs. 15-33)
- *El espejo enterrado*, Cap. 2. La Conquista de España. Una ciudad asediada. La España romana. La corona y la cruz. El santo de Sevilla. (págs. 35-59) Exploración de algunos recursos audiovisuales con los que trabajaremos durante el semestre.

Tarea. Ver en el Blackboard del curso *El espejo enterrado* (1991), de Carlos Fuentes, "La virgen y el toro".

<https://www.youtube.com/watch?v=RNDSfc1Xjzo>

Tarea. Relacionar los temas que trata el documental con el presente de España y escribir un reporte en español de una página, a doble espacio.

Semana II

- *El espejo enterrado*, Cap. 3. La Reconquista de España. La España árabe. La Reconquista. "Nos ganamos el pan combatiendo a los moros". El camino de Santiago. Señores, ciudades, reyes. Las tres culturas. (págs. 62-96)
- *El Espejo enterrado*, Cap. 4. 1492: el año crucial. Hacia la unidad. La expulsión de los judíos. "Todo es posible". (págs. 98-112)

Semana III

- *El espejo enterrado*, Cap. 5. Vida y muerte del mundo indígena. El regreso de Quetzalcóatl. "Mi lengua." Cortés y Moctezuma. (págs. 113-139)
- *El espejo enterrado*, Cap. 6. La Conquista y la Reconquista del Nuevo Mundo. Una magia organizada. Bajo el signo de la utopía. El príncipe que nunca fue. "¡Las Indias están siendo destruidas!". Una red de ciudades. Padre y madre. (págs. 141-181)

Tarea. Ver en el Blackboard del curso *El espejo enterrado* (1991), de Carlos Fuentes, "La batalla de los dioses".

<https://www.youtube.com/watch?v=2cZfpUDh5ko>

Tarea. Relacionar los temas que trata el documental con el presente de Hispanoamérica y escribir un reporte en español, de una página, a doble espacio.

Semana IV

- *El espejo enterrado*, Cap. 7. La era imperial. La revolución de las comunidades. Una Lluvia de oro. Combatiendo los elementos. Violencia al cielo. (págs. 183-208)

- *El espejo enterrado*, Cap. 8. El Siglo de Oro. El elogio de la locura. El hombre de La Mancha. *Las Meninas*. Don Juan y San Juan. La vida es sueño. La Mancha. (págs. 210-238)

Semana V

- *El espejo enterrado*, Cap. 9. El barroco del Nuevo Mundo. “Para todos los tiempos por venir”. “Mi alma está dividida”. Cosas no mencionadas en la Biblia. La ciudad barroca. La última utopía y la ciudad rebelde. (págs. 239-265)
- *El espejo enterrado*, Cap. 10. La época de Goya. Una revolución feliz. El sueño de la razón. ¡Que vivan las cadenas!. (págs. 268-284)

Tarea. Ver en el Blackboard del curso *El espejo enterrado* (1991), de Carlos Fuentes, “La edad de oro”.

Tarea. Relacionar los temas que trata el documental con el presente de Hispanoamérica y escribir un reporte en español, de una página, a doble espacio.

Semana VI

- **Primer examen**
- *El espejo enterrado*, Cap. 11. Hacia la Independencia: múltiples máscaras y aguas turbias. La expulsión de los jesuitas. La nación criolla. Noticias del mundo. (págs. 286-306)

Semana VII

- *El espejo enterrado*, Cap. 12. El precio de la libertad: Simón Bolívar y José de San Martín. La campaña de los Andes. San Martín y Bolívar. La mañana de la Independencia. (págs. 308-326)
- *El espejo enterrado*, Cap. 13. El tiempo de los tiranos. Tiranos: virginales o promiscuos. La reacción liberal: Benito Juárez. Repúblicas restauradas, culturas en espera. (págs. 328-350)

Semana VIII

- *El espejo enterrado*, Cap. 14. La cultura de la Independencia. Una nueva sociedad. Civilización y barbarie. “Two to tango”. Un esqueleto sobre una bicicleta. (págs. 352-378)

Semana IX

- *El espejo enterrado*, Cap. 15. Tierra y libertad. Tormenta sobre México. (págs. 379-391)
- *El espejo enterrado*, Cap. 15. La muerte de Zapata. La revolución cultural. (págs. 391-397)

Semana X

- *El espejo enterrado*, Cap. 16. Latinoamérica. Negocios inacabados. La cabeza de Goliath. La revolución como institución. (págs. 399-413)

- *El espejo enterrado*, Cap. 16. El nacimiento de la nación. El Dr. Jekyll y Mr. Hyde. El aleph cultural. (págs. 414-424)

Semana XI

- **Segundo examen**
- *El espejo enterrado*, Cap. 17. La España contemporánea. “Aquí yace la mitad de España”. Rescatada por la cultura. (págs. 425-439)

Semana XII

- *El espejo enterrado*, Cap. 18. La hispanidad norteamericana. Un continente de inmigrantes. (págs. 441-452)
- *El espejo enterrado*, Cap. 18. El encuentro con el otro. El espejo desenterrado. (págs. 441-459)

Semana XIII

- *El espejo enterrado*. Epílogo transitorio en 2010.
- Festival Internacional de la Canción de Benidor. Festival de Viña del Mar.

Semana XIV

- Presentaciones orales
- Presentaciones orales

Semana XV

- Presentaciones orales.
- **Conclusiones**

Examen final



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English & World Languages	06-16-23

Title	Signature	Date
Department Head Dr. Emily Hoffman	<i>Emily Hoffman</i>	06-16-23
Dean Dr. Jeffrey Cass	<i>Jeffrey Cass</i>	06-16-23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.19.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/26/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Course Subject: (e.g., ACCT, ENGL) SPAN	Course Number: (e.g., 1003) 4233	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Hispanic Literature		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Hispanic Literature		

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

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective Major Minor

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

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

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
SPAN 4233 will address the following program level learning outcomes:
 - LO1: Communication Skills: Effective use of spoken and written Spanish in interpersonal, academic, and professional contexts*
 - LO3: Understand print and non-print texts in Spanish: Ability to understand and respond analytically to print and non-print Spanish texts.*

- *L05: Familiarity with literature written in Spanish: Familiarity with major figures, works, and movements in Spanish and Spanish-American literature.*

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

Current CPGEs will be revised as follows:

- *Shows familiarity with major Hispanic literary authors, works, and movements (L03, L05)*
- *Can analyze and synthesize Hispanic literary texts in clear written Spanish (L01, L03, L05)*
- *Can communicate ideas regarding Spanish literary texts orally (L01, L03, L05)*

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

According to ATU's office of Institutional Research and Effectiveness, although the number of Spanish minors remains robust, the number of BA Spanish majors and graduates had declined from 14 in 2014 to 3 in Fall 2021. Though the total rebounded to 8 in 2022, this number is still concerning. The highest number of program graduates in a single year since 2019 was 4 in 2020. As part of the 2022 ADHE Program Review for BA Spanish, the visiting external reviewer recommended in the report that the department "overhaul and streamline the Spanish program curriculum" (23) to address its low numbers.

Because of the steady decline in the number of BA Spanish majors and graduates that has resulted in required courses being canceled, we agree with the visiting external reviewer when she writes the following: "As gathered from...conversations with student majors, the program could improve in assuring retention and student progress toward graduation." Students expressed that they "were not finding the upper-level courses needed in the program and having to delay graduation a year or more." If this is addressed, it follows that more of the program's majors will persist and graduate.

Combining related pairs of upper-level required courses will prevent the program's modest number of majors from being thinly spread across a handful of these courses each semester, which has resulted in the recent cancellations and graduation delays. Cancellation due to low enrollment has been especially prevalent with literature courses. Moving from 3 required literature courses to 1 will allow more students to graduate in their targeted semester.

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

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

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

SYLLABUS—SPAN 4233 HISPANIC LITERATURE

a. **Course Subject:** Hispanic Literature

b. **Course Number:** SPAN 4233

c. **Catalog Course Title:** Hispanic Literature

d. **Catalog Description:** A survey of Hispanic literature with readings from representative works.

1. **ACTS course number:** N/A

2. **Cross-listing:** none

3. **Offered:** Spring semesters

4. **Prerequisites:** SPAN 3013 or permission of instructor

5. **Corequisites:** none

6. **Description:** SPAN 4233 is a survey of Spanish and Spanish-American literature with readings in poetry, nonfiction, short fiction, and drama as well as some excerpts from novels. It covers masterpieces from different literary periods, including the Middle Ages, the Renaissance, the Golden Age, the baroque period, the colonial period, romanticism, realism, naturalism, the Generation of 98, modernism, surrealism, existentialism, magic realism, and contemporary works.

7. **Notes:** none

8. **Contact Hours:** 3

9. **Fees:** none

e. **Instructor:** Dr. Dana Derrick Ward

Email: dward@atu.edu

Phone: 968-0485

Office Hours: MWF 2:00-4:00

f. **Text required for course:**

Aproximaciones al estudio de la literatura hispánica, 8th ed., Eds. Edward H. Friedman, L. Teresa Valdivieso, Carmelo Virgillo, VISTA Higher Learning, Boston, 2022.

g. **Bibliography**

Alazrake, Jaime and Ivar Ivask. *The final Island: The Fiction of Julio Cortázar*.

Anderson Imbert, Enrique and Eugenio Florit. *Literatura Hispanoamericana Antología e introducción histórica*.

Andrian, Gustave W. *Modern Spanish Prose*, 7th ed.
 Chandler, Richard E. and Kessel Schwartz *A New History of Spanish Literature*.
 Coleman, Alexander. *Cinco Maestros: Cuentos modernos de Hispanoamérica*.
 Del Río, Ángel and Amelia A. Del Río. *Del Río Antología de la Literatura Española*,
 vol. I and II.
 Hernández, Ana María. *En el punto de mira: Gabriel García Márquez*.
 Kienzle, Mayne and Teresa Méndez-Faith. *Panoramas literarios: España*.
 Méndez, Francisca Paredes, Mark Harpring and José Ballesteros. *Voces de España: Antología literaria*.
 Méndez-Faith, Teresa. *Panoramas literarios: América Hispana*.
 ---. *Panoramas literarios: España, segunda edición*.
 Merino, José María. *Cien años de cuentos: Antología del cuento español en castellano*.
 Mullen, Edward J. and John F. Garganigo. *El cuento hispánico*, 8th ed.

h. Justification and Rationale: The purpose of this course is the study of Hispanic Literature to improve students' communication skills in reading, writing, speaking, and comprehension as well as the understanding of hispanic literary traditions, authors, terminology, representative literary works, and cultural differences among Spanish-speaking countries. By doing this, students in this required course for BA Spanish majors and minors will make progress toward the American Council on the Teaching of Foreign Languages (ACTFL) advanced low proficiency level outlined below.

i. Course Objectives

- *Demonstrate familiarity with major Hispanic literary authors, works, and movements*
- *Analyze and synthesize Hispanic literary texts in clear written Spanish*
- *Communicate ideas regarding Spanish literary texts orally*

In addition, students should be progressing from ACTFL's intermediate-high to its advanced low proficiency level in all skills areas as described below:

Speaking:

- Converse and participate orally with ease and confidence in classroom practice and assessment activities using connected discourse of paragraph length when dealing with most routine tasks, simple personal needs and social demands.
- Handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information.
- Narrate and describe in major time frames using connected discourse of paragraph length with some consistency.
- Speech characterized by failure to maintain narration or description in the appropriate major time frame or by disintegration of connected discourse, misuse of cohesive devices, reduction in breadth and appropriateness of vocabulary, unsuccessful circumlocution, significant hesitation, or by evidence of the dominant language with the above criteria if it can be understood by native speakers unaccustomed to dealing with non-natives.

Writing:

- Successfully complete course-based writing assignments and classroom activities requiring the following types of production:
 - Written notes, quizzes, and practice exercises
 - All types of practical writing.
 - Composition assignments requiring creation of sentences connected into paragraph length narration and description using a limited number of cohesive devices on everyday events and situations in different timeframes

Listening:

- Understand significant stretches of the spoken language on a range of topics beyond target-language culture survival needs, including native speed speech in face-to-face situations, with good comprehension of detail and only occasional need for repetition and rewording by the speaker.
- Understand enough of the content of radio and television broadcasts announcements, movies, play, and songs to restate or explain it to someone else.

Reading:

- Derive essential meaning from most everyday target-language texts
- Understand a good amount of detail in short authentic texts and documents, including literary readings, especially those of high personal or academic interest, although dependent on editions featuring column notes or visual aids to help explain unknown vocabulary and on rereading.

j. **General Education:** This is not a general education course.

k. **Assessment Methods:**

Course grades will be based on the following:

Research Paper in Spanish	15%
PowerPoint Presentation in Spanish	15%
Class attendance/participation/daily homework/reading assignments	15%
Participation in Blackboard discussion forum	10%
Two exams and a final	45% (3x15%)

Grades will be based on the scale below:

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

l. **Plagiarism/Cheating/Attendance:**

- Absences are only excused in the event of an illness. **A student must present a health care professional's written explanation they he or she returns to class after an illness. Total unexcused absences may not exceed 3 during the semester.** A fourth absence will result in a lower grade for the semester and six absences will result in being

dropped from the course by the instructor. Students excused from class in order to represent the university at an authorized event (musical or theatrical performance, athletic competition, etc.) should present the instructor with an authorized note and make provisions for making up missed class work.

- **Class attendance** is required. Students are expected to participate actively in class; therefore, it is vital that they come to class prepared. Please read all assigned material and do all homework ahead of time and bring necessary books and writing materials.
- Any cheating or plagiarism (borrowing ideas or materials from others including published sources and failing to give credit to that source) will result in an F for that assignment or essay.
- All essays will be checked for plagiarism. Above all, students should strive to write original essays and learn to develop their own ideas about different themes and to document the ideas of others.

m. **Course content:** see below

PROGRAM OF DAILY HOMEWORK AND ASSIGNMENTS

- August 24: Orientation: The influences on Hispanic literatura. Review of literary terms: lyric and epic poetry in the Middle Ages. The jarchas and *The Song of My Cid*.
(See the video links on the Blackboard discussion board and make a comment.)
- August 29: Ballads in Spanish. Romances. "El Enamorado y la Muerte" Anónimo (España) (184). "Romance de Conde Arnaldos" (186)
- August 31: Don Juan Manuel, (España): "Lo que sucedió a un mozo que casó con una Muchacha de mal carácter," (43).

Romances: "Romance del rey moro que perdió Alhama," "Romance de cómo se perdió España." Conteste las preguntas de comprensión.
(Vean los videos en Blackboard.)
- September 5: Garcilaso de la Vega, "Soneto IV" (186). "Soneto XXIII" (188).

Don Juan Manuel, "Ejemplo XLV de lo que le sucedió a un hombre que se hizo amigo y vasallo del Diablo."
Conteste las preguntas. (Hay más preguntas en la discusión de Blackboard.)
- September 7: Santa Teresa de Jesús, (España): "Vivo sin vivir en mí," (189).
"Nada te turbe" (191).
San Juan de la Cruz (España) "Llama de amor viva" (192), "Noche oscura," (194).

Santa Teresa de Jesús, *Libro de su Vida* y
San Juan de la Cruz, "La noche oscura" (Discussion Board).

Del Renacimiento a la Ilustración, Sinopsis histórico – literaria.
Garcilaso de la Vega, "Soneto X," "Soneto XXIII." Conteste las preguntas. Vean el video en Blackboard.
*Información de Jorge Manrique, "Coplas que hizo por la muerte del maestre de Santiago don Rodrigo Manrique, su padre."
- September 12: Labor Day Holiday
- September 14: Sor Juan Inés de la Cruz (México): "A su retrato" (201). "A una rosa" (202)

Fray Luis de León, "Vida retirada," "Al salir de la cárcel."
Contesten las preguntas. (Vean el video en Blackboard.)

- September 19: Ricardo Palma (Perú): "La camisa de Margarita," (47).
- September 21: Miguel de Cervantes Saavedra (España): "El juez de los divorcios," (313).
El ingenioso hidalgo Don Quijote de la Mancha, Blackboard discussion board.

La vida de Lazarillo de Tormes y sus fortunas y adversidades.
Contesten las preguntas. Vean el video en Blackboard. Escriban comentarios.
- September 26: Gertrudis Gómez de Avellaneda (Cuba) "Al partir" (206).
"A él" (208). **Review for exam I. (See the review sheet on Blackboard.)**
- September 28: **Exam I in class. (Identifications, quotes, and essays).**
Repaso para el primer examen. Identificaciones, citas, y ensayos.
- October 3: José de Espronceda (España): "Canción del pirata," (203)
Gustavo Adolf Bécquer, (España): "Rima XI" (210, "Rima LIII" (210)
De la Ilustración a la Generación de 98, Sinopsis histórico-literaria.
El Romanticismo. José de Espronceda, "Canción del pirata,"
Gustavo Adolfo Bécquer, "Rimas."
***Contesten las preguntas de comprensión.**
Vean los videos en Blackboard. Escriban comentarios como siempre.
- October 5: **Fall Break**
- October 10: Emilia Pardo Bazán, (España): "Las medias rojas" (51).
Pedro Antonio de Alarcón, "Tic . . . Tac . . ." (Handout.)
Contesten las preguntas.
- October 12: Antonio Machado (España): "Proverbios y cantares: XXIX" (225).
"La saeta: (227) (Poetry Explications discussing form and content.)
"He andado muchos caminos," "Retrato," (263 -268). Contesten las preguntas. Vean los videos con música en Blackboard con la música de Joan Manuel Serrat
- Octubre 17: Rubén Darío (Nicaragua): "El cisne" (220). "Canción de otoño en la primavera (121).
- October 19: Miguel de Unamuno, (España): *San Manuel Bueno, mártir* (120).
- October 24: Juan Ramón Jiménez (España): "Yo no soy yo" (228). "Vivo, primo feria" (229), "Intelijencia," "El viaje definitivo," "Platero y yo," (295-300).
Contesten las preguntas. (Blackboard)

Review for exam II.

October 26: **Exam II in class.**

October 31: Gabriel Mistral (Chile): "Meciendo" (230). "Yo no tengo soledad" (231). César Vallejo (Perú): "Yuntas" (232). "El momento más grande de la vida" (234).

Federico García Lorca (España): "Canción de jinete" (240), "La guitarra," "Canción de jinete," "Romance Sonámbulo," (325-329). Vean el video y escuchen la música en Blackboard.

Todos entreguen los temas para sus presentaciones de PowerPoint y ensayos de investigación. Sign up for a class day to present your paper.

November 1: Ana María Matute (España): "Pecado de omisión" (88). Poema de Unamuno para el Día de los Muertos, "Al niño enfermo." (Hoja suelta.)

November 7: Gabriel García Márquez (Colombia): "La mujer que llegaba a las seis" (93).

November 9: Isabel Allende (Chile): "Dos palabras" (103).

November 14: Juan Rulfo (México): "No oyes ladrar los perros" (70)

November 16: Jorge Luis Borges (Argentina): "El etnógrafo" (60)
Entreguen sus reportes orales. (Post them on the discussion board topic under "PowerPoint Presentations on Blackboard so that the other students can view the presentations.)

November 21: Julio Cortázar (Argentina): "La noche boca arriba" (63)

November 22 -24: **Thanksgiving holidays**

November 28: Osvalás Dragón (Argentina): "Historia del hombre que se convirtió en perro" (332).

November 30: **Last day of class. Turn in research papers. Review for final exam. The review sheet for the exam is posted in the content section of Blackboard.**

Miguel Hernández, (su poesía de la Guerra Civil y música que acompaña los poemas en Blackboard.)

Presentaciones.

December 6:

Reading Day

TBA

Final Exam

WITHDRAW PROPOSAL



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of English & World Languages	06-16-23

Title	Signature	Date
Department Head Dr. Emily Hoffman	<i>Emily Hoffman</i>	06-16-23
Dean Dr. Jeff Cass	<i>Jeffrey Cass</i>	06-16-23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.19.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/24/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title: Bachelor of Arts World Languages - Spanish

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

Delete the following required courses:

SPAN 3133: Spanish-American Civilization and Culture;
SPAN 3123: Spanish Civilization and Culture;
SPAN 3233: Introduction to Literature;
SPAN 4023: Introduction to Spanish Linguistics;
SPAN 4213: Spanish Literature; and
SPAN 4223: Spanish-American Literature;

Delete the 6 hours of upper division Spanish electives;

Allow 6 hours from the following:

SPAN 3113: Business Spanish;
SPAN 3143: Study Abroad;
SPAN 3163: Community Internship Experience;
SPAN 3383: Principles of Interpretation; and

Add the following new courses:

SPAN 3173: Hispanic Civilizations and Culture;
SPAN 4003: Oral Communication; and
SPAN 4233: Hispanic Literature

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

No changes to current staffing and space allocation will be necessary. No programs will be negatively impacted.

Answer the following Assessment questions:

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

Goal 2 of Arkansas Tech's ATU 2025: Strategic Plan is "Student Success and Support."

More specifically, Item 1 says ATU will "[i]ncrease student persistence, retention, and graduation rates in all monitored demographic categories. Reducing the number of credit hours required for the major to 30 will concentrate majors in a smaller number of Spanish sections each semester. This will reduce cancellation of low-enrolled sections, which can disrupt student progress and delay their graduation. This will also reduce the likelihood of students seeking out courses at other institutions for transfer back to ATU in order to meet program requirements.

Item 2 says ATU will "[i]ncrease opportunities for high-impact practices, experiential learning and student engagement. The proposed revisions offer students a limited range of 4 major elective options, two of which are SPAN 3143 Study Abroad and SPAN 3163 Community Internship Experience. As a result, more students should be enrolling in one or both of these courses tied to high-impact learning practices.

- 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 "a" above.

To expand the discussion of Strategic Plan Goal 2, Item 2 above, the proposed changes more directly funnel students toward experiential learning opportunities, which are especially valuable for foreign language mastery. The changes decrease more artificial classroom language practice and increase opportunities for organic, real-world interactions with native and heritage Spanish speakers both locally and abroad.

The increase in general elective hours allows students to more easily add a second major or certificate of proficiency that complements their Spanish language skills and make them more attractive to potential employers. The new emphasis on SPAN 3113 Business Spanish (proposed as 1 of 4 electives) and SPAN 4003 Oral Communication (proposed as a requirement) will also position BA Spanish majors to more effectively use the language in various professional settings.

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

BA Spanish students have been meeting or exceeding expectations/targets for the majority of the grade-based and embedded assessments of the program's learning outcomes. For instance, in 2022, BA Spanish students met the target for the grade-based assessment of LO5: Familiarity with literature written in Spanish and exceeded the target for the embedded assessment for it. Further, majors met the grade-based assessment target for SPAN 3123 and SPAN 3133. Because students are already successful in these areas where there have been two required courses, we are confident this will continue with only one required course each in the areas of literature and culture/civilization.

- 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.

BA Spanish majors at ATU must currently complete 39 credit hours of Spanish coursework to earn the degree. Among 4-year public institutions in Arkansas, UCA, UAFS, and U of A Fayetteville also offer undergraduate degree programs in Spanish. Reducing the number of required major hours will align Tech more closely with U of A Fayetteville, which requires 33 credit hours while placing the program below the number of credit hours (37) UCA requires. UAFS requires over 40 credit hours of Spanish for its BA Spanish degree.

In addition, the change will align ATU more closely with the number of Spanish credit hours other regional state universities in the Midwest and South require of their majors. For instance, University of Louisiana-Monroe requires 30 credit hours. University of Central Oklahoma requires 33 credit hours of Spanish. Fort Hays State University (KS) requires 34 credit hours while Missouri Southern State University requires 36.

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

See the attached assessment plan.

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

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Arts World Language - Spanish	
<p>Freshman Fall Semester - NO CHANGES</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester - NO CHANGES</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester – NO CHANGES</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add: Increase General Elective hours from 6 to 9.</p> <p>Delete:</p> <p>SPAN 3213 Advanced Grammar and Usage</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add:</p> <p>SPAN 3173 Hispanic Civilizations & Cultures</p> <p>3 hours from: SPAN 3113: Business Spanish; SPAN 3143: Study Abroad; SPAN 3163: Community Internship Experience; OR SPAN 3383: Principles of Interpretation</p> <p>Delete:</p> <p>SPAN 3133 Spanish-American Civilization and Culture</p> <p>SPAN 3233 Introduction to Literature</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add: SPAN 3213 Advanced Grammar and Usage</p> <p>3 hours from: SPAN 3113: Business Spanish; SPAN 3143: Study Abroad; SPAN 3163: Community Internship Experience; OR SPAN 3383: Principles of Interpretation</p> <p>Increase electives from 6 hours to 9 hours</p> <p>Delete:</p> <p>SPAN 3123 Spanish Civilization and Culture</p> <p>SPAN 4023 Introduction to Spanish Linguistics</p> <p>3 hours of SPAN Elective (3000-4000 level)</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add:</p> <p>SPAN 4233 Hispanic Literature</p> <p>Increase electives from 9 to 12 hours</p> <p>Delete:</p> <p>SPAN 4213: Spanish Literature</p> <p>3 hours SPAN Elective (3000-4000 level)</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>SPAN 4003 Oral Communication</p> <p>Delete:</p> <p>SPAN 4223 Spanish-American Literature</p> <p>Total Hours:</p>



Arkansas Tech University

Assessment Plan - Foreign Language (BA)

This Assessment Plan outlines the outcomes, measures, and targets for student achievement in this degree.

June 05, 2023

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Assessment Plan - Foreign Language (BA)

Major-AH-ENGL-Foreign Language (BA) - All Options 2022

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Major-AH-ENGL-Foreign Language (BA) - All Options

2022

Internal Review

1 GOALS 5 OUTCOMES 18 MEASURES 18 TARGETS 18 FINDINGS 11 ATTACHMENTS

Institutional Mission

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

Program Mission

The B.A. Spanish program seeks to help students express themselves effectively, develop a respect for and an understanding of their own and other languages, appreciate and profit from a study of our global literary heritage, increase their awareness of and empathy for diverse peoples and cultures, discover the relevance of ideas and values found in their reading, and learn to think critically and evaluate wisely.

B.A. Spanish majors are prepared to live in a global society and for a variety of careers in advertising, communications, education, government, management, personnel work, public relations, and sales. The degree prepares students for graduate study of business, law, or the humanities.

PLAN INFORMATION BLOCK

Point of Contact for this year's assessment (add additional names as needed):

- 1) Carl Brucker
- 2) Patricia Joselin
- 3) Scott O'Neil
- 4) Claire Kortyna
- 5) Brent Hogan

APPROVALS

Department Head Approval: Date:

Dean Approval: Date:

Office of Assessment Review: Date:

Student Learning Outcomes assessed during the calendar year:

(Add more as necessary)

Outcome 1: LO2: Understanding role of Spanish and cultural differences

Outcome 1: LO5: Familiarity with literature written in Spanish.

Program Level Context and Additional Comments:

Program Learning Outcomes

1 Calendar Year Assessment Information 2022

1.1
LO1: Communication Skills
Effective use of spoken and written Spanish in interpersonal, academic, and professional contexts

1.1.1
Embedded Assessment SPAN 3003 and SPAN 3013 Clear and Coherent Writing in Spanish

Embedded assessment in SPAN 3003 and SPAN 3013 on students' ability to produce clear and coherent writing in Spanish.

Expectations/Target for this Outcome

1.1.1 **Nothing Entered**
Embedded assessment in SPAN 3003 and SPAN 3013 on students' ability to produce clear and coherent writing in Spanish.

At least 75% of B.A. Spanish students' are scored Target or High-Acceptable on their ability to produce clear and coherent writing in Spanish.

Program Learning Outcomes

1.1.2

Exit Interview

EXIT INTERVIEWS of graduating B.A. in Spanish students on which they self-assess their improvement in the effective use of spoken and written Spanish.

1.1.3

Grade-Based Assessment

Mean grade of Spanish graduates in advanced language skills courses--SPAN 3003 Conversation and Composition I, SPAN 3013 Conversation and Composition II, and SPAN 3213 Advanced Grammar.

1.1.4

embedded assessment SPAN 3003 and SPAN 3013 ability to communicate orally in Spanish

Embedded assessment in SPAN 3003 and SPAN 3013 on students' ability to communicate orally in Spanish

Expectations/Target for this Outcome

1.1.2.1 **Nothing Entered**

EXIT INTERVIEWS of graduating B.A. in Spanish students on which they self-assess their improvement in the effective use of spoken and written Spanish.

At least 75% of graduating B.A. Spanish students report Good or Great Improvement in their ability to effectively use spoken and written Spanish.

1.1.3.1 **Nothing Entered**

Mean grade of Spanish graduates in advanced language skills courses--SPAN 3003 Conversation and Composition I, SPAN 3013 Conversation and Composition II, and SPAN 3213 Advanced Grammar.

The mean grade of graduating B.A. Spanish graduates in the advanced language skills courses should be at least 3.00.

1.1.4.1 **Nothing Entered**

Embedded assessment in SPAN 3003 and SPAN 3013 on students' ability to communicate orally in Spanish

At least 75% of B.A. Spanish students are scored as Acceptable-High or Target on their ability to communicate orally in Spanish.

Program Learning Outcomes

1.1.5	Embedded Assessment SPAN 4213 and SPAN 4223 analyze and synthesize in written Spanish
	Embedded assessment in SPAN 4213 and SPAN 4223 on students' ability to analyze and synthesize in written Spanish.
1.1.6	Embedded Assessment SPAN 4213 and SPAN 4223 oral communication
	B.A. Spanish students in SPAN 4213 and SPAN 4223 are scored Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence on their ability to communicate orally in Spanish.
1.2	LO2: Understanding role of Spanish and cultural differences
	Understanding of the dynamic nature of language usage and the cultural role of Spanish in the global community

1.1.5	Embedded Assessment SPAN 4213 and SPAN 4223 analyze and synthesize in written Spanish
	Embedded assessment in SPAN 4213 and SPAN 4223 on students' ability to analyze and synthesize in written Spanish.
1.1.6	Embedded Assessment SPAN 4213 and SPAN 4223 oral communication
	B.A. Spanish students in SPAN 4213 and SPAN 4223 are scored Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence on their ability to communicate orally in Spanish.
1.2.1	Exit Interview
	The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in Foreign Languages students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point scale of No Improvement, Little Improvement, Good Improvement, and Great Improvement.

Expectations/Target for this Outcome

1.1.5.1	Nothing Entered
	Embedded assessment in SPAN 4213 and SPAN 4223 on students' ability to analyze and synthesize in written Spanish.
	At least 75% of B.A. Spanish students are scored Target or High-Acceptable in their ability to analyze and synthesize in written Spanish.
1.1.6.1	Nothing Entered
	B.A. Spanish students in SPAN 4213 and SPAN 4223 are scored Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence on their ability to communicate orally in Spanish.
	At least 75% of B.A. Spanish students are scored Target or High-Acceptable in their ability to communicate orally in Spanish.
1.2.1.1	Exceeded
	B.A. in Spanish Education graduates self-assess their improvement in linguistic awareness, scoring themselves on a four-point scale of No Improvement, Little Improvement, Good Improvement, and Great Improvement.
	At least 75% of B.A. Spanish Education graduates report Good or Great Improvement in their linguistic awareness.

Program Learning Outcomes

1.2.2

Grade-Based Assessment

The mean GPA of B.A. Spanish graduates in SPAN 3123 Spanish Civilization and Culture and SPAN 3133 Spanish-American Civilization and Culture.

1.2.3

Grade-Based Assessment

The mean grade of B.A. Spanish graduates in linguistics courses SPAN 3023 or SPAN 4023.

1.2.4

Embedded Assessment

B.A. Spanish students in SPAN 3003 and SPAN 3013 are scored as Target, High Acceptable, Low-Acceptable, Unacceptable, or No Evidence in their knowledge of contemporary and historical Spanish-speaking cultures.

Expectations/Target for this Outcome

1.2.2.1 **Met**

The mean GPA of B.A. Spanish graduates in SPAN 3123 Spanish Civilization and Culture and SPAN 3133 Spanish-American Civilization and Culture.

B.A. Spanish graduates should have a mean GPA in the advanced language skills course of at least 3.00.

1.2.3.1 **Not Met**

The mean grade of B.A. Spanish graduates in linguistics courses SPAN 3023 or SPAN 4023.

The mean grade of B.A. Spanish graduates in linguistics courses SPAN 3023 or SPAN 4023 is at least 3.00.

1.2.4.1 **Exceeded**

B.A. Spanish students in SPAN 3123 and SPAN 3133 are scored as Target, High Acceptable, Low-Acceptable, Unacceptable, or No Evidence in their knowledge of contemporary and historical Spanish-speaking cultures.

At least 75% of B.A. Spanish students' in SPAN 3123 and SPAN 3133 are scored Target or High-Acceptable in their knowledge of contemporary and historical Spanish-speaking cultures.

Program Learning Outcomes

1.3

LO3: Understand print and non-print texts in Spanish

Ability to understand and respond analytically to print and non-print Spanish texts

1.3.1

Exit Interview

The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in Foreign Languages students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point scale of No Improvement, Little Improvement, Good Improvement, and Great Improvement.

1.3.2

Grade-Based Assessment

The mean grade of graduating Spanish majors in the required literature courses, SPAN 4213 and SPAN 4223.

1.3.3

Literature Project

Student research report scores from the LITERATURE PROJECT offered in foreign language courses 4213 and 4223.

Expectations/Target for this Outcome

1.3.1 **Nothing Entered**

The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in Foreign Languages students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point s

At least 75% of Spanish graduates report Good or Great improvement in their ability to understand and interpret written and spoken examples of Spanish on a variety of topics.

1.3.2 **Nothing Entered**

The mean grade of graduating Spanish majors in the required literature courses is at least 3.00.

1.3.3 **Nothing Entered**

At least 70% of language students are scored as Acceptable-High or Target on all 19 LITERATURE PROJECT research report standards.

Program Learning Outcomes

1.4

LO4: Conduct research

Ability to conduct research and use it effectively.

1.4.1

Embedded Assessment SPAN 3123 and SPAN 3133 ability to research

Embedded assessment in SPAN 3123 and SPAN 3133 on students' ability to research and use it effectively.

1.4.2

Exit Interview

The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in Spanish students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point scale of No Improvement, Little Improvement, Good Improvement, and Great Improvement.

1.4.3

Embedded Assessment SPAN 4213 and SPAN 4223 ability to research

B.A. Spanish students in SPAN 4123 and SPAN 4223 are scored Target, High-Acceptable, Low-

Expectations/Target for this Outcome

1.4.1 **Nothing Entered**

Embedded assessment in SPAN 3123 and SPAN 3133 on students' ability to research and use it effectively.

At least 75% B.A. Spanish students in SPAN 3123 and SPAN 3133 are scored Target or High-Acceptable in their ability to research and use it effectively.

1.4.2.1 **Nothing Entered**

The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in Spanish students. As part of this interview, students are asked to self-assess their improvement in research ability.

At least 75% of B.A. Spanish students report Good or Great Improvement in their ability to conduct research.

1.4.3.1 **Nothing Entered**

B.A. Spanish students in SPAN 4123 and SPAN 4223 are scored Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence on their ability to research and use it effectively.

At least 75% B.A. Spanish Education students in SPAN 4213 and SPAN 4223 are scored

Program Learning Outcomes

	Acceptable, Unacceptable, or No Evidence on their ability to research and use it effectively.	Expectations/Target for this Outcome
1.5 LO5: Familiarity with literature written in Spanish. Familiarity with major figures, works, and movements in Spanish and Spanish-American literature.	1.5.1 Grade-based Assessment The mean grade of B.A. Spanish graduates in SPAN 4213 Spanish Literature and 4223 Spanish-American Literature	1.5.1.1 Met The mean grade of B.A. Spanish graduates in SPAN 4213 Spanish Literature and 4223 Spanish-American Literature The mean grade of B.A. Spanish graduates in SPAN 4213 and SPAN 4223 is at least 3.00.
	1.5.2 Embedded Assessment B.A. Spanish students in SPAN 4213 and SPAN 4223 are scored as Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence in their familiarity with major Spanish and Spanish-American authors, works, and movements	1.5.2.1 Exceeded B.A. Spanish students in SPAN 4213 and SPAN 4223 are scored as Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence in their familiarity with major Spanish and Spanish-American authors, works, and movements At least 75% of B.A. Spanish students will be scored as Target or High-Acceptable in their familiarity with major Spanish and Spanish-American authors, works, and movements

DEGREE AUDIT CHECK LIST (BA-SPAN) World Languages - Spanish

2023-24 ~~2024-25~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI	(6-9hrs)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9hrs)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3hrs)	15
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
		54
TOTAL ELECTIVE HOURS		45

Student's Name		
T#		
Major Requirements		Hrs
SPAN	2013 3003 3013 3123 3133 3173 4003 4233	
	3213 3233 4023 4213 4223	
SPAN	(6 HR UD)	
SPAN	(2023 or 2033)	39
SPAN	3113 3143 3163 3383	30
	6 hrs	
		30
TOTAL MAJOR HOURS		39
TOTAL HOURS		

Final Check: Min. hours required 120 Earned Hrs _____
 40 hours upper level _____ thru _____ minus P/C HRS _____
 # of "D" hours _____ thru _____ to be completed _____
 Max activity hours 4 _____ **TOTAL** _____

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

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Bachelor of Arts World Languages - Spanish

DEPARTMENT
HOMEPAGE

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

Students may choose a degree program in Spanish; pursue studies in Latin; or complete a [minor in French, German, Japanese, Latin American/Latino studies with language proficiency, Latin American/Latino studies without language proficiency, Spanish, and Spanish Medical Interpretation.](#)

The degree program in Spanish requires ~~39~~ 30 hours.

- [SPAN 2013 Intermediate Spanish I](#)
- [SPAN 2023 Intermediate Spanish II](#) or [SPAN 2033 Intermediate Spanish II for Heritage Speakers](#)
- [SPAN 3003 Conversation and Composition I](#)
- [SPAN 3013 Conversation and Composition II](#)
- ~~[SPAN 3123 Spanish Civilization and Culture](#)~~
- ~~[SPAN 3133 Spanish American Civilization and Culture](#)~~ **SPAN 3173**
- [SPAN 3213 Advanced Grammar and Usage](#) **SPAN 4003**
- ~~[SPAN 3233 Introduction to Literature](#)~~ **SPAN 4233**
- ~~[SPAN 4023 Introduction to Spanish Linguistics](#)~~ **6 credit hours from:**
- ~~[SPAN 4213 Spanish Literature](#)~~ **SPAN 3113**
- ~~[SPAN 4223 Spanish American Literature](#)~~ **SPAN 3143**
- ~~[SPAN 4233 Spanish American Literature](#)~~ **SPAN 3163**
- ~~6 credit hours of upper-level Spanish electives~~ **SPAN 3383**

Students with previous world languages experience may petition the Department of English and World Languages for advanced placement and credit. Petitioners will be given written and/or oral examinations by a world languages faculty member who will then recommend an appropriate language placement level. This placement level will not exceed [FR 3013 Conversation and Composition II](#), [GER 3013 Conversation and Composition II](#), [JPN 3013 Conversation and Composition II](#) or [SPAN 3013 Conversation and Composition II](#), and will be approved by the department head. Students who have omitted one or more courses in the basic language sequence will

receive credit for omitted courses when they have validated their advanced placement by passing the course into which they are placed with a grade of "C" or better.

Students who want to improve their Japanese language skills and cultural knowledge may do so by studying for a semester or a year at [Komazawa University in Tokyo](#).

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
USHG 1XXX U.S. History and Government ¹	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
MATH XXXX Mathematics ¹	3	SCIL 1XXX Science with Laboratory ¹	4
SPAN 2013 Intermediate Spanish I ²³	3	SS 1XXX Social Science Courses ¹	3
TECH 1001 Orientation to the University	1	SPAN 2023 Intermediate Spanish II or SPAN 2033 Intermediate Spanish II for Heritage Speakers ²³	3
Total Hours	13	Total Hours	16

Sophomore

Fall	Credits	Spring	Credits
SS 1XXX Social Science Courses ¹	3	SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communication Courses ¹	3
FAH 1XXX Fine Arts and Humanities Courses ¹	3	SPAN 3013 Conversation and Composition II	3
SCIL 1XXX Science with Laboratory ¹	4	SPAN 3213 Advanced Grammar and Usage	3
SPAN 3003 Conversation and Composition I	3	Elective ⁴	6 9
		Total Hours	15

Fall	Credits
Elective ⁴	3
Total Hours	16

Junior

3 hours from:
 SPAN 3113
 SPAN 3143
 SPAN 3163
 SPAN 3383



Fall	Credits	Spring	Credits
SPAN 3133 Spanish-American Civilization and Culture	3	SPAN 3233 Spanish Civilization and Culture	3
SPAN 2233 Introduction to Literature	3	SPAN 4023 Introduction to Spanish Linguistics	3
Elective ⁴	9	SPAN Elective (3000-4000 level)	3
Total Hours	15	Elective ⁴	6 9
		Total Hours	15

3 hours from:
 SPAN 3113
 SPAN 3163
 SPAN 3383

Senior

Fall	Credits	Spring	Credits
SPAN 4213 Spanish Literature	3	SPAN 4223 Spanish-American Literature	3
SPAN Elective (3000-4000 level)	3	Elective ⁴	12
Elective ⁴	9 12	Total Hours	15
Total Hours	15		

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

² Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

³ Lab attendance is required for the beginning and intermediate foreign language courses.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR CURRICULUM REVISION

Department Initiating Proposal	Date
English & World Languages	10-31-22

Title	Signature	Date
Department Head Dr. Emily Hoffman	<i>Emily Hoffman</i>	10-31-22
Dean Dr. Jeff Cass	<i>Jeffrey Cass</i>	10/31/22
Assessment Dr. Christine Austin	<i>Christine Austin</i>	10/31/22
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	4/26/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title:
Certificate of Proficiency in Teaching English to Speakers of Other Languages

LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. Current degree title

Teaching English to Speakers of Other Languages

2. Current degree code

0130

3. Current CIP code

13.1401

4. % online (if applicable)

5. Current curriculum.

The certificate of proficiency in Teaching English to Speakers of Other Languages requires the following 18 semester credit hours:

ENGL 3013 Systems of Grammar
ENGL 3023 Introduction to Linguistics
ENGL 4023 Second Language Acquisition
ENGL 4703 Teaching English as a Second Language
ENGL 4713 ESL Assessment
ENGL 4723 Teaching People of Other Cultures

And one of the following:

ENGL 4013 History of the English Language
ENGL 4083 Seminar: English Language
ENGL 4733 Teaching English in the Secondary School
SPAN 3133 Spanish-American Civilization and Culture
SPAN 4703 Foreign Language Teaching Methods

6. Proposed curriculum. If adding a new course, include new course description.

The certificate of proficiency in Teaching English to Speakers of Other Languages requires the following 12 semester credit hours:

ENGL 4023 Second Language Acquisition
ENGL 4703 Teaching English as a Second Language
ENGL 4713 ESL Assessment
ENGL 4723 Teaching People of Other Cultures

7. Effective date, term, and academic year.

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

8. Reason for change.

The change makes this certificate more doable and more likely to be pursued. The change preserves the core courses of the department's TESOL curriculum.

Arkansas Tech University

Assessment Plan -Teaching English as a Second Language (CP)

This document shows the program learning outcomes, measures, and targets for student achievement created by the faculty for use in assessing students success in this credential.

Table of Contents

Assessment Plan -Teaching English as a Second Language (CP)

Major-AH-ENGL- Teaching English as Second Language (CP) 2022

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Major-AH-ENGL- Teaching English as Second Language (CP)

2022

1 GOALS 4 OUTCOMES 8 MEASURES 8 TARGETS 8 FINDINGS 0 ATTACHMENTS

Institutional Mission

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

Program Mission

The certificate of proficiency in Teaching English to Speakers of Other Languages at Arkansas Tech University provides intellectual, ethical, and practical instruction in linguistic theories of language acquisition and the pedagogy of second language instruction. The certificate of proficiency in TESOL can help prepare students to be effective teachers of English Language Learners in Arkansas, the nation, and the world.

PLAN INFORMATION BLOCK

Point of Contact for this year's assessment (add additional names as needed):

- 1)
- 2)

APPROVALS

Department Head Approval: Date:

Dean Approval: Date:

Office of Assessment Review: Date:

Student Learning Outcomes assessed during the calendar year:

(Add more as necessary)

Outcome 1:

Outcome 2:

Program Level Context and Additional Comments:

1 **Calendar Year Assessment Information**
2022

1.1 **Program Learning Outcomes**

LO1: Methods of Teaching ESL

Knowledge of various methods of teaching English as a Second Language

1.1.1 **Measures**

Grade-based Assessment: ESL Teaching Methods

The average grade earned by CP TESOL graduates in ENGL 4703 Teaching English as a Second Language.

1.1.1.1 **Expectations/Target for this Outcome**

The average grade earned by CP TESOL graduates in ENGL 4703 Teaching English as a Second Language. **Nothing Entered**

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4703 Teaching English as a Second Language is at least 3.00.

1.1.2 **Measures**

Embedded Assessment: ENGL 4703: Knowledge of TESOL pedagogy

Embedded assessment in ENGL 4703 Teaching English as a Second Language of TESOL pedagogy knowledge.

1.1.2.1 **Expectations/Target for this Outcome**

Embedded assessment in ENGL 4703 Teaching English as a Second Language of TESOL pedagogy knowledge.

EXPECTATIONS/TARGET FOR THIS OUTCOME 2021: At least 75% of CP TESOL students in ENGL 4703 Teaching English as a Second Language are scored Target or High-Acceptable in their knowledge of TESOL pedagogy.

1.2 Program Learning Outcomes

LO2: ESL Assessment

Knowledge of various methods of teaching English as a second language

1.2.1 Measures

The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment.

The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment.

1.2.1.1 Expectations/Target for this Outcome

The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment.

Nothing Entered

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment is at least 3.00.

1.2.2 Measures

Embedded Assessment: ENGL 4713: Ability to Assess English Language Skills

Embedded assessment in ENGL 4713 ESL Assessment of ability to assess English language skills

1.2.2.1 Expectations/Target for this Outcome

Embedded assessment in ENGL 4713 ESL Assessment of ability to assess English language skills

EXPECTATIONS/TARGET FOR THIS OUTCOME At least 75% of CP TESOL students enrolled in ENGL 4713 ESL Assessment are scored as Target or High-Acceptable in their ability to assess English language skills.

1.3 Program Learning Outcomes

LO3: Culture's Effect on Language Learning

Understanding of how cultural factors affect language learning

1.3.1 Measures

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures..

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures..

1.3.1.1 **Expectations/Target for this Outcome**

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures.. **Nothing Entered**

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures. is calculated annually.

1.3.2 **Measures**

Embedded assessment: ENGL 4723 Teaching People of Other Cultures: Awareness of how cultural factors affect language learning
Embedded assessment in ENGL 4723 Teaching People of Other Cultures to assess awareness of how cultural factors affect language learning.

1.3.2.1 **Expectations/Target for this Outcome**

Embedded assessment in ENGL 4723 Teaching People of Other Cultures to assess awareness of how cultural factors affect language learning.

EXPECTATIONS/TARGET FOR THIS OUTCOME At least 75% of CP TESOL students enrolled in ENGL 4723 Teaching People of Other Cultures are scored Target or High-Acceptable in their awareness of how cultural factors affect language learning.

1.4 **Program Learning Outcomes**

LO4: Second Language Acquisition

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures..

1.4.1 **Measures**

The average grade of CP TESOL students enrolled in ENGL 4023 Second Language Acquisition

The average grade earned by CP TESOL graduates in ENGL 4023 Second Language Acquisition..

1.4.1.1 **Expectations/Target for this Outcome**

The average grade earned by CP TESOL graduates in ENGL 4023 Second Language Acquisition.. **Nothing Entered**

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4023 Second Language Acquisition is at least 3.00.

1.4.2 **Measures**

Embedded Assessment: ENGL 4023 Second Language Acquisition: Understanding linguistic Process of Second Language Acquisition.

Embedded assessment in ENGL 4023 Second Language Acquisition to assess students understanding of the linguistic process of second language acquisition.


1.4.2.1 **Expectations/Target for this Outcome**

Embedded assessment in ENGL 4023 Second Language Acquisition to assess students understanding of the linguistic process of second language acquisition.

EXPECTATIONS/TARGET FOR THIS OUTCOME At least 75% of CP TESOL students enrolled in ENGL 4023 Second Language Acquisition are scored Target or High-Acceptable in their understanding of the linguistic process of second language acquisition.

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Certificate of Proficiency in Teaching English to Speakers of Other Languages

DEPARTMENT
HOMEPAGE

The certificate of proficiency in Teaching English to Speakers of Other Languages will provide a structured program for students who plan to teach English to speakers of other languages in the United States or overseas.

The certificate of proficiency in Teaching English to Speakers of Other Languages requires the following

12

~~18 semester credit hours:~~

- ~~ENGL 3013 Systems of Grammar~~
- ~~ENGL 3023 Introduction to Linguistics~~
- ENGL 4023 Second Language Acquisition
- ENGL 4703 Teaching English as a Second Language
- ENGL 4713 ESL Assessment
- ENGL 4723 Teaching People of Other Cultures

~~And one of the following:~~

- ~~ENGL 4013 History of the English Language~~
- ~~ENGL 4083 Seminar: English Language~~
- ENGL 4733 Teaching English in the Secondary School
- SPAN 3133 Spanish-American Civilization and Culture
- SPAN 4703 Foreign Language Teaching Methods



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English & World Languages	06-16-23

Title	Signature	Date
Department Head Dr. Emily Hoffman	<i>Emily Hoffman</i>	06-16-23
Dean Dr. Jeffrey Cass	<i>Jeffrey Cass</i>	06-16-23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6-18-23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/26/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title: Latin American/Latino Studies with Language Proficiency—Minor

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

Delete the following courses:

SPAN 3123 Spanish Civilization and Culture

SPAN 3133 Spanish-American Civilization and Culture

SPAN 4213 Spanish Literature

SPAN 4223 Spanish-American Literature

Allow the following as an option for 9 required Spanish hours:

SPAN 4003 Oral Communication

Allow the following new courses as options for 9 required Spanish hours:

SPAN 3173 Hispanic Civilizations and Cultures

SPAN 4233 Hispanic Literature

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

No changes to current staffing and space allocation will be necessary. No programs will be negatively impacted.

Answer the following Assessment questions:

The proposed changes to the Latin American/Latino Studies with Language Proficiency minor are the result of proposed changes to the BA Spanish. Although EWL does not collect assessment data specific to minors, the questions below are fully addressed in the BA Spanish Program Change form.

- a. How does the program change align with the university mission?
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

Latin American/Latino Studies with language proficiency

The minor in Latin American and Latino Studies with language proficiency is designed for students who w background about the Spanish speaking populations in Arkansas and the United States. This minor will be students who are already bilingual and who plan to work with native Spanish speakers in the health fields, and the service sectors. The minor in Latin American and Latino Studies with language proficiency require course prerequisites must be met first):

- HIST 3313 Colonial Latin America
- HIST 3323 Modern Latin America
- HIST 4133 Latinos in the United States

AND 9 hours selected from the following:

- ~~SPAN 3123 Spanish Civilization and Culture~~
- ~~SPAN 3133 Spanish-American Civilization and Culture~~
- SPAN 3143 Study Abroad **SPAN 3173**
- ~~SPAN 4213 Spanish Literature~~ **SPAN 4003**
- ~~SPAN 4223 Spanish-American Literature~~ **SPAN 4233**
- SPAN 4803 Spanish-Language Film
- SPAN 4991 Special Problems in Spanish-3



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of English & World Languages	06-16-23

Title	Signature	Date
Department Head Dr. Emily Hoffman	<i>Emily Hoffman</i>	06-16-23
Dean Dr. Jeffrey Cass	<i>Jeffrey Cass</i>	06-16-23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.19.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/26/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title: Spanish Medical Interpretation minor
--

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

Delete the following course:

SPAN 3133 Spanish-American Civilization and Culture

Add the following new course:

SPAN 3173 Hispanic Civilizations and Cultures

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

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

Answer the following Assessment questions:

The proposed changes to the Spanish Medical Interpretation minor are the result of proposed changes to the BA Spanish. Although EWL does not collect assessment data specific to minors, the questions below are fully addressed in the BA Spanish Program Change form.

- a. How does the program change align with the university mission?
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

Spanish Medical Interpretation

The minor in Spanish Medical Interpretation is designed for students who plan careers in medicine and want to develop Spanish competencies and an introduction to medical interpretation theory and Spanish medical terminology. The minor in Spanish Medical Interpretation requires 18 hours of courses (all course prerequisites must be met first):

- SPAN 2303 Spanish for Medical Interpretation I
- SPAN 2313 Spanish for Medical Interpretation II
- SPAN 3003 Conversation and Composition I
- SPAN 3013 Conversation and Composition II
- ~~SPAN 3133 Spanish-American Civilization and Culture~~ *SPAN 3173*
- SPAN 3383 Principles of Interpretation



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English & World Languages	06-16-23

Title	Signature	Date
Department Head Dr. Emily Hoffman	<i>Emily Hoffman</i>	06-16-23
Dean Dr. Jeffrey Cass	<i>Jeffrey Cass</i>	06-16-23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.19.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/26/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title: Minors in World Languages—Spanish
--

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

Delete the following required course:

SPAN 3123 Spanish Civilization and Culture or SPAN 3133 Spanish-American Civilization and Culture

Add the following new course:

SPAN 3173 Hispanic Civilizations and Cultures

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

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

Answer the following Assessment questions:

The proposed changes to the Spanish minor are the result of proposed changes to the BA Spanish.

Although EWL does not collect assessment data specific to minors, the questions below are fully addressed in the BA Spanish Program Change form.

- a. How does the program change align with the university mission?
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

Spanish

The minor in Spanish is designed for students who cannot complete a major in a foreign language, but for considerations, would like to obtain some basic foreign language competencies and be familiar with the culture. The minor in Spanish requires 21 hours of courses:

- SPAN 1013 Beginning Spanish I
- SPAN 1023 Beginning Spanish II
- SPAN 2013 Intermediate Spanish I
- SPAN 2023 Intermediate Spanish II or SPAN 2033 Intermediate Spanish II for Heritage Speakers
- SPAN 3003 Conversation and Composition I
- SPAN 3013 Conversation and Composition II or SPAN 3113 Business Spanish
- ~~SPAN 3123 Spanish Civilization and Culture or SPAN 3133 Spanish-American Civilization and Culture~~

SPAN 3173



ARKANSAS TECH UNIVERSITY

Request for Program Deletion (CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
English and World Languages	2/28/23

Title	Signature	Date
Department Head	<i>Emily Hoffman</i>	02-28-23
Dean	<i>Jeffrey Cass</i>	2/28/23
Assessment	<i>Mark E. Clark</i>	3.29.23
Registrar	<i>Jammy Beaumont</i>	4/26/23
Graduate College (if appropriate)		
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:
~~Foreign Languages Education~~ *World Language with Concentration in*

BA-SPEP

Spanish Education for Teacher Licensure

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. **Current degree/certificate/option/unit title**
BA in Foreign Languages Education
2. **Degree code**
1445
3. **CIP code**
1313.06
2. **Effective date, term, and academic year**
Fall 2024, AY 24-25
4. **Reason for deletion**
Program has appeared repeatedly on non-viability report, insufficient number of graduates per academic year, principally due to failure to pass Praxis. Will teach out the current students or move them to the BA in Foreign Language.



ARKANSAS TECH UNIVERSITY

Request for Program Deletion (CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
English and World Languages	2/28/23

Title	Signature	Date
Department Head	<i>Emily Hoffman</i>	02-23-23
Dean	<i>Jeffrey Cass</i>	2/28/23
Assessment	<i>Ph. Park</i>	3.29.23
Registrar	<i>Gammjwauer</i>	4/26/23
Graduate College (if appropriate)		
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:
~~Spanish for Medical Interpretation~~ *Certificate of Proficiencies in Spanish for*
Medical Interpretation

CP-SMCP

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. **Current degree/certificate/option/unit title**
CP for Spanish for Medical Interpretation
2. **Degree code**
1802
3. **CIP code**
1601.03
2. **Effective date, term, and academic year**
Fall 2024, AY 24-25
4. **Reason for deletion**
Program has appeared repeatedly on non-viability report; insufficient number of Graduates per academic year.



ARKANSAS TECH UNIVERSITY

RECEIVED

JUN 19 2023

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
History & Political Science	6/19/23

Title	Signature	Date
Department Head		19 Jun 2023
Dean		6/19/23
Assessment		6.19.23
Registrar		7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) POLS	Course Number: (e.g., 1003) 3153	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Sports and Politics		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) SPORTS AND POLITICS		

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?

NA

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

No

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

No

Answer the following Assessment questions:

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

NA

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.

**POLS 3153
Sports and Politics
Arkansas Tech University
MWF 9:00-9:50
Witherspoon 275
Spring 2024**

Class Information

**Instructor: Brendan Toner
Email: btoner@atu.edu
Phone: 479-356-2025
Office: Witherspoon 266
Office hours: MW 2-5**

Course Statements/Rules

- The aim of this class is introduce you to the basic actors and concepts which make up Sports and Politics. In addition, I hope that this class will enable you to become more active, engaged, and knowledgeable citizens.
- If you have any questions or comments about the direction of this course, or if you want to ask me about your individual progress during the semester, please feel free to email me at any time or visit during my office hours.
- Since this class is about more than me simply giving lectures, I am also hoping that we can have vigorous class discussions that will account for your participation grade along with your consistent attendance in class each day.
- Class notes will be available on blackboard

Required Texts

Cabot, Anthony and Keith Miller. 2018. "Sports Wagering In America: Policies, Economics and Regulations" UNLV Gaming Press.

Sailes, Gary. Ed. 2018. "Sports in Higher Education: Issues and Controversies In College Athletics 2nd Edition" Cengage.

Grading and Course Requirements:

Exam #1	25%
Exam #2	25%
Papers	15%
Attendance	5%
Quizzes	5%
Final Exam	25%

Exams: Exams will be given online. The day of the final is TBD

Papers: You will write three paper, one each on college sports, sports gambling and sports and society using the textbook itself and outside sources. These papers will be due throughout the semester. I will discuss more about these papers in a few weeks.

Participation/Attendance Grade:

This grade can sometime make or break your final grade in the class. **The grade will be a percentage of classes that you attend starting on Wednesday and not including the exams. For instance if we have twelve class meetings and you attend 9 of them you will receive a 75% for this part of the grade.** You will be expected to attend class and participate in the course actively. This PART OF THE grade can be an easy "A" if you just do your work and show me you are working hard.

For this semester only I am allowing students to have four unexcused absences that will NOT count against your attendance grade. Any unexcused missed class more than four will count against the attendance grade.

Of course, an illness of any kind if reported to me in a timely manner will be counted as an excused absence.

Quizzes

There will be seven quizzes given out at random points throughout the semester online which will be announced during class time of which the best five will count towards your grade.

Disability Statement

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located

in Doc Bryan Student Center, Suite 171, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgement to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgment of source must be made in this case as well.

Academic Misconduct

Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as, talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal or nonverbal harassment and/or threats in relation to classes. Student behavior should not infringe on the rights of other students or faculty during a class.

Class Schedule

Jan. 11:	First Class
Section 1:	College Sports
Jan. 13-15:	Arkansas Football
Jan. 18:	MLK Day – No Class
Jan. 20-22:	Introduction Sailes Introduction
Jan. 25-27:	A History of College Athletics Sailes Chapter 1
Jan. 29:	The Administration and Governance of Intercollegiate Athletics Sailes Chapter 2
Feb. 1-5:	Commercialism in College Sports: A Challenge Sailes Chapter 3
Feb. 8-10	College Sport Reform Sailes Chapter 9
Exam 1:	Friday February 12th
Section 2:	Sports and Society
Feb 15-19	2020
Feb. 22-26:	Presidents and Sports
Mar.1-3:	National Anthem Controversy
Mar.5:	Sports in Blue and Red
Mar.8-10:	Racial Minorities and Sports Sailes Chapter 5
Mar.12-15:	Women and Sports Sailes Chapter 6
Exam # 2	Wednesday March 17th

Week of March 22:	Spring Break No Class
Section 3:	Sports Gambling
Mar.29-31:	Sports Betting in Arkansas
Apr.2-5:	Sports Wagering in America Cabot and Miller 1
Apr.7-9:	Legal Status of Sports Wagering Cabot and Miller 2
Apr. 12-14:	Regulatory Models for Wagering Cabot and Miller 3
Apr. 16:	Sports and Wagering Integrity Cabot and Miller 4 and 5
Apr. 19-21:	The Emergence of eSports Cabot and Miller 6
Apr. 23:	Recommendations Cabot and Miller 7
Final Exam:	TBA

Disclaimer

The instructor has the right to change any detail of this syllabus should the need arise at any time, although we will PROBABLY follow most if not all of what is written here.

Tammy Weaver

From: Brendan Toner
Sent: Tuesday, August 15, 2023 3:00 PM
To: Tammy Weaver
Subject: Course Description For POLS 3153

Here is the course description!

Sports and Politics (POLS 3153)

This class looks at the intersection of sports and politics through college sports, the interaction of sports and modern society and the increasing role of legalized sports betting in Arkansas and throughout the nation.

I hope that helps!

Brendan Toner
Associate Professor of Political Science
Department of History and Political Science
Arkansas Tech University



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
History and Political Science	April 11, 2023

Title	Signature	Date
Department Head		4/11/2023
Dean		4/11/23
Assessment		4/14/2023
Registrar		4/26/2023
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)
HIST	3623
Official Catalog Title:	
History of India	

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

Yes No

Request to change: (check appropriate box):

- | | | |
|--|---|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Co-requisite |
| <input type="checkbox"/> Grading | <input type="checkbox"/> Fee | |
| <input type="checkbox"/> Other | <input type="text"/> | |

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

History of Modern South Asia

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

New Course Description:

This course covers the history of South Asia from the 16th century until the present day, with a focus on India, Pakistan, and Bangladesh. Prior knowledge of the region is not necessary.

New Cross List:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adding Cross-Listing | <input type="checkbox"/> Changing Cross-Listing | <input type="checkbox"/> Deleting Cross-Listing |
|---|---|---|

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

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

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

- | | | |
|--|--------------------------------|--------------------------------|
| <input checked="" type="checkbox"/> Elective | <input type="checkbox"/> Major | <input type="checkbox"/> Minor |
|--|--------------------------------|--------------------------------|

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

Answer the following Assessment questions:

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

Not applicable

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

Not required course

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

Course title and description changes align with discipline and field norms by:

- more accurately describing the geographic (rather than national) focus, since present-day Pakistan and Bangladesh were previously part of both the Mughal Empire and British Colonial India;
- clearly stating the temporal scope of the course (nationally most South Asian history survey courses are either pre-modern or modern in scope, with the founding the Mughal empire in 1526 as the accepted periodization)

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



ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
History and Political Science	3/22/23

Title	Signature	Date
Department Head		23 Mar 2023
Dean		3/22/23
Assessment Dr. Christine Austin		3.29.23
Registrar Ms. Tammy Weaver		4/26/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title: International Studies

BA-ITS

LETTER OF NOTIFICATION – 5

DELETION

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

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: Jeffrey Cass
3. Phone number/e-mail address: 479-968-0274
4. Proposed effective date: Fall 2024
5. Title of certificate, degree program, option, emphasis, concentration, minor, or organizational unit: International Studies
6. CIP Code: 30.2001
7. Degree Code: 1540
8. Reason for deletion and evidence to support action: Institutional Research Data shows that in the last decade, the enrollment has declines from a high of 26 to the current 11, as of Fall 2022. That is over a 50% decline. This number is insufficient to sustain the ADHE requirement of five graduates a year, and the program is already on the non-viability list for ADHE.
9. Number of students still enrolled in program: 11
10. Expected graduation date of last student: Fall 2024
11. Provide curriculum for deleted certificate, degree, option, emphasis, concentration, minor, or organizational unit.
Requirements for Major:
Junior: World History Elective 6 hrs., World Politics Elective 6 hrs. (all at 3000-4000 level)
Senior: Japanese, Ger, Span, or Fr Civilization and Culture 3113 (3 hrs.), Global Culture Elective 3000-4000 level) (3 hrs.), POLS 4963 Senior Seminar
All other courses are for General Education or Electives
12. Name of courses that will be deleted as a result of this action: None. All courses used for language students and political science students.
13. How will students in the deleted program be accommodated? Either students can remain in IS until the end of the Fall 2024 semester, in which case they will graduate with an International Studies degree, or

they can transfer to Political Science without any loss of hours. If students cannot make the Fall 2024 deadline, for whatever reason, they can still graduate with a political science degree with the same course schedule or through substitution if necessary.

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

Since International Studies is cognate with Political Science, all IS students can be accommodated for graduation by the teach-out date since all IS-designated courses also accommodate current History, Language, and Political Science students. IS students merely had an international focus in their major, but all courses were already given to political science majors

14. Indicate the amount of program funds available for reallocation: This is cost neutral since all classes for International Studies students are offered to the Political Science majors at the same time. There are no separate courses for International Studies, and so no need for additional use of adjunct labor.
15. Provide additional program information if requested by ADHE staff.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/01/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/01/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>Chris [unclear]</i>	7.21.23
Registrar	<i>Sammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) MUS	Course Number: (e.g., 1003) 1411	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Class Piano I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Class Piano I		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

Does this course require a fee? Yes No How Much? **\$10 + \$25**

If selected other list fee type: **Applied Music Fee + Curriculum Content Fee**

Elective Major Minor

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

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

Course will be offered every fall semester

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

Practice room pianos

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

Piano lab

Answer the following Assessment questions:

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

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.

*“To come in contact with music (and all the arts)
is to apprehend more fully what it means to be human.”*
(Rogers, 2004, p. 9)

MUS-1411 Class Piano I Syllabus Fall 2023

Instructor: Dr. Mary Trotter
mtrotter2@atu.edu

Class Meetings: Section 2, MW, 8:00-8:50, WPN 300
Section 4, TR, 9:30-10:20, WPN 300

Office Hours: By appointment in WPN 219 (use QR code on studio door to schedule)

COURSE DESCRIPTION (*What is this class?*)

Music majors only, one hour credit. A development of the fundamental skills of the piano, emphasizing those aspects most useful to non-piano majors. A knowledge of scales and chords is stressed, as is sight reading, improvisation, playing in all keys, and harmonizing melodies.

RATIONALE (*Why does this class matter?*)

This course encompasses a base of skills and ideas necessary to many branches of the music field. Music theory is put into practice aurally and visually, and the uses of the piano in the classroom are developed, as the piano is the most useful single instrument available today in the teaching of music in the classroom.

COURSE GOALS (*What are we trying to accomplish?*)

- Developing students' dexterity, familiarity, and comfort with the topography of the keyboard.
- Increasing students' technical and reading skills at the keyboard.
- Enabling students to make visual, aural, and tactile connections with concepts covered in Music Theory and Ear Training.
- Equipping students with the necessary keyboard skills to function as competent and confident performers and educators.

CONNECTION TO OTHER COURSES (*Is it really all about piano?*)

It's not really about piano at all!! While it's awesome to be able to sit down and play a song or lead a choir sectional from the keyboard, the benefits of this course extend far beyond simply learning to coordinate ten fingers and two feet. We reinforce the skills learned in ear training as we sing in Solfège while reading (and transposing) and harmonizing melodies. We learn to conduct with sound, using the keyboard as our baton. We are able to visualize and feel half steps, whole steps, triads in inversions and even see principles of voice leading at work. We strengthen our score reading muscles as we learn to scan multiple parts at once. We apply principles of music theory as we create reductions at sight and learn to see the skeleton of the harmonic structure. We improve our ability to sight-read as we read together as an ensemble. We find connection to our breath, even as we play a non-wind instrument.

“Every serious student aspires to be an artist,

every serious artist is a student. "

(Moore, 1943, p.40)

COURSE OBJECTIVES (*What am I expected to learn?*)

As a result of this course, students will be able to:

- Play all major-minor-diminished-augmented triads beginning on any note
- Play all major and minor pentascales - hands together
- Play all major arpeggios - hands separate, 1 oct.
- Play all white major scales - hands separate, 1 oct.
- Read early elementary repertoire
- Transpose simple examples to a new key

TEXT AND BIBLIOGRAPHY (*Which textbook do I need?*)

eNovative Piano online curriculum subscription, available through the ATU Bookstore.

The instructor will provide additional scores and resources throughout the semester, as appropriate.

COURSE CONTENT (*How much of the textbook will we cover?*)

This course covers all materials provided in the *eNovative* curriculum and prepares students to pass the **Piano Exit Exam - Level 1**.

MATERIALS (*What else do I need to have?*)

- Pencil (regular or digital)
- Metronome/metronome app
- Digital device to make homework videos.
- Piano/digital keyboard for daily practice. Pianos are available in rooms 224, 225, 226, 228, 231, 307, 308, 309, 310, and sometimes the piano lab classroom.

CLASSROOM VALUES

(What are the standards and priorities for how we treat ourselves and each other as we learn?)

In this classroom, we will:

- **Honor the process.** Rather than seeking perfection, we will strive for excellence. Rather than attempting to be "correct," we will seek truth, wherever it may be found. Rather than awaiting an arrival at a destination, we will choose to be present to the place we are, here and now. Rather than comparing our own progress to that of another, we will acknowledge that all members of this classroom are learners (including the instructor).
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PIANO EXIT EXAM - LEVEL 1 (*Which elements of proficiency will we cover this semester?*)

TRIADS: be able to play major-augmented-minor-diminished triads beginning on any note.

PENTASCALES: Major and minor, all keys, hands together, ascending and descending chromatically with triads

ARPEGGIOS: All major keys - one octave, hands separate

SCALES: All white major keys - one octave, hands separate

GENERAL EDUCATION OBJECTIVES ADDRESSED

(*How does this class fulfill larger degree requirements?*)

Objective 2: Abstract and quantitative thinking are required for interpretation of rhythm symbols and understanding of music theory, and scale and chord relationships.

Objectives 5 and 8: Foreign and domestic cultures are reflected in the music literature.

GRADING SCALE: A: 93-100% B: 86-92.99% C: 80-85.99% D: 60-79.99% F: below 60%

Objective 6: Creative and artistic expression is explored, utilized, and nurtured.

GRADING POLICY (*How is my grade calculated?*)

Grades will be assigned for preparation class assignments, participation, practice check-ins, and exams, and will be weighted in the following manner:

30%: Class attendance, practice check-ins, preparation, and participation

35%: Midterm

35%: Final

REGULAR PRACTICE (*What are some tools for success?*)

Class Piano is a skills-based course, and as such, cannot be crammed. Neither will it suffice to only understand the material intellectually; you must train your hands, ears, and eyes by actively engaging yourself at the piano. It is vital that you set aside regular practice time in order to reinforce the work we do in class. At a minimum, I recommend practicing 20 minutes a day/5-6 days a week. The class homework is meant to be a starting point, but you are encouraged to find other ways to hone your skills. Sight read the melody line of a new piece on the piano before you learn it on your instrument. Transcribe a line of a song you like to listen to. Most importantly, practice with your classmates! We learn best in community.

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Please treat this as you would a choir or band rehearsal: bring your best, remain alert and ready for instruction, have your pencil out and ready to mark scores, maintain good posture, and look for ways to be a supportive and encouraging colleague. Learning is hard work!

OFFICE HOURS (*How can I get extra help for this class?*)

If you have questions or need with a concept or a piece, please do not hesitate to see me after class or email me to schedule a time to meet. My office hours are not a substitute for regular preparation for

class; this time is available for more focused attention on specific problems or questions about the material covered in class. Getting help early can facilitate a successful semester.

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Please come to class! If you must miss class, please let me know **AHEAD** of time, at least 24 hours in advance. If you are required to isolate, please communicate with me as soon as possible. We will work it out.

USE OF TECHNOLOGY (Can I bring my device to class?)

Phones: Please remember that this is a classroom, and the use of phones (of all kinds, in all ways) is not only distracting, but disrespectful towards myself and your colleagues. If you are on your phone during class, I reserve the right to count you as absent for that day. We are all adults and, since you’ve made the choice to come to class, please stand by that choice by not texting, talking, Facebook-ing, Instagram-ing, tweeting, anything else not related to what we’re talking about during class. If something really is that important, then, by all means, feel free to leave the room to work it out.

Laptops/Tablets: Since we utilize an electronic format for our textbook, you are welcome to utilize laptops and tablets to access the class materials during class. Please refrain from using your devices for other purposes.

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(Why might physical contact be involved in the learning process? What if I feel uncomfortable?)

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We need healthy bodies to play our instruments (or in the case of voice, to BE our instrument). As with all physical activities, music-making can cause injuries if we are not intentional in the way we utilize our bodies. Please familiarize yourself with the information found [here](#) and inform me ANY time you are experiencing pain or discomfort in your music-making.

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the more that is heard, the more there is to learn.”*

(Rogers, 2004, p. 17)

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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 (*Where do I go to find non-academic help?*)

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.

COVID-19 CONSIDERATIONS

Masking is now optional inside all ATU facilities. You may still choose to mask, and are encouraged to do so if you feel more comfortable masking. Similarly, if you prefer, you may choose not to mask indoors. It is important that we recognize that everyone has different circumstances and respect individual choices with regard to risk mitigation.

Arkansas Tech University students or faculty who have COVID-19 symptoms, have been recently exposed to COVID-19 or are being tested for COVID-19 should review updated guidance at www.atu.edu/hwc/hwc_covid.php. It is no longer mandatory to report symptoms, cases or exposures to the ATU Health and Wellness Center. Students need to communicate directly with their professors/instructors regarding any necessary absence(s) following a positive test, as they would with any communicable illness. ATU HWC continues to offer COVID-19 testing and vaccinations to the campus community at this time. The COVID-19 Task Force continues to monitor COVID conditions and will continue to recommend policies and procedures designed to keep the community healthy. If there are any questions or concerns, contact the ATU Health and Wellness Center (HWC) at (479) 968-0329 or by email at hwc@atu.edu.

Quotes taken from the following:

L'Engle, M. (1995). *Walking on water: Reflections on faith and art*. North Point Press.

Moore, G. (1943). *The unashamed accompanist*. Methuen & Co. Ltd.

Rogers, M. (2004). *Teaching approaches in music theory: An overview of pedagogical philosophies* (2nd ed.). Southern Illinois University Press.

Sudo, P. T. (1998). *Zen guitar*. Fireside.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/01/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/01/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>M. S. A. J.</i>	7.21.23
Registrar	<i>Sammy J. J. J.</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) MUS	Course Number: (e.g., 1003) 1421	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Class Piano II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Class Piano II		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

01 Lecture

02 Lecture/Laboratory

03 Laboratory only

05 Practice Teaching

06 Internship/Practicum

07 Apprenticeship/Externship

08 Independent Study

09 Readings

10 Special Topics

12 Individual Lessons

13 Applied Instruction

16 Studio Course

17 Dissertation

18 Activity Course

19 Seminar

98 Other

Does this course require a fee? Yes No How Much? **\$10 + \$25**

If selected other list fee type: **Applied Music Fee + Curriculum Content Fee**

Elective

Major

Minor

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

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

Course will be offered every spring semester

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

Practice room pianos

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

Piano lab

Answer the following Assessment questions:

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

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.

*"To come in contact with music (and all the arts)
is to apprehend more fully what it means to be human."*
(Rogers, 2004, p. 9)

MUS-1421 Class Piano II Syllabus Spring 2024

Instructor: Dr. Mary Trotter
mtrotter2@atu.edu

Class Meetings: Section __, WPN 300
Section __, WPN 300

Office Hours: By appointment in WPN 219 (use QR code on studio door to schedule)

COURSE DESCRIPTION (*What is this class?*)

Prerequisite: Pass MUS 1411 with a "C" or better.

Music majors only, one hour credit. A development of the fundamental skills of the piano, emphasizing those aspects most useful to non-piano majors. Students will continue to develop skills through performance of scales, chords, sight reading, improvisation, playing in all keys, and harmonizing melodies.

RATIONALE (*Why does this class matter?*)

This course encompasses a base of skills and ideas necessary to many branches of the music field. Music theory is put into practice aurally and visually, and the uses of the piano in the classroom are developed, as the piano is the most useful single instrument available today in the teaching of music in the classroom.

COURSE GOALS (*What are we trying to accomplish?*)

- Developing students' dexterity, familiarity, and comfort with the topography of the keyboard.
- Increasing students' technical and reading skills at the keyboard.
- Enabling students to make visual, aural, and tactile connections with concepts covered in Music Theory and Ear Training.
- Equipping students with the necessary keyboard skills to function as competent and confident performers and educators.

CONNECTION TO OTHER COURSES (*Is it really all about piano?*)

It's not really about piano at all!! While it's awesome to be able to sit down and play a song or lead a choir sectional from the keyboard, the benefits of this course extend far beyond simply learning to coordinate ten fingers and two feet. We reinforce the skills learned in ear training as we sing in Solfège while reading (and transposing) and harmonizing melodies. We learn to conduct with sound, using the keyboard as our baton. We are able to visualize and feel half steps, whole steps, triads in inversions and even see principles of voice leading at work. We strengthen our score reading muscles as we learn to scan multiple parts at once. We apply principles of music theory as we create reductions at sight and learn to see the skeleton of the harmonic structure. We improve our ability to sight-read as we read together as an ensemble. We find connection to our breath, even as we play a non-wind instrument.

*“Every serious student aspires to be an artist,
every serious artist is a student.”*

(Moore, 1943, p.40)

COURSE OBJECTIVES (*What am I expected to learn?*)

As a result of this course, students will be able to:

- Play all black major and white harmonic minor scales - hands separate, 1 oct.
- Play all minor arpeggios - hands separate, 1 oct.
- Play all major and minor triads in inversions - hands separate, blocked and broken, ascending and descending, 1 oct.
- Read early elementary repertoire
- Transpose simple melodies to a new key

TEXT AND BIBLIOGRAPHY (*Which textbook do I need?*)

The instructor has provided a course pack on Blackboard that you may either download and print or use in a digital format (**either tablet or laptop - no phones, please**). Please bring this to class *every day* along with a pencil (regular or digital) to mark scores.

COURSE CONTENT (*How much of the textbook will we cover?*)

This course covers all materials provided in the course pack and prepares students to pass the **Piano Exit Exam - Level 2**.

MATERIALS (*What else do I need to have?*)

- Course pack (provided on Blackboard) either printed-out or in digital form (on tablet or laptop).
- Pencil (regular or digital)
- Metronome/metronome app
- Digital device to make homework videos.
- Piano/digital keyboard for daily practice. Pianos are available in rooms 224, 225, 226, 228, 231, 307, 308, 309, 310, and sometimes the piano lab classroom.

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PIANO EXIT EXAM - LEVEL 2 (*Which elements of proficiency will we cover this semester?*)

ARPEGGIOS: all major and minor, hands separate, 1 oct.

INVERSIONS: all major and minor triads in inversions, hands separate, blocked and broken, ascending and descending, 1 oct.

SCALES: all black major and white harmonic minor scales, hands separate, 1 oct.

SIGHT READING: Level 1

TRANSPOSITION: Simple, diatonic melodies within a 1 oct. range

GENERAL EDUCATION OBJECTIVES ADDRESSED

(*How does this class fulfill larger degree requirements?*)

Objective 2: Abstract and quantitative thinking are required for interpretation of rhythm symbols and understanding of music theory, and scale and chord relationships.

Objectives 5 and 8: Foreign and domestic cultures are reflected in the music literature.

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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 (Where do I go to find non-academic help?)

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.

COVID-19 CONSIDERATIONS

Masking is now optional inside all ATU facilities. You may still choose to mask, and are encouraged to do so if you feel more comfortable masking. Similarly, if you prefer, you may choose not to mask indoors. It is important that we recognize that everyone has different circumstances and respect individual choices with regard to risk mitigation.

Arkansas Tech University students or faculty who have COVID-19 symptoms, have been recently exposed to COVID-19 or are being tested for COVID-19 should review updated guidance at www.atu.edu/hwc/hwc_covid.php. It is no longer mandatory to report symptoms, cases or exposures to the ATU Health and Wellness Center. Students need to communicate directly with their professors/instructors regarding any necessary absence(s) following a positive test, as they would with any communicable illness. ATU HWC continues to offer COVID-19 testing and vaccinations to the campus community at this time. The COVID-19 Task Force continues to monitor COVID conditions and will continue to recommend policies and procedures designed to keep the community healthy. If there are any questions or concerns, contact the ATU Health and Wellness Center (HWC) at (479) 968-0329 or by email at hwc@atu.edu.

Quotes taken from the following:

L'Engle, M. (1995). *Walking on water: Reflections on faith and art*. North Point Press.

Moore, G. (1943). *The unashamed accompanist*. Methuen & Co. Ltd.

Rogers, M. (2004). *Teaching approaches in music theory: An overview of pedagogical philosophies* (2nd ed.). Southern Illinois University Press.

Sudo, P. T. (1998). *Zen guitar*. Fireside.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/01/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/01/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>Mark Smith</i>	7.21.23
Registrar	<i>Gammysaw Allen</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	2023	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
American Popular Music		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
American Popular Music		

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

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

Does this course require a fee? Yes No How Much? \$25 Select Fee Type

If selected other list fee type: **Curriculum Content Fee**

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

If course is required by major/minor, how frequently will course be offered?
Not applicable

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

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

Answer the following Assessment questions:

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

b. If this course is required for the major or minor, complete the following.
Not a required course for a major or minor

1. Provide the program level learning outcome(s) it addresses. **N/A**
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **N/A**

c. What is the rationale for adding this course? What evidence demonstrates this need?
An additional music course to be offered for general education credit. The content of the course will be more relevant and relatable to the current students at ATU.

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

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

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

MUS 2023 – American Popular Music Syllabus	
Instructor: TBD	
E-mail: jbright6@atu.edu	Phone: 479-968-0368
Class Location: Multiple Sections Class Time: Multiple Sections fall, winter and spring semesters	
Instructor's Office Hours: by appointment	

Catalog Description: An exploration of American popular music from the 19th century to the present, including its history, styles, composers, artists, and genres.
\$25 per credit hour curriculum content fee

Course Rationale/Major Goals

Music is art as well as science. To comprehend it to the fullest, we must, therefore, be able to appreciate its emotional and intellectual content. The aim of this course is very simple: To provide you with the tools for a basic understanding of music. It will not make you a musician or teach you how to write music. It will, however, give you the necessary background to understand what is going on technically when you are listening to music so that your experience is not limited to a wash of sound that produces a certain feeling.

The course will concentrate on a) The development of an attentive style of listening, b) The introduction and systematic study of the building blocks of music, and c) Enhancing awareness of the leading musical styles of American popular music. Additional goals include the following:

- 1) To introduce students to the different style periods and genres associated with American popular music.
- 2) To describe the fundamentals of music and how they are used to craft musical compositions.
- 3) To recall standard literature in American popular music repertoire.
- 4) To describe different musical styles.
- 5) To identify how American popular music is connected to American and world history.
- 6) To generalize the interconnectedness of the arts.
- 7) To demonstrate listening skills.

Course Outcomes:

After completion of this course, the successful student will be able to:

- identify and analyze elements and forms of music.
- identify selected works of various composers and artists.
- identify and explain music terminology.
- identify various genres, periods, and major composers.
- analyze the role of music and musicians within historical contexts.
- attend a live performance and write a critique of the experience using terminology appropriate to the course.
- differentiate various instruments aurally and visually.

General Education Goals and Objectives:

The general education curriculum is designed 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
- Demonstrate knowledge of the arts and humanities
- Understand wellness concepts

This course meets the general education objectives by developing how students' value the arts and humanities through the study of music. Students will also be challenged to think critically to understand the significance of human expression on shaping social, cultural, and historical outcomes and events.

Instructional Materials

Required Texts: On American Popular Music
Connect4Education ISBN:978-0-9911409-2-3

Student Performance Activities

Students are expected to be aware of assignment deadlines and complete assignments and exams in a timely manner. Since each day's material is quite extensive students should complete them on the day they were assigned. Students who fall behind will find it difficult to catch up on the assessments assigned for each day. Deadlines are set to help students finish the course by the end of the semester. Extensions will not be given to complete the course.

Assignment Due Dates

Assignment due dates are set online in the course website. Students should make sure they are familiar with these requirements at the start of the class.

Student Evaluation

Students will be evaluated through reading assessments (33%), written assignments (24%), a midterm exam (20%) and a final exam (23%). The following grading scale will be used for the assignment of letter grades:

- A = 100% – 89.5%
- B = 89.4% - 79.5%
- C = 79.4% - 69.5%
- D = 69.4% - 59.5%
- F < 59.4%

Academic Integrity

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. Students may learn more by visiting the following web site - <https://www.atu.edu/academic-integrity/>

Disability Services Statement

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Sexual Misconduct Policy

The University strongly encourages accurate and prompt reporting of all types of Sexual Misconduct and is committed to fostering a community that promotes a prompt, fair, and impartial resolution of Sexual Misconduct cases.

This policy applies to any allegation of Sexual Misconduct made by or against a student or an employee of the University or a third party, regardless of where the alleged Sexual Misconduct occurred, if the conduct giving rise to the complaint is related to the University's academic, educational, athletic, or extracurricular programs or activities.

A complaint of Sexual Misconduct may be filed at any time, regardless of the length of time between the alleged Sexual Misconduct and the decision to file the complaint.

This policy applies to all students, employees and third parties, regardless of sexual orientation or gender identity.

Retaliation against any person for filing, supporting, providing information in good faith, or otherwise participating in the investigative and/or disciplinary process in connection with a complaint of Sexual Misconduct is strictly prohibited.

Course Content

- Lesson 1 - American Popular Music in the Nineteenth Century
- Lesson 2 - Tin Pan Alley and Ragtime
- Lesson 3 - Rural Blues and Urban Blues
- Lesson 4 - Dixieland
- Lesson 5 - Swing and Big Bands
- Lesson 6 - Broadway and the Development of the American Musical
- Lesson 7 - Hillbilly and Country and Western Music
- Lesson 8 - Traditional Pop in the 1940s and 1950s
- Lesson 9 - Doo-Wop and Rhythm and Blues
- Lesson 10 - Early Rock and Roll
- Lesson 11 - Rockabilly
- Lesson 12 - Teen-Styled Rock Music in the Early 1960s
- Lesson 13 - The Record Producer and the Rise of Surf Rock
- Lesson 14 - Soul
- Lesson 15 - The British Invasion
- Lesson 16 - American Reactions to the British Invasion
- Lesson 17 - Bluegrass
- Lesson 18 - Folk and Folk Rock
- Lesson 19 - Psychedelic Rock
- Lesson 21 - Country Rock and Southern Rock
- Lesson 22 - From Soul to Funk
- Lesson 23 - Funk
- Lesson 24 - Country Music Goes Mainstream
- Lesson 25 - Hard Rock and Heavy Metal
- Lesson 26 - Disco
- Lesson 27 - Punk Rock and New Wave
- Lesson 28 - Detroit Techno
- Lesson 29 - MTV
- Lesson 30 - Heavy Metal in the 1980s
- Lesson 31 - Hip-Hop's Roots and Origins
- Lesson 32 - Hip-Hop Comes of Age
- Lesson 33 - The Rise of Alternative Rock
- Lesson 34 - Alternative and Metal in the 1990s
- Lesson 35 - Hip-Hop in the 1990s
- Lesson 36 - Hybrids and Genres Without Definition
- Lesson 37 - Country Music in the 1980s and 1990s
- Lesson 38 - Popular Music and Controversy After 9/11
- Lesson 39 - Music Creation and Distribution in the 21st Century
- Lesson 40 - Conjunto Music
- Lesson 41 - Mexican American Popular Music



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/01/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/01/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>Phil E. G. G.</i>	7.21.23
Registrar	<i>Gammy Cleaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	3901	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Secondary Music Methods and Materials I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Sec. Music Methods & Mat. I		

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

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

01 Lecture 02 Lecture/Laboratory 03 Laboratory only

05 Practice Teaching 06 Internship/Practicum 07 Apprenticeship/Externship

08 Independent Study 09 Readings 10 Special Topics

12 Individual Lessons 13 Applied Instruction 16 Studio Course

17 Dissertation Research 18 Activity Course 19 Seminar 98 Other

Does this course require a fee? Yes No How Much? **\$25** Select Fee Type

If selected other list fee type: **Curriculum Content Fee**

Elective Major Minor

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

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

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

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

Answer the following Assessment questions:

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

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

1. Provide the program level learning outcome(s) it addresses.
Conducting and Musical Leadership
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Praxis Exam

c. What is the rationale for adding this course? What evidence demonstrates this need?
Restructure methods courses to include instrumental and vocal content to better prepare students for the Praxis Exam.

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

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

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

Arkansas Tech University
MUS 3901 – Secondary Music Methods and Materials I Fall: 202x
WPN 101

Instructor: Dr. Jon Nash

Office: WPN 116

Email: jnash@atu.edu

Phone: 479.356.1125

Office Hours: MW 11:00-12:00 T/TH 10-12

Required Texts:

- *Instrumental Music Education – Teaching with the Musical and Practical in Harmony*, Feldman, Contzius and Lutch. Routledge Publishing. ISBN 13: 978-0-415-87990-3
Companion Website – *Instrumental Music Education* (routledgegetextbooks.com)
- *Methods and Materials for Conducting*, Stotter. GIA Publishing. ISBN: 1-57999-551-9

Catalogue Description

Laboratory experience in conducting and performance of materials appropriate to teaching choral and instrumental music in the public secondary schools.

Co-Requisites: MUS 3801 or permission of instructor

Course Fee: \$25 per credit hour curriculum content fee.

Course Purpose

This course is designed to prepare the student to successfully conduct literature and teach/administrate all aspects of a band program. The class will also delve into both mainstream and alternative rehearsal systems and techniques for effective teaching in different scheduling configurations.

Course Objectives

By the end of this course, students will:

- Refine teaching skills for beginning instruction on all instruments and voices in class and group settings
- Practice using a wide variety of instructional materials and age appropriate literature for instrumental learners
- Develop and refine conducting and rehearsal techniques
- Develop a working philosophical basis for teaching instrumental music
- Become familiar with some of the extra-musical responsibilities of the school instrumental director
- Become familiar with some of the extra-curricular assignments and job duties required for secondary school instrumental directors
- Learn a variety of strategies for student assessment and to gain skills in developing evaluation tools
- Practice developing lesson plans and curricular units
- Practice transposition skills by adapting music for specific instrumentation and voice limitations
- Practice providing alternative instructional methodologies for students with special needs and of diverse populations

- Learn by observing/evaluating the teaching-learning process, teaching procedures and practices related to instrumental music
- Become aware of the financial responsibilities of managing a secondary instrumental music program
- Prepare for the job search

Evaluation

- Active classroom participation: This includes being ready to teach assigned content, interaction with peers, and having a working knowledge of content being presented.
- Project based assignments, classroom teaching, and written assignments. Projects and written assignments will be submitted via Blackboard and live presentation.
- Rehearsal observations: 2 junior high and 2 high school observations. 2 public school concerts. Bullet-point outline of the observed rehearsal accompanied by a description of observations and conclusions.

ALL GRADES AVERAGED EQUALLY

Grading Scale

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

Assignments

No late work will be accepted – no exceptions!!
 “The world wants results, not excuses!”

Attendance Policy

Attending all class meetings is required, as well as some (outside class) hours of public school observation/teaching.

3 tardies =1 absence; 3 absences=1 grade lower; 4 or more absences = failure of the class. There is no distinction between excused or unexcused absences. Prior notification for either absences or tardies is requested, no later than 8:00am on class day.

Academic Honesty Statement

Students are expected to adhere to the highest standards of academic honesty as outlined in the ATU Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text and full bibliographic references must appear in the reference section of the paper/assignment. Other forms of academic dishonesty include, but are not limited to buying papers, copying homework from the internet, copying another student's answers, etc. Instances of academic dishonesty will result in the student's work being submitted to other faculty for their interpretation of the work. If the faculty members find the work is guilty of plagiarism, the faculty can make the following recommendations: award a grade of a “0” on the assignment, make the student re-submit the work, award an “F” in the course, and/or report the student to the Dean of Students for further action, which could result in grounds for probation, suspension, and/or expulsion.

University Testing and Disability Services

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is

useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Methods I Course Content (subject to change based on need and pacing of content):

- History of Instrumental Music Education (Chapter 5)
- Music Education Philosophy (Chapter 5)
- Senior Year Preparation
- Arkansas Organization (ASBOA)
- Educational and Professional Resources (online, conferences, organizations, books)
- Process of Teaching Instrumental Music; Establishing Templates for Music Synthesis
 - Chapter 1: An Introduction to Sound-to-Symbol
 - Chapter 2: Teaching Rhythm and Rhythm Reading
 - Chapter 3: Tonality, Melody, Singing
 - Chapter 4: Teaching Improvisation and Composition
 - Chapter 6: Conceptual Learning
 - Chapter 8: Middle School Curriculum
 - Method Book Analysis
 - Curriculum Map
 - Quality Repertoire and Analysis
- Instrument Fundamentals and Teaching
- Administration
 - Chapter 20: Communication
 - Chapter 21: Budget and Copyright

Methods I Projects (subject to change based on need and pacing):

- Music Education Philosophy
- E-Portfolio/Resume Creation/Revision
- Professional Resource Guide
- Instrument Assignment Chart
- Middle School and High School Curriculum Map
- Quality Music Project
- Repertoire Project
- Method Book Analysis and Mapping for Middle and High School
- Instrument Tone Chart (with tendencies and pitch manipulation resources)
- Style Chart
- Rhythm System and Teaching Demonstration
- Mini-Lesson Teaching on Each Beginning Instrument
- Observation Assessments of Rehearsals/Performances
- Year-Long Budget



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/05/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	06/05/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>Mark H. H.</i>	7.21.23
Registrar	<i>Yammy Wealer</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	4801	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Advanced Conducting		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

Does this course require a fee? Yes No How Much? **\$25** Select Fee Type

If selected other list fee type: **Curriculum Content Fee**

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 spring semester

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
Conducting and musical leadership
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Praxis Exam
- What is the rationale for adding this course? What evidence demonstrates this need?
Restructuring conducting from one 2 hour course to two 1 hour courses.

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

- 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
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- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

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

Course Syllabus
ADVANCED CONDUCTING
MUS 4801
Spring 20xx
Dr. Belongia

Dr. Belongia Office: WPN 117 Office Hours: M/W/F 2:00 – 4:00 Email: DBelongia@atu.edu

Email: DBelongia@atu.edu

Course Description- Continued study of the principles and practices of conducting. Additional topics will include score study and preparation, stylistic interpretation, and verbal and visual communication of musical intent.

Prerequisite: MUS 3801 with a "C" or better.

Fee: \$25 curriculum content fee

Rationale: Professional music training requires that a person be able to rehearse and conduct musical ensembles, both instrumental and choral. The purpose of this course is to teach basic conducting gestures and ensemble rehearsal techniques. This course applies the student's knowledge of musicianship, musical style, and rehearsal and performance discipline.

Class attendance is mandatory. Following one unexcused non-participation, the final grade may be lowered by one letter grade per each additional non-participation.

Each member of the class will conduct nearly each week. Sessions are to be recorded for student review. Students will review and hone transposition and basic conducting skills. As a final exam, each student will study scores and conduct in a Symphonic Wind Ensemble rehearsal. Choices of repertoire include Holst *Suites 1 or 2* and Ralph Vaughn Williams, *English Folk Song Suite*.

In addition to your instrument, bring the following to each class meeting:

- A baton
- A video and audio recording device (smartphone or tablet is perfect)
- **Required Text:** *Methods and Materials for Conducting*. Stotter, Douglas. Chicago: GIA Publications, 2006.

Recommended:

- *The Modern Conductor, Seventh Edition* Elizabeth Green. Very effective text that deals with performance technique (from a conductor's point of view). This text will be used for assigned reading and study.
- *Lead and Inspire, A Guide to Expressive Conducting*. Battisti and Garofalo. This text will have assigned reading. A fine resource for developing initial conducting skills.

Course Objectives: Upon successful completion of this course, students should be able to:

1. Conduct in a variety of styles including legato, marcato, staccato, etc.
2. Conduct selected beat patterns and mixed meters.
3. Adequately study an instrumental score in a variety of manners in order to prepare for the successful rehearsal of an ensemble
4. Effectively convey through gesture a personal interpretation of an instrumental score
5. Demonstrate a synthesis of the knowledge of conducting technique, musical score reading/study, and podium leadership by conducting music with a live ensemble
6. Correctly identify performance errors and provide clear suggestions for improvement.

Grades are earned through:

Daily performance (conducting and playing) - 80%

Evaluation documents from Stotter text (page 244) will be utilized

Grade Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

Final Exam – 20%

Students will conduct in symphonic wind ensemble as described above.

Evaluation document from Stotter text (page 245) will be utilized.

This course will follow all ATU Privacy and Accessibility policies. Full descriptions available here:

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

Code of Academic Integrity

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

All violations should be reported to Academic Affairs through the filing of an Academic Integrity Violation Referral form. This form has been developed as a central repository for academic integrity violations for the university. Students who violate the policy more than once or who appeal a finding of academic integrity violation by the faculty member will be referred to the Academic Appeals Committee of the Faculty Senate per the Code of Academic Integrity.

Course Content

Stotter, Unit 3

Fermatas in all contexts, expressive volumes, cues, holds and release
Battisti and Garofalo chapter 7, dynamics, cuing, and fermatas

Stotter, Unit 4

Divided Meters

Stotter, Unit 8 and 4

Marking the score and Preparing the Parts and Simple Asymmetrical Meters

Stotter, Unit 5

Asymmetrical Meters

Stotter, Unit 6

Independent action in both hands, cuing, definitions of left-handed signals, non-traditional gestures, musicianship.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Music	06/01/2023

Title	Signature	Date
Department Head Jeff Bright		06/01/2023
Dean		07/11/23
Assessment		7.27.23
Registrar		7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
MUS	4901	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Secondary Music Methods and Materials II		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Sec. Music Methods & Mat. II		

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

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

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

Does this course require a fee? YES No How Much? **\$25** Select Fee Type

If selected other list fee type: **Curriculum Content Fee**

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 spring semester

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

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

Answer the following Assessment questions:

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

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

1. Provide the program level learning outcome(s) it addresses.
Conducting and Musical Leadership
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Praxis Exam

c. What is the rationale for adding this course? What evidence demonstrates this need?
Restructure methods courses to include instrumental and vocal content to better prepare students for the Praxis Exam.

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

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

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

Arkansas Tech University
MUS 4901 – Secondary Music Methods and Materials II – Spring 202x
WPN 101

Instructor: Dr. Jon Nash

Office: WPN 116

Email: jnash6@atu.edu

Phone: 479.356.1125

Office Hours: Posted on door or by appointment

Required Texts:

- *Instrumental Music Education – Teaching with the Musical and Practical in Harmony*, Feldman, Contzius and Lutch. Routledge Publishing. ISBN 13: 978-0-415-87990-3
Companion Website – www.routledge.com/textbooks/9780415992107
- *Methods and Materials for Conducting*, Stotter. GIA Publishing. ISBN: 1-57999-551-9

Catalogue Description

Laboratory experience in conducting and performance of materials appropriate to teaching vocal and instrumental music in the public secondary schools.

Pre-Requisites: MUS 3901

Course Fee: \$25 per credit hour curriculum content fee.

Course Purpose

This course is designed to prepare the student to successfully conduct literature and teach/administrate all aspects of a secondary music program. The class will also delve into both mainstream and alternative rehearsal systems and techniques for effective teaching in different scheduling configurations.

Course Objectives

By the end of this course, students will:

- Refine teaching skills for beginning instruction on all instruments and voices in class and group settings
- Practice using a wide variety of instructional materials and age appropriate literature for instrumental learners
- Develop and refine conducting and rehearsal techniques
- Develop a working philosophical basis for teaching instrumental and vocal music
- Become familiar with some of the extra-musical responsibilities of the school director
- Become familiar with some of the extra-curricular assignments and job duties required for secondary school directors
- Learn a variety of strategies for student assessment and to gain skills in developing evaluation tools
- Practice developing lesson plans and curricular units
- Practice transposition skills by adapting music for specific instrumentation limitations
- Practice providing alternative instructional methodologies for students with special needs and of diverse populations
- Learn by observing/evaluating the teaching-learning process, teaching procedures and practices related to music
- Become aware of the financial responsibilities of managing a secondary music program
- Prepare for the job search

Evaluation

- Active classroom participation: This includes being ready to teach assigned content, interaction with peers, and having a working knowledge of content being presented.
- Project based assignments, classroom teaching, and written assignments. Projects and written assignments will be submitted via Blackboard and live presentation.
- Rehearsal observations: 2 junior high and 2 high school observations. 2 public school concerts. Bullet-point outline of the observed rehearsal accompanied by a description of observations and conclusions.

Grading

Attendance and Participation	10%
Assignments, Projects, Lesson Plans, Reflections	50%
Observation Assignments, e-Portfolio/Resume	20%
Final Project	20%

Grading Scale

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

Attendance Policy

Attending all class meetings is required, as well as some (outside class) hours of public school observation/teaching.

3 tardies =1 absence; 3 absences=1 grade lower; 4 or more absences = failure of the class. There is no distinction between excused or unexcused absences. Prior notification for either absences or tardies is requested, no later than 8:00am on class day.

Academic Honesty Statement

Students are expected to adhere to the highest standards of academic honesty as outlined in the ATU Student Handbook. Any information that is copied from another source must be noted as such in student materials. Page number or Internet reference must appear in the text and full bibliographic references must appear in the reference section of the paper/assignment. Other forms of academic dishonesty include, but are not limited to buying papers, copying homework from the internet, copying another student's answers, etc. Instances of academic dishonesty will result in the student's work being submitted to other faculty for their interpretation of the work. If the faculty members find the work is guilty of plagiarism, the faculty can make the following recommendations: award a grade of a "0" on the assignment, make the student re-submit the work, award an "F" in the course, and/or report the student to the Dean of Students for further action, which could result in grounds for probation, suspension, and/or expulsion.

University Testing and Disability Services

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or

visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Methods II Course Content (subject to change based on need and pacing of content):

- Process of Teaching Music Review:
 - Teaching Rhythm
 - One-on-one teaching
 - Large ensemble fundamentals
- Teaching Bands
 - Chapter 7: Classroom Management
 - Chapter 11: Large Ensemble Set-Up
 - Chapter 8: Curriculum, Assessment, Grading
 - High School Curriculum
 - Warm-up/fundamental/method books analysis
 - Mapping student progress
 - Chapter 9: Quality Repertoire and Analysis
 - Chapter 10: Score Study
 - Chapter 11: Rehearsals
 - Chapter 13: IEP/504 Inclusions
 - Chapter 14: Intonation
 - Chapter 15: Other Ensembles (jazz, choir, orchestra, chamber)
- Administration
 - Chapter 17: Recruiting, Organizing, Retention
 - Chapter 18: Planning and Managing Concerts and Establishing Etiquette
 - Chapter 19: Fundraising, Promotion, Advocacy
- Life Management
- Continuing Education
- Interview Preparation

Methods II Projects (subject to change based on need and pacing):

- Band/Choir Director Interview
- E-Portfolio/Resume Creation/Revision
- Band/Choir Handbook
- High School Recruitment and Retention
- Middle School Recruitment and Retention
- Middle School and High School Curriculum Map
- Repertoire Project
- Method Book Analysis and Mapping for Middle and High School
- Lesson Plans with IEP/Behavior 504 Inclusion
- Observation Assessments of Rehearsals/Performances
- Concert Program Creation (following given format)



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Music	05/31/2023

Title	Signature	Date
Department Head Jeff Bright	<i>Jeff Bright</i>	05/31/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment	<i>[Signature]</i>	7.21.23
Registrar	<i>Yammy Uealeu</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MUS	3702
Official Catalog Title:	
Music Education Technology	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other _____

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

MUS 2703

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

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

New Course Description:

New Cross List:

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

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

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

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

Elective Major Minor

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

Answer the following Assessment questions:

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

Not applicable.

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

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

Specialization Competency

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

PRAXIS Exam

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

Course number change to reflect similar changes made in Educational Technology course offered by the College of Education.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Music	05/31/2023

Title	Signature	Date
Department Head Jeff Bright		05/31/2023
Dean		07/11/23
Assessment		7.21.23
Registrar		7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MUS	3802
Official Catalog Title:	
Principles of Conducting	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other _____

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

MUS 3801

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

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

New Course Description:

New Cross List:

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

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

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

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

Elective Major Minor

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

Answer the following Assessment questions:

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

Not applicable

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

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

Conducting and musical leadership

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

Praxis Exam

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

Not an addition just a restructure.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright		05/23/2023
Dean		07/11/23
Assessment Dr. Christine Austin		7.20.23
Registrar Ms. Tammy Weaver		7/28/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title:
Bachelor of Arts in Music

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

DELETE

MUS 1441 Piano 3 *or 1201*
MUS 1441 Piano 4 *or 1201*
MUS 3692 Music History 3

CHANGE

MUS1441 Piano I or MUS1201 to MUS 1411
MUS1441 Piano II or MUS1201 to MUS 1421
Electives 38 hours to 40 hours

ADD

~~MUS 2000 Applied Competency~~
MUS 2003 Music History Survey as a directed arts and humanities general education course
MUS 3801 Conducting
MUS 4801 Advanced Conducting

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

No change on staffing

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Changes are to improve student success and to help students excel in their musical endeavors.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The addition of conducting courses will help students synthesize their music learning. The applied competency course will serve as the performance capstone for this degree.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
No supporting assessment evidence. These changes were made to align courses with the music education programs and to provide better opportunities for students to synthesize their learning.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
The University of Arkansas, Arkansas State University, and the University of Central Arkansas all offer the Bachelor of Arts in Music degree. All three have a similar curricular structure as the BA in Music degree offered at ATU.
- 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.

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 Arts in Music (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>MUS 1411 Class Piano 1</p> <p>Delete:</p> <p>MUS 1441 Class Piano 1</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>MUS 1440 Piano Proficiency MUS 1421 Class Piano 2 MUS 2003 Survey of Music History (Directed Arts and Humanities General Education Requirement)</p> <p>Delete:</p> <p>SS 1XXX Social Science Course Piano Exit Exam MUS 1441 Class Piano 2</p> <p>Total Hours: 14</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>General Elective (2 hours) 8,9</p> <p>Delete:</p> <p>MUS 1441 Class Piano 3 or MUS 1201</p> <p>Total Hours: 17</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>MUS 2000 Applied Competency USHG 1XXX US History/Government</p> <p>Delete:</p> <p>MUS 1440 Piano Proficiency MUS 1441 Class Piano 4 or MUS 1201 MUS 2000 Sophomore Barrier</p> <p>Total Hours: 17</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>MUS 3801 Conducting 8,9 3 Hrs. Gen. Elect.(3000/4000 level) 8,9 3 Hrs. Gen. Elect.(3000/4000 level) 8,9 2 Hrs. Gen. Elect.(3000/4000 level) 8,9</p> <p>Delete:</p> <p>MUS 3802 Principles of Conducting USHG 1XXX US History/Government Electives (7 hours)</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>MUS 4801 Advanced Conducting 8,9 3 Hrs. Gen. Elect.(3000/4000 level) 8,9 3 Hrs. Gen. Elect.(3000/4000 level) 8,9</p> <p>Delete:</p> <p>Electives (7 Hours)</p>

Total Hours: 15	Total Hours: 16
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>3 Hrs. General Elective</p> <p>3 Hrs. General Elective</p> <p>Delete:</p> <p>MUS 3692 Music History 3</p> <p>Electives (14 Hours)</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>SS 1XXX Social Science Course</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>3 Hrs. Gen. Elect.(3000/4000 level)</p> <p>Delete:</p> <p>FAH 1XXX Fine Arts and Humanities Course</p> <p>Electives (10 hours)</p> <p>Total Hours: 12</p>

Curriculum Restructure BA Music

Semester	Classes	Semester	Classes
1 15 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1441 Class Piano 1 1441 • MUS 1713 Theory 1 • MUS 1731 Ear Training 1 • MUS 1751 Orientation to Music • ENGL 1013 Composition 1 • MATH 1003 College Mathematics 	2 14 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1440 Piano Proficiency • MUS 1441 Class Piano 2 1431 • MUS 1723 Theory 2 • MUS 1741 Ear Training 2 • MUS 2003 Intro to Music (A&H GE) • ENGL 1023 Composition 2
3 14 hrs 17	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 2713 Theory 3 • MUS 2731 Ear Training 3 • ___4 SCIENCE LAB • ___3 BEGINNING LANGUAGE 1 • 2 Elective 	4 17 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 2000 Applied Competency • MUS 2723 Theory 4 • MUS 2741 Ear Training 4 • ___3 US HISTORY/GOVERNMENT • ___4 SCIENCE LAB • ___3 BEGINNING LANGUAGE 2
5 16 hrs 15	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3773 History of Music 1 • MUS 3801 Conducting • ___3 SOCIAL SCIENCES • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • 2 3 Gen. Elect.(3000/4000 level) 	6 17 hrs 16	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3783 History of Music 2 • MUS 4801 Advanced Conducting • ___3 SOCIAL SCIENCES/FINE ARTS/HUMANITIES/COMMUNICATION • ___3 FINE ARTS & HUMANITIES • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • 1 1 Gen. Elect.(3000/4000 level)
7 14 hrs 15	<ul style="list-style-type: none"> • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • ___3 General Elective • 3 2 General Elective 	8 13 hrs 12	<ul style="list-style-type: none"> • ___3 SOCIAL SCIENCES • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • ___3 Gen. Elect.(3000/4000 level) • 1 1 General Elective

Program Learning Outcomes

1 Calendar Year Assessment Information 2022 Calendar Year Assessment

1.1

Performance

Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills, collaborative competence and knowledge of

1.1.1

Sophomore Major Applied Barrier Exam

Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1__2, Applied Music on the students major instrument.

1.1.2

Piano Proficiency Exam

Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.

Expectations/Target for this Outcome

1.1.1.1

Students perform a prepared solo on their major instrument before a jury of music department faculty.

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

1.1.2.1

Students perform skills off a checklist for evaluation by music department faculty.

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

Program Learning Outcomes

repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

1.2

Musicianship Skills and Analysis

An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.

1.3

Composition/Improvisation

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific

1.2.1

Music Theory III - augmented 6th chords

An academic test administered to determine the student's ability to recognize and construct augmented 6th chords assessed in MUS 2713, Theory III.

1.2.2

Music Theory IV - Impressionism

Final exam in MUS 2723, Theory IV.

1.2.3

Ear Training IV Final Exam

Final exam in MUS 2741, Ear Training IV.

1.3.1

Music Theory IV Composition Project

Expectations/Target for this Outcome

1.2.1.1

Students were assessed for their ability to recognize and construct augmented 6th chords. 70% of the students will complete the augmented 6th assessment with a grade of 70% ("C") or above.

1.2.2.1

70% of the students will complete the assessment module with 70% accuracy or above.

1.2.3.1

Exam testing students' aural understanding through dictation and singing. 70% of the students will complete the Ear Training IV final exam with a 70% (grade of "C") or above.

1.3.1.1

Students produce an original music composition based on the provided project guidelines.

Program Learning Outcomes

requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

1.4

History

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization.

Composition project assigned in MUS 2723, Theory IV.

1.4.1

History of Music I Listening Exam

This assessment consisted of listening Identification of 6 musical examples from the Medieval, Renaissance, and Early Baroque eras. Students had to identify the musical period and provide justification for their answer. The listening was drawn from the listening examples associated with the course tests from each period. This was not their final test.

Expectations/Target for this Outcome

80% of the students will complete the composition project assignment with a 70% (grade of "C") or above.

1.4.1.1

Students were assessed on their ability to identify what style period musical examples represented.

70% of the students will complete the History of Music I assessment with a grade of 70% ("C") or above.

Program Learning Outcomes

Expectations/Target for this Outcome

1.4.2

History of Music II - Symphony Characteristics

Analyze characteristics of a symphony

1.4.2.1

Students were asked to define and identify a cyclic motive, key relationships and formal structures in Beethoven's 5th Symphony.

70% of the students will complete the basic knowledge assessment with a grade of 70% /"C" or above.

1.4.3

History of Music III Listening Exam

Listening Exam in MUS 3692, History of Music III.

1.4.3.1

A listening exam where students matched 20th century composers to aural excerpts.

70% of the students will complete the listening exam with a grade of 70% ("C") or above.

1.5

Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

1.5.1

Sophomore Major Applied Barrier Exam

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


1.5.1.1

Students perform a prepared solo on their major instrument before a jury of music department faculty.

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

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General Information

Navigate this section: 

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

Bachelor of Arts in Music

DEPARTMENT
HOMEPAGE

An audition, demonstrating acceptable musical preparation, is required prior to enrollment as a major in music.

To meet the requirements for the baccalaureate degree in music, the student must complete 120 semester hours, including

- 8 hours of applied music and successful completion of the Sophomore Barrier and Keyboard Proficiency Exams.
- 4 hours in required ensembles (band or choir),
- 16 hours in music theory and ear training; and
- 8 hours of music history.

See the [Department of Music](#) page for additional requirements.

Curriculum

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

Freshman		MUS 1440	0
		MUS 2003	3
Fall	Credits	Spring	Credits
ENGL 1013 <u>Composition I</u> ¹	3	ENGL 1023 <u>Composition II</u> ¹	3
MATH XXXX <u>Mathematics</u> ¹	3	SS 1XXX Social- Science Courses ¹	3
MUS 1000 Recital <u>Attendance</u>	0	MUS 1000 Recital <u>Attendance</u>	0
MUS 1__2 ^{5,7,10}	2	MUS 1__2 ^{5,7,10}	2
MUS 1411 ¹⁴¹¹ <u>Class Piano</u> I, II, III, and IV or MUS	1	MUS 1441 ¹⁴²¹ <u>Class Piano</u> I, II, III, and IV or MUS	1
1201 Applied Music- Piano ²		1201 Applied Music- Piano ²	

Fall	Credits	Spring	Credits
MUS 1501 Band, MUS 1571 University Choir or MUS 1681 Concert Chorale ³	1	MUS 1501 Band, MUS 1571 University Choir, or MUS 1681 Concert Chorale ³	1
MUS 1713 Theory I	3	MUS 1723 Theory II	3
MUS 1731 Ear Training I	1	MUS 1741 Ear Training II	1
MUS 1751 Orientation to Music	1	Piano Exit Exam ⁴	0
Total Hours	15	Total Hours	14

Sophomore

Fall	Credits	Spring	Credits
<i>Elective ^{8,9}</i>	<i>2</i>	<i>USHG 1XXX¹</i>	<i>3</i>
SCIL 1XXX Science with Laboratory ¹	4	SCIL 1XXX Science with Laboratory ¹	4
Beginning Language I ⁶	3	Beginning Language II ⁶	3
MUS 1000 Recital Attendance	0	MUS 1000 Recital Attendance	0
MUS 1__2 ^{5, 7, 10}	2	MUS 1__2 ^{5, 7, 10}	2
MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano ²	1	MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano ²	1
MUS 1501 Band, MUS 1571 University Choir or MUS 1681 Concert Chorale ³	1	MUS 1501 Band, MUS 1571 University Choir or MUS 1681 Concert Chorale ³	1
MUS 2713 Theory III	3	MUS 2723 Theory IV	3
MUS 2731 Ear Training III	1	MUS 2741 Ear Training IV	1
Total Hours	15 17	MUS 1440 Piano Proficiency 0	0
		MUS 2000 Sophomore Barrier ⁶ <i>Applied Competency</i>	0
		Total Hours	15 17



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright	<i>Jeff Bright</i>	05/23/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.20.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title:
Music Education for Teacher Licensure (Instrumental Music 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

MUS 1441 Class Piano 3 *or MUS 1201*

MUS 1441 Class Piano 4 *or MUS 1201*

MUS 3692 Music History 3

MUS 4701 Teaching Music in Elementary and Secondary Schools

MUS 4712 Form and Analysis

MUS 3702 Music Educational Technology

MUS 3802 Principles of Conducting

SEED 2002 Education as a Profession

SEED 4556 Classroom Application of Educational Psychology

SEED 4054 Educating Developing, Diverse, and Exceptional Learners

3 hrs fine arts and humanities

Delete:

MUS 3281

MUS 4281

ADD

MUS 2003 Music History Survey as a directed arts and humanities general education course

MUS 2703 Music Educational Technology

MUS 3801 Conducting

MUS 4801 Advanced Conducting

SEED 2003 Introduction to Education

SEED 2113 Human Development and Learning Theory

SEED 4553 Methods, Classroom Management, and Assessment

SPED 4052 Exceptionalities

MUS 1411 MUS 3901

MUS 1421 MUS 4901

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

No change on staffing

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Changes are to improve student success and to help students excel in their musical endeavors.
- 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?
Program changes are being made to conform to the ATU College of Education curricular changes. Other changes not associated with the College of Education are being made to provide students with better opportunities to connect their learning while streamlining the curriculum.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
No supporting assessment evidence. These changes were made to align courses with the ATU College of Education and to provide better opportunities for students to connect their learning.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

The University of Arkansas, Arkansas State University, and the University of Central Arkansas all offer the Bachelor of Music Education degree. All three have a similar curricular structure as the BME degree offered at ATU.

- 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.

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

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

Curriculum Matrix for Catalog Curriculum in <u>Music Education for Teacher Licensure (Instrumental Music Option)</u> (enter title for program changing)	
<p>Freshman Fall Semester Add/Change: MUS 1411 Class Piano 1</p> <p>Delete: MUS 1441 Class Piano 1</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester Add/Change: MUS 1000 Recital Attendance (left off most recent catalog) MUS 1440 Piano Proficiency MUS 1421 Class Piano 2 MUS 2003 Survey of Music History (Directed Arts and Humanities General Education Requirement) COMM 2003 Public Speaking</p> <p>Delete: MUS 1441 Class Piano 2 SCIL 1XXX Science With Laboratory</p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester Add/Change: MUS 3481 Stringed Instruments SEED 2003 Introduction to Education SCIL 1XXX Science With Laboratory</p> <p>Delete: SS 1XXX Social Science Course COMM 2003 Public Speaking MUS 1441 Class Piano 3 MUS 3401 Brass Instruments</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester Add/Change: MUS 2000 Applied Competency MUS 3401 Brass Instruments MUS 4461 Percussion Instruments SEED 2113 Human Development and Learning</p> <p>Delete: SEED 2002 Education as a Profession MUS 1441 Class Piano 4 MUS 3481 Stringed Instruments MUS 1440 Piano Proficiency MUS 2000 Sophomore Barrier</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester Add/Change: MUS 3901 Secondary Music Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds MUS 3762 Instrumental and Choral Arranging MUS 3801 Conducting MUS 4971 Marching Band Techniques USHG 1XXX US History/Government</p> <p>Delete: SS 1XXX Social Science Course MUS 3421 Woodwind Instruments, Double Reeds MUS 3802 Principles of Conducting MUS 4461 Percussion Instruments MUS 4712 Form and Analysis</p> <p>Total Hours:</p>	<p>Junior Spring Semester Add/Change: MUS 2703 Music Educational Technology MUS 3421 Woodwind Instruments, Double Reeds MUS 3853 Music in the Elementary Classroom MUS 4801 Advanced Conducting MUS 4901 Secondary Music Methods and Materials 2 SS 1XXX Social Science Course</p> <p>Delete: USHG 1XXX US History/Government MUS 3281 Secondary Instrumental Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds MUS 3702 Music Educational Technology MUS 3762 Instrumental and Choral Arranging</p> <p>Total Hours:</p>
<p>Senior Fall Semester Add/Change: 15</p>	<p>Senior Spring Semester Add/Change: 18</p>

<p>MUS 4000 Capstone Recital SS 1XXX Social Science Course SEED 4052 Exceptionalities SPED SEED 4553 Methods, Classroom Management and Assessment</p> <p>Delete: MUS 3692 History of Music 3 MUS 3853 Music in the Elementary Classroom MUS 4791 Marching Band Techniques 3 hrs FAH 14</p> <p>Total Hours:</p>	<p>SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools</p> <p>Delete: SEED 4054 Educating Developing, Diverse and Exceptional Learners SEED 4556 Classroom Application and Educational Psychology MUS 4000 Capstone Recital MUS 4281 Secondary Instrumental Methods and Materials 2</p> <p>Total Hours: 12</p>
<p>9th Semester Add/Change:</p> <p>Delete: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools SEED 4701 Teaching Music in the Elementary and Secondary School</p> <p>0</p> <p>Total Hours:</p>	

Curriculum Restructure BM Instrumental Music Education

Semester	Classes	Semester	Classes
1 16 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1441 Class Piano 1 1411 • MUS 1713 Theory 1 • MUS 1731 Ear Training 1 • MUS 1751 Orientation to Music • MUS 2441 Class Voice • ENGL 1013 Composition 1 • MATH 1003 College Mathematics 	2 17 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1440 Piano Proficiency • MUS 1441 Class Piano 2 1421 • MUS 1723 Theory 2 • MUS 1741 Ear Training 2 • MUS 2003 Intro to Music (A&H GE) • ENGL 1023 Composition 2 • COMM 2003 Public Speaking
3 15 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 2713 Theory 3 • MUS 2731 Ear Training 3 • MUS 3481 Stringed Instruments • SEED 2003 Introduction to Education • __4 SCIENCE LAB 	4 16 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 2000 Applied Competency • MUS 2723 Theory 4 • MUS 2741 Ear Training 4 • MUS 3401 Brass Instruments • MUS 4461 Percussion Instruments • SEED 2113 Human Dev. & Learning • __4 SCIENCE LAB
5 15 hrs	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 3281 Methods 1 3901 • MUS 3431 WW Single Reeds • MUS 3762 Inst/Choral Arranging • MUS 3773 History of Music 1 • MUS 3801 Conducting • MUS 4971 Marching Band Techniques • __3 US HISTORY/GOVERNMENT 	6 18 hrs	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 2703 Music Ed Technology • MUS 3421 WW Double Reeds • MUS 3783 History of Music 2 • MUS 3853 Music in Elem Classroom • MUS 4281 Methods 2 4701 • MUS 4801 Advanced Conducting • __3 SOCIAL SCIENCES
7 14 hrs	<ul style="list-style-type: none"> • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 4000 Capstone Recital • __3 ARTS & HUMANITIES • __3 SOCIAL SCIENCES • SEED 4052 Exceptionalities SPEW • SEED 4553 Methods, Classroom Management and Assessment 	8 12 hrs	<ul style="list-style-type: none"> • SEED 4503 Seminar in Secondary Education • SEED 4809 Teaching in the Elementary and Secondary Schools

Major-AH-MUS-Music Education (BME) All Options

2022

Internal Review

1 GOALS 8 OUTCOMES 15 MEASURES 15 TARGETS 15 FINDINGS 2 ATTACHMENTS

Program Learning Outcomes

1 Calendar Year Assessment Information

2022 Calendar Year Assessment

1.1	1.1.1	1.1.1.1
<p>Performance (and 3 Functional Performance)</p> <p>Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills, collaborative competence and knowledge of</p>	<p>Senior Recital Applied Exam</p> <p>Jury panel evaluation of the students senior recital performance in the 7th, 8th or 9th semester of MUS 3...2, Applied Music and MUS 4001, Senior Recital on the students major instrument.</p> <p>1.1.2</p> <p>Piano Proficiency Exam</p> <p>Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.</p>	<p><input type="checkbox"/></p> <p>Students perform a prepared solo on their major instrument before a jury of music department faculty.</p> <p>90% of the students will complete the senior recital performance with a pass or 70% (grade of "C") or above.</p> <p>1.1.2.1 <input type="checkbox"/></p> <p>Students perform skills off a checklist for evaluation by music department faculty.</p> <p>70% of majors will successfully pass the piano proficiency on first attempt; 85% will eventually pass.</p>

Program Learning Outcomes

repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

1.2

Musicianship Skills and Analysis

An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.

1.2.1

Music Theory III augmented 6th chords

An academic test administered to determine the student's ability to recognize and construct augmented 6th chords assessed in MUS 2713, Theory III.

1.2.1.1

Students were assessed for their ability to recognize and construct augmented 6th chords. 70% of the students will complete the Music Theory III final exam with a 70% (grade of "C") or above.

1.2.2

Music Theory IV - Impressionism

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV.

1.2.2.1

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV. 70% of the students will complete the assessment module with 70% accuracy or above.

1.2.3

Ear Training IV Final Exam

Final exam in MUS 2741, Ear Training IV.

1.2.3.1

Exam testing students' aural understanding through dictation and singing. 70% of the students will complete the Ear Training IV final exam with a 70% (grade of "C") or above.

1.2.4

Form and Analysis Final Project

1.2.4.1

Students were given a musical selection and asked to identify formal elements of the piece including motifs, themes, tonality, and form.

Expectations/Target for this Outcome

Program Learning Outcomes

Expectations/Target for this Outcome

70% of the students will complete the Form Analysis final project with a grade of 70% ("C") or above.

1.3

Composition/Improvisation

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

Final project for MUS 4712, Form Analysis

1.3.1

Music Theory IV Composition Project

Composition assignment in MUS 2723, Theory IV.

1.3.1.1

The student produces a music composition demonstrating a rudimentary capacity to create an original work of art

80% of the students will complete the composition project assignment with a 70% (grade of "C") or above.

1.4

History

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of

1.4.1

History of Music I Listening Exam

This assessment consisted of listening Identification of 6 musical examples from the Medieval, Renaissance, and Early Baroque eras. Students had to identify the musical period and

1.4.1.1

Students were assessed on their ability to identify what style period musical examples represented.

70% of the students will complete the History of Music I final exam with a grade of 70% ("C") or above.

Program Learning Outcomes

the primary culture encompassing the area of specialization.

Expectations/Target for this Outcome

provide justification for their answer. The listening was drawn from the listening examples associated with the course tests from each period. This was not their final test.

1.4.2

History of Music II - Symphony Characteristics

Analyze characteristics of a symphony

1.4.2.1

Students were asked to define and identify a cyclic motive, key relationships and formal structures in Beethoven's 5th Symphony.

70% of the students will complete the basic knowledge assessment with a grade of 70% / "C" or above.

1.4.3

History of Music III Listening Exam

Listening Exam in MUS 3692, History of Music III.

1.4.3.1

A listening exam where students matched 20th-century composers to aural excerpts.

70% of the students will complete the History of Music III final exam with a grade of 70% ("C") or above.

1.5

Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis;

1.5.1

Student Teaching

Internship supervisor evaluation of the students' student teaching experience in SEED 4809, teaching in the elementary and secondary school.

1.5.1.1

A cumulative grade given by the internship supervisor to represent the student's performance during their internship semester.

90% of the students will complete their student teaching experience with a rating of "B" or better.

Program Learning Outcomes

composition/improvisation; and history and repertory.

1.6

Conducting and Musical Leadership

The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.

1.7

Analysis/History/Literature and Arranging

The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles,

1.6.1

PRAXIS Exam (Performance)

PRAXIS Music Content Knowledge Exam Section III Performance.

1.7.1

PRAXIS Exam (Music History and Literature)

PRAXIS Music Content Knowledge Exam Section I Music History and Literature.

Expectations/Target for this Outcome

1.6.1.1



Performance category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Performance section of the PRAXIS exam.

1.7.1.1



Music History and Literature category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music History and Literature section of the PRAXIS exam.

Program Learning Outcomes

literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization as well as be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

1.8

Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music. These competencies include: (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

1.7.2

PRAXIS EXAM (Theory and Composition)

PRAXIS Music Content Knowledge Exam Section II Theory and Composition.

1.8.1

PRAXIS Exam (Pedagogy, Professional Issues & Technology)

PRAXIS Music Content Knowledge Exam Section IV Pedagogy, Professional Issues and Technology.

Expectations/Target for this Outcome

1.7.2.1



Theory and Composition category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music Theory and Composition section of the PRAXIS exam.

1.8.1.1



Pedagogy; Professional Issues; Technology category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Pedagogy, Professional Issues and Technology section of the PRAXIS exam.

DEGREE AUDIT CHECK LIST

(BME-MUED-INS) Music Education - Instrumental Music

2023-24 ~~2024-25~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3 0
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		29 32
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
1411 1421 ## 2003 2703 3801 4801		
Major Requirements		Hrs
MUS	1440 1713 1723 1731 1741 ♦1751 2000 2441 2713 2723 2731 2741 3281 3401 3421 3431 3481 3692 3702 3762 3773 3783 3802 3853 4000 4281 4461 4701 4712 4971	46 47
1000	(4 semesters)	
3000	(2 semesters)	
1_2		8
3_2		6
1201/1441		4
1501		2
1501/1631		2
3501		2
3501/3631		1
COMM	2003**	3
SEED	2002 4054 4503 4556 4809 2003 2113 4553	24 21
SPED "C" or better in courses on this side		2
TOTAL MAJOR HOURS		98 94
TOTAL HOURS		

Final Check:


Min. hours required ~~130~~ 123
 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: 

- Introduction
- Academic Calendar
- Administration & Faculty
- Programs of Study
- Admission
- ACTS Course Transfer System
- Fees & Expenses
- Student Affairs Operations
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Music Education for Teacher Licensure (Instrumental Music Option)

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

For licensure, students must pass the Praxis II music specialty and Principles of Learning and Teaching exam.

Curriculum

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

Freshman			
Fall	Credits	Spring	Credits
ENGL 1013	3	ENGL 1023	3
Composition I ¹		Composition II ¹	
MATH XXXX	3	SCH XXXX Science with Laboratory ¹	4
Mathematics ¹			
MUS 1000 Recital Attendance	0	MUS 1_2 ⁸	2
MUS 1_2 ⁸	2	MUS 1421 Class Piano I, II, III, and IV or MUS 1201 Applied Music Piano ²	1
MUS 1411 Class Piano I, II, III, and IV or MUS 1001 Applied Music Piano ²	1		
MUS 1501 Band	1	MUS 1501 Band or MUS 1631 Symphonic Wind Ensemble	1
MUS 1713 Theory I	3	MUS 1723 Theory II	3
MUS 1731 Ear Training I	1	MUS 1741 Ear Training II	1
MUS 1751 Orientation to Music	1	Total Hours	15 17
MUS 2441 Class Voice	1		
Total Hours	16		

Fall	Credits	Spring	Credits
MUS 3773 History of Music I	3	MUS 3431 Woodwind Instruments, Single Reeds	1
MUS 3802 Principles of Conducting	2	MUS 3501 Band or MUS 3631 Symphonic Wind Ensemble	1
MUS 4461 Percussion Instruments	1	MUS 3702 Music Educational Technology	2
MUS 4712 Form and Analysis	2	MUS 3702	2
Total Hours	15	Instrumental and Choral Arranging	2
		MUS 3783 History of Music II	3
		Total Hours	15
			18
Senior MUS 4000	0	SEED 4503	3
SS 1XXX'	3	SEED 4809^{6,7}	9
SPEP 4052⁵	2		
SEED 4553	3		
Fall Credits	3	Spring Credits	3
FAH 1XXX Fine Arts and Humanities Courses ¹	6 3	SEED 4054 Educating Developing, Diverse, and Exceptional Learners	4
MUS 3__2 ⁸	2	SEED 4556 Classroom Application of Educational Psychology ⁵	6
MUS 3501 Band	1	MUS 4000 Capstone Recital	0
MUS 3892 History of Music III	2	MUS 4281 Secondary Instrumental Methods and Materials II	1
MUS 3353 Music in the Elementary Classroom ⁴	3		
MUS 4971 Marching Band Techniques	1		
Total Hours	15	Total Hours	11
	14		12
Senior 9th Semester			
Fall	Credits		
SEED 4503 Seminar in Secondary Education	3		

Sophomore		Junior	
Fall	Credits	Fall	Credits
SS 1XXX Social Science Courses ¹	3	SS 1XXX Social Science Courses ¹	3
COMM 2003 Public Speaking	3	COMM 2003 Public Speaking	3
MUS 1000 Recital Attendance	0	MUS 1000 Recital Attendance	0
MUS 1_2 ⁸	2	MUS 1_2 ⁸	2
MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music Piano	1	MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music Piano	1
MUS 1501 Band	1	MUS 1501 Band or MUS 1631 Symphonic Wind Ensemble	1
MUS 2713 Theory III	3	MUS 2723 Theory IV	3
MUS 2731 Ear Training III	1	MUS 2741 Ear Training IV	1
MUS 3401 Brass Instruments	1	MUS 3481 Stringed Instruments	1
Total Hours	15	MUS 1440 Piano Proficiency	0
		MUS 2000 Sophomore Barrier ³ Applied Competency	0
		Total Hours	15
			16
		MUS 2703	3
		MUS 3421	1
		MUS 3853	3
		MUS 4801	1
		MUS 4901	1
		USHG 1XXX U.S. History and Government ¹	3
		SS 1XXX ¹	3
		MUS 3000 Recital Attendance	0
		MUS 3_2 ⁸	2
		MUS 3_2 ⁸	2
		MUS 3421 Woodwind Instruments, Double Reeds	1
		MUS 3281 Secondary Instrumental Methods and Materials I	1
		MUS 3501 Band	1

Fall	Credits
SEED 4809 Teaching in the Elementary and Secondary School^{6,7}	9
MUS 4701 Teaching Music in the Elementary and Secondary School	1
Total Hours	15

Do we need
Footnote 2
Footnote 3
Footnote 4 ?

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

² Piano (MUS 146) Class Piano I, II, III, and IV or MUS 120 Applied Music - Piano) to be taken each semester until successful completion of Piano Exit Exam.

³ Required for enrollment in upper-level applied study for two-hour credit and for completion for all music degrees

⁴ Prerequisite: successful completion of Piano Exit Exam.

⁵ Prerequisite: admission to Stage II.

⁶ See admission policy and procedure.

⁷ For licensure, students must pass the Praxis II music specialty and Principles of Learning and Teaching exam.

⁸ See course descriptions for the appropriate applied music course number.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright	<i>Jeff Bright</i>	05/23/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.20.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title:
Music Education for Teacher Licensure (Keyboard Instrumental Music 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

Two of five Instrument Techniques Courses (Require only 3)

MUS 3692 Music History 3

MUS 4701 Teaching Music in Elementary and Secondary Schools

MUS 4712 Form and Analysis

MUS 3702 Music Educational Technology

MUS 3802 Principles of Conducting

SEED 2002 Education as a Profession

SEED 4556 Classroom Application of Educational Psychology

SEED 4054 Educating Developing, Diverse, and Exceptional Learners

MUS 3251 MUS 4281 3hrs fine arts and humanities

ADD

MUS 2003 Music History Survey as a directed arts and humanities general education course

MUS 2703 Music Educational Technology

MUS 3801 Conducting

Select 3hrs from:

MUS 4801 Advanced Conducting

MUS 3401

SEED 2003 Introduction to Education

MUS 3421

SEED 2113 Human Development and Learning Theory

MUS 3431

SEED 4553 Methods, Classroom Management, and Assessment

MUS 3481

SPED 4052 Exceptionalities

MUS 4461

MUS 3901

MUS 4901

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

No change on staffing

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Changes are to improve student success and to help students excel in their musical endeavors.
- 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?
Program changes are being made to conform to the ATU College of Education curricular changes. Other changes not associated with the College of Education are being made to provide students with better opportunities to connect their learning while streamlining the curriculum.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
No supporting assessment evidence. These changes were made to align courses with the ATU College of Education and to provide better opportunities for students to connect their learning.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

The University of Arkansas, Arkansas State University, and the University of Central Arkansas all offer the Bachelor of Music Education degree. All three have a similar curricular structure as the BME degree offered at ATU.

- 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.

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

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

Curriculum Matrix for Catalog Curriculum in <u>Music Education for Teacher Licensure (Keyboard Instrumental Music Option)</u> (enter title for program changing)	
<p>Freshman Fall Semester Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester Add/Change: MUS 2003 Survey of Music History (Directed Arts and Humanities General Education Requirement) COMM 2003 Public Speaking</p> <p>Delete: MUS 2201 Accompanying Seminar SCIL 1XXX Science With Laboratory</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester Add/Change: MUS 2201 Accompanying Seminar MUS 3481 Stringed Instruments SEED 2003 Introduction to Education</p> <p>Delete: SS 1XXX Social Science Course MUS 3401 Brass Instruments</p> <p>Total Hours: 15-16</p>	<p>Sophomore Spring Semester Add/Change: MUS 2000 Applied Competency MUS 3401 Brass Instruments MUS 4461 Percussion Instruments SEED 2113 Human Development and Learning SCIL 1XXX Science With Laboratory</p> <p>Delete: COMM 2003 Public Speaking SEED 2002 Education as a Profession MUS 3481 Stringed Instruments MUS 2000 Sophomore Barrier</p> <p>Total Hours: 15-17</p>
<p>Junior Fall Semester Add/Change: MUS 3901 Secondary Music Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds MUS 3762 Instrumental and Choral Arranging MUS 3801 Conducting MUS 4971 Marching Band Techniques USHG 1XXX US History/Government</p> <p>Delete: SS 1XXX Social Science Course MUS 3421 Woodwind Instruments, Double Reeds MUS 3802 Principles of Conducting MUS 4461 Percussion Instruments MUS 4712 Form and Analysis</p> <p>Total Hours: 14-15</p>	<p>Junior Spring Semester Add/Change: MUS 2703 Music Educational Technology MUS 3421 Woodwind Instruments, Double Reeds MUS 3442 Piano Pedagogy MUS 3853 Music in the Elementary Classroom MUS 4801 Advanced Conducting MUS 4901 Secondary Music Methods and Materials 2</p> <p>Delete: FAH 1XXX Fine Arts and Humanities Course USHG 1XXX US History/Government MUS 3281 Secondary Instrumental Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds MUS 3702 Music Educational Technology</p> <p>Total Hours:</p>
<p>Senior Fall Semester Add/Change: MUS 4000 Capstone Recital SS 1XXX Social Science Course SS 1XXX Social Science Course SEED 4052 Exceptionalities</p>	<p>Senior Spring Semester Add/Change: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools</p>

SPEO

<p>SEED 4553 Methods, Classroom Management and Assessment</p> <p>Delete: MUS 3692 History of Music 3 MUS 3853 Music in the Elementary Classroom MUS 4791 ⁴⁹⁷¹ Marching Band Techniques</p> <p>Total Hours: 17</p>	<p>Delete: SEED 4054 Educating Developing, Diverse and Exceptional Learners SEED 4556 Classroom Application and Educational Psychology MUS 3442 Piano Pedagogy MUS 3762 Instrumental and Choral Arranging MUS 4000 Capstone Recital MUS 4281 Secondary Instrumental Methods and Materials 2</p> <p>Total Hours: 12</p>
<p>9th Semester Add/Change:</p> <p>Delete: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools SEED 4701 Teaching Music in the Elementary and Secondary School</p> <p>Total Hours: 0</p>	

Curriculum Restructure BM Keyboard/Instrumental Music Education

Semester	Classes	Semester	Classes
1 15 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1713 Theory 1 • MUS 1731 Ear Training 1 • MUS 1751 Orientation to Music • MUS 2441 Class Voice • ENGL 1013 Composition 1 • MATH 1003 College Mathematics 	2 16 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1723 Theory 2 • MUS 1741 Ear Training 2 • MUS 2003 Intro to Music (A&H GE) • ENGL 1023 Composition 2 • COMM 2003 Public Speaking
3 15-16 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 2201 Accompanying Seminar • MUS 2713 Theory 3 • MUS 2731 Ear Training 3 • MUS 3481 <i>Stringed Instruments*</i> • __4 SCIENCE LAB • SEED 2003 Introduction to Education 	4 15-17 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1440 Piano Proficiency • MUS 2000 Applied Competency • MUS 2201 Accompanying Seminar • MUS 2723 Theory 4 • MUS 2741 Ear Training 4 • MUS 3401 <i>Brass Instruments*</i> • MUS 4461 <i>Percussion Instruments*</i> • SEED 2113 Human Dev. & Learning • __4 SCIENCE LAB
5 14-15 hrs	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 3201 Methods 1 3901 • MUS 3431 <i>WW Single Reeds*</i> • MUS 3762 Inst/Choral Arranging • MUS 3773 History of Music 1 • MUS 3801 Conducting • MUS 4971 Marching Band Techniques • __3 US HISTORY/GOVERNMENT 	6 16-17 hrs	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 2703 Music Ed Technology • MUS 3421 <i>WW Double Reeds*</i> • MUS 3442 Piano Pedagogy • MUS 3783 History of Music 2 • MUS 3853 Music in Elem Classroom • MUS 4201 Methods 2 4901 • MUS 4801 Advanced Conducting
7 17 hrs	<ul style="list-style-type: none"> • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 4000 Capstone Recital • __3 ARTS & HUMANITIES • __3 SOCIAL SCIENCES • __3 SOCIAL SCIENCES • SEED 4052 Exceptionalities • SEED 4553 Methods, Classroom Management and Assessment 	8 12 hrs	<ul style="list-style-type: none"> • SEED 4503 Seminar in Secondary Education • SEED 4809 Teaching in the Elementary and Secondary Schools

**select three of the five instrument techniques courses*

Major-AH-MUS-Music Education (BME) All Options

2022

Internal Review

1 GOALS 8 OUTCOMES 15 MEASURES 15 TARGETS 15 FINDINGS 2 ATTACHMENTS

Program Learning Outcomes

1 Calendar Year Assessment Information

2022 Calendar Year Assessment

1.1

Performance (and 3 Functional Performance)

Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills, collaborative competence and knowledge of

1.1.1

Senior Recital Applied Exam

Jury panel evaluation of the students senior recital performance in the 7th, 8th or 9th semester of MUS 3...2, Applied Music and MUS 4001, Senior Recital on the students major instrument.

1.1.2

Piano Proficiency Exam

Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.

Expectations/Target for this Outcome

1.1.1

Students perform a prepared solo on their major instrument before a jury of music department faculty.

90% of the students will complete the senior recital performance with a pass or 70% (grade of "C") or above.

1.1.2.1

Students perform skills off a checklist for evaluation by music department faculty.

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

Program Learning Outcomes

repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

1.2

Musicianship Skills and Analysis

An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.

1.2.1

Music Theory III augmented 6th chords

An academic test administered to determine the student's ability to recognize and construct augmented 6th chords assessed in MUS 2713, Theory III.

1.2.2

Music Theory IV - Impressionism

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV.

1.2.3

Ear Training IV Final Exam

Final exam in MUS 2741, Ear Training IV.

1.2.4

Form and Analysis Final Project

Expectations/Target for this Outcome

1.2.1.1

Students were assessed for their ability to recognize and construct augmented 6th chords. 70% of the students will complete the Music Theory III final exam with a 70% (grade of "C") or above.

1.2.2.1

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV. 70% of the students will complete the assessment module with 70% accuracy or above.

1.2.3.1

Exam testing students' aural understanding through dictation and singing. 70% of the students will complete the Ear Training IV final exam with a 70% (grade of "C") or above.

1.2.4.1

Students were given a musical selection and asked to identify formal elements of the piece including motifs, themes, tonality, and form.

Program Learning Outcomes

Expectations/Target for this Outcome

70% of the students will complete the Form Analysis final project with a grade of 70% ("C") or above.

1.3

Composition/Improvisation

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

1.4

History

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of

Final project for MUS 4712, Form Analysis

1.3.1

Music Theory IV Composition Project

Composition assignment in MUS 2723, Theory IV.

1.3.1.1

The student produces a music composition demonstrating a rudimentary capacity to create an original work of art

80% of the students will complete the composition project assignment with a 70% (grade of "C") or above.

1.4.1

History of Music I Listening Exam

This assessment consisted of listening Identification of 6 musical examples from the Medieval, Renaissance, and Early Baroque eras. Students had to identify the musical period and

1.4.1.1

Students were assessed on their ability to identify what style period musical examples represented.

70% of the students will complete the History of Music I final exam with a grade of 70% ("C") or above.

Program Learning Outcomes

the primary culture encompassing the area of specialization.

Expectations/Target for this Outcome

provide justification for their answer. The listening was drawn from the listening examples associated with the course tests from each period. This was not their final test.

1.4.2

History of Music II - Symphony Characteristics

Analyze characteristics of a symphony

1.4.2.1

Students were asked to define and identify a cyclic motive, key relationships and formal structures in Beethoven's 5th Symphony.

70% of the students will complete the basic knowledge assessment with a grade of 70% / "C" or above.

1.4.3

History of Music III Listening Exam

Listening Exam in MUS 3692, History of Music III.

1.4.3.1

A listening exam where students matched 20th-century composers to aural excerpts.

70% of the students will complete the History of Music III final exam with a grade of 70% ("C") or above.

1.5

Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis;

1.5.1

Student Teaching

Internship supervisor evaluation of the students' student teaching experience in SEED 4809, teaching in the elementary and secondary school.

1.5.1.1

A cumulative grade given by the internship supervisor to represent the student's performance during their internship semester.

90% of the students will complete their student teaching experience with a rating of "B" or better.

Program Learning Outcomes

composition/improvisation; and history and repertory.

1.6

Conducting and Musical Leadership

The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.

1.7

Analysis/History/Literature and Arranging

The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles,

1.6.1

PRAXIS Exam (Performance)

PRAXIS Music Content Knowledge Exam Section III Performance.

1.7.1

PRAXIS Exam (Music History and Literature)

PRAXIS Music Content Knowledge Exam Section I Music History and Literature.

Expectations/Target for this Outcome

1.6.1.1



Performance category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Performance section of the PRAXIS exam.

1.7.1.1



Music History and Literature category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music History and Literature section of the PRAXIS exam.

Program Learning Outcomes

literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization as well as be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

1.8

Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music. These competencies include: (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

1.7.2

PRAXIS EXAM (Theory and Composition)

PRAXIS Music Content Knowledge Exam Section II Theory and Composition.

1.8.1

PRAXIS Exam (Pedagogy, Professional Issues & Technology)

PRAXIS Music Content Knowledge Exam Section IV Pedagogy, Professional Issues and Technology.

Expectations/Target for this Outcome

1.7.2.1



Theory and Composition category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music Theory and Composition section of the PRAXIS exam.

1.8.1.1



Pedagogy; Professional Issues; Technology category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Pedagogy, Professional Issues and Technology section of the PRAXIS exam.

DEGREE AUDIT CHECK LIST

(BME-MUED-KBI) Music Education - Keyboard Instrumental Music

~~2023-24~~ 2024-25

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3 0
COMM		0
TECH 1001 ♦		0
		29 29
TOTAL GEN ED HOURS		32 32
Electives		
TOTAL ELECTIVE HOURS		0


Student's Name		
T#		
** 2003 2703 3801 4801		
Major Requirements		Hrs
MUS	1440 1713 1723 1731 1741 ♦1751 2000 2441 2713 2723 2731 2741 3281 3401 3421 3431 3442 3481 3692 3702 3762 3773 3783 3802 3853 4000 4281 4461 4701 4712 4971	 3701 4901 48 42
1000	(4 semesters)	
3000	(2 semesters)	
1202		8
2201		2
3202		6
1501		2
1501/1631		2
3501		2 2
3501/3631		1
COMM	2003**	3
SEED	2002 4054 4503 4556 4809 2003 2113 4553	24 21
SPEP 4052 "C" or better in courses on this side		2
		3
TOTAL MAJOR HOURS		98 94
TOTAL HOURS		

Final Check: Min. hours required ~~130~~ 123 thru _____
 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

MUS 3481
 3401
 4461
 3431
 3421

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General Information

Navigate this section: 

- Introduction
- Academic Calendar
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Music Education for Teacher Licensure (Keyboard Instrumental Music Option)

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

Curriculum

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

	Freshman		3	
	Fall	Credits	Spring	Credits
	ENGL 1013	3	ENGL 1023	3
	Composition I ¹		Composition II ¹	
	MATH XXXX	3	SCH XXXX Science	4
	Mathematics ¹		with Laboratory ¹	
	MUS 1000 Recital Attendance	0	MUS 1000 Recital Attendance	0
	MUS 1202 Applied Music - Piano	2	MUS 1202 Applied Music - Piano	2
	MUS 1501 Band	1	MUS 1501 Band or	1
	MUS 173 Theory I	3	MUS 1631 Symphonic Wind Ensemble	
	MUS 1731 Ear Training I	1	MUS 1723 Theory II	3
	MUS 1751 Orientation to Music	1	MUS 1741 Ear Training II	1
	MUS 2441 Class Voice	1	MUS 2201	1
			Accompanying Seminar	
	Total Hours	15	Total Hours	15
				16

Fall	Credits	Spring	Credits
MUS 3773 History of Music I	3	MUS 3281 Secondary Instrumental Methods and Materials I	1
MUS 3802 Principles of Conducting	2	MUS 3431 Woodwind Instruments, Single Reeds	1
MUS 4461 Percussion Instruments	1	MUS 3501 Band or MUS 3631 Symphonic Wind Ensemble	1
MUS 4712 Form and Analysis	2	MUS 3702 Music Educational Technology	2
Total Hours	15	MUS 3783 History of Music II	3
		MUS 2703 Total Hours	3
		MUS 3421 ⁵	16
		MUS 3442	2
		MUS 3853	3
		MUS 4801	1
		MUS 4901	1
			16-17
Senior			
MUS 4000	0		
SS 1XXX ¹	6		
SPEP 4052	2		
SEED 4553	3		

14-15

MUS 4000
SS 1XXX¹
SPEP 4052
SEED 4553

MUS 2703
Total Hours
MUS 3421⁵
MUS 3442
MUS 3853
MUS 4801
MUS 4901

16-17

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3	SEED 4054 Educating Developing Diverse and Exceptional Learners	4
MUS 4971 Marching Band Techniques	1	SEED 4556 Classroom Application of Educational Psychology³	6
MUS 3202 Applied Music - Piano	2	MUS 3442 Piano Pedagogy	2
MUS 3501 Band	1	MUS 3762 Instrumental and Choral Arranging	2
MUS 3692 History of Music III	2	MUS 4000 Capstone Recital	0
MUS 3853 Music in the Elementary Classroom	3	MUS 4281 Secondary Instrumental Methods and Materials II	1
Total Hours	12	Total Hours	15
		SEEP 4503	3
		SEED 4809 ^{3,4}	9

17

123

12

~~Senior 9th Semester~~

Fall	Credits
SEED 4503 Seminar in Secondary Education	3
SEED 4809 Teaching in the Elementary and Secondary School ^{3,4}	9
MUS 4701 Teaching Music in the Elementary and Secondary School	1
Total Hours	13

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

² Required for enrollment in upper-level applied study for two-hour credit and for completion of all music degrees.

³ See admission policy and procedure.

⁴ For licensure, students must pass the Praxis II specialty and Principles of Learning and Teaching exam.

⁵ Select three of five instrument techniques courses



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright	<i>Jeff Bright</i>	05/23/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.2023
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title:
Music Education for Teacher Licensure (Keyboard Vocal Music 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

One of five Instrument Techniques Courses (Require only 1)

MUS 1231 Applied Voice (require 3 semesters instead of 4)

MUS 3692 Music History 3

MUS 4701 Teaching Music in Elementary and Secondary Schools

MUS 4712 Form and Analysis

MUS 3702 Music Educational Technology

MUS 3802 Principles of Conducting

SEED 2002 Education as a Profession

SEED 4556 Classroom Application of Educational Psychology

SEED 4054 Educating Developing, Diverse, and Exceptional Learners

MUS 3821 MUS 4821

ADD

MUS 2003 Music History Survey as a directed arts and humanities general education course

MUS 2703 Music Educational Technology

MUS 3801 Conducting

MUS 4801 Advanced Conducting

SEED 2003 Introduction to Education

SEED 2113 Human Development and Learning Theory

SEED 4553 Methods, Classroom Management, and Assessment

SPED 4052 Exceptionalities

MUS 3901

MUS 4901

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

No change on staffing

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Changes are to improve student success and to help students excel in their musical endeavors.
- 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?
Program changes are being made to conform to the ATU College of Education curricular changes. Other changes not associated with the College of Education are being made to provide students with better opportunities to connect their learning while streamlining the curriculum.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
No supporting assessment evidence. These changes were made to align courses with the ATU College of Education and to provide better opportunities for students to connect their learning.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

The University of Arkansas, Arkansas State University, and the University of Central Arkansas all offer the Bachelor of Music Education degree. All three have a similar curricular structure as the BME degree offered at ATU.

- 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.

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

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

Curriculum Matrix for Catalog Curriculum in <u>Music Education for Teacher Licensure (Keyboard Vocal Music Option)</u> (enter title for program changing)	
<p>Freshman Fall Semester Add/Change: Delete: Total Hours: 15</p>	<p>Freshman Spring Semester Add/Change: MUS 2003 Survey of Music History (Directed Arts and Humanities General Education Requirement) COMM 2003 Public Speaking Delete: MUS 2201 Accompanying Seminar SCIL 1XXX Science With Laboratory Total Hours: 17</p>
<p>Sophomore Fall Semester Add/Change: MUS 2201 Accompanying Seminar MUS 3481 Stringed Instruments⁶ SEED 2003 Introduction to Education Delete: SS 1XXX Social Science Course Total Hours: 16-17</p>	<p>Sophomore Spring Semester Add/Change: MUS 2000 Applied Competency MUS 3401 Brass Instruments⁶ MUS 3421 Woodwind Instruments, Double Reeds⁶ SEED 2113 Human Development and Learning SCIL 1XXX Science With Laboratory¹ Delete: COMM 2003 Public Speaking SEED 2002 Education as a Profession MUS 3481 Stringed Instruments MUS 2000 Sophomore Barrier Total Hours: 16-17</p>
<p>Junior Fall Semester Add/Change: MUS 3901 Secondary Music Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds⁶ MUS 3762 Instrumental and Choral Arranging MUS 3801 Conducting USHG 1XXX US History/Government Delete: MUS 1231 Applied Music - Voice MUS 3421 Woodwind Instruments, Double Reeds MUS 3802 Principles of Conducting MUS 3821 Secondary Choral Methods and Materials 1 MUS 4461 Percussion Instruments MUS 4712 Form and Analysis Total Hours: 16-17</p>	<p>Junior Spring Semester Add/Change: MUS 2703 Music Educational Technology MUS 3442 Piano Pedagogy MUS 3853 Music in the Elementary Classroom MUS 4801 Advanced Conducting MUS 4901 Secondary Music Methods and Materials 2 Delete: FAH 1XXX Fine Arts and Humanities Course USHG 1XXX US History/Government MUS 3702 Music Educational Technology MUS 4821 Secondary Choral Methods and Materials 2 MUS -Instrument Techniques Courses (3401, 3421, 3431, 3481, & 4461 Total Hours: 16</p>
<p>Senior Fall Semester Add/Change: MUS 4000 Capstone Recital SS 1XXX Social Science Course¹ SEED 4052 Exceptionalities^{SPED} SEED 4553 Methods, Classroom Management and Assessment</p>	<p>Senior Spring Semester Add/Change: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools Delete:</p>

<p>Delete: MUS 3692 History of Music 3 MUS 3853 Music in the Elementary Classroom MUS -Instrument Techniques Courses (3401, 3421, 3431, 3481, & 4461</p> <p>Total Hours: 14</p>	<p>SEED 4054 Educating Developing, Diverse and Exceptional Learners SEED 4556 Classroom Application and Educational Psychology MUS 3442 Piano Pedagogy MUS 3762 Instrumental and Choral Arranging MUS 4000 Capstone Recital</p> <p>Total Hours: 12</p>
<p>9th Semester Add/Change:</p> <p>Delete: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools SEED 4701 Teaching Music in the Elementary and Secondary School</p> <p>Total Hours: 0</p>	

Curriculum Restructure BM Keyboard/Vocal Music Education

Semester	Classes	Semester	Classes
1 15 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1713 Theory 1 • MUS 1731 Ear Training 1 • MUS 1751 Orientation to Music • MUS 2441 Class Voice • ENGL 1013 Composition 1 • MATH 1003 College Mathematics 	2 17 hrs	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1231 Applied Voice • MUS 1723 Theory 2 • MUS 1741 Ear Training 2 • MUS 2003 Intro to Music (A&H GE) • ENGL 1023 Composition 2 • COMM 2003 Public Speaking
3 17 hrs <i>16 or</i>	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1231 Applied Voice • MUS 2201 Accompanying Seminar • MUS 2713 Theory 3 • MUS 2731 Ear Training 3 • <i>MUS 3481 Stringed Instruments* 6</i> • SEED 2003 Introduction to Education • ____4 SCIENCE LAB 	4 18 hrs <i>16 or 17</i>	<ul style="list-style-type: none"> • MUS 1000 Recital Attendance • MUS 1__1 Major Ensemble • MUS 1__2 Applied Lessons • MUS 1231 Applied Voice • MUS 1440 Piano Proficiency • MUS 2000 Applied Competency • MUS 2201 Accompanying Seminar • MUS 2723 Theory 4 • MUS 2741 Ear Training 4 • <i>MUS 3401 Brass Instruments*</i> • <i>MUS 3421 WW Double Reeds*</i> • SEED 2113 Human Dev. & Learning • ____4 SCIENCE LAB
5 17 hrs <i>16 or</i>	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • <i>MUS 3431 WW Single Reeds* 6</i> • MUS 3821 Methods 1 <i>3901</i> • MUS 3762 Inst/Choral Arranging • MUS 3773 History of Music 1 • MUS 3801 Conducting • ____3 US HISTORY/GOVERNMENT • ____3 SOCIAL SCIENCES 	6 16 hrs	<ul style="list-style-type: none"> • MUS 3000 Recital Attendance • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 2703 Music Ed Technology • MUS 3442 Piano Pedagogy • MUS 3783 History of Music 2 • MUS 3853 Music in Elem Classroom • MUS 4821 Methods 2 <i>4901</i> • MUS 4801 Advanced Conducting
7 14 hrs	<ul style="list-style-type: none"> • MUS 3__1 Major Ensemble • MUS 3__2 Applied Lessons • MUS 4000 Capstone Recital • ____3 SOCIAL SCIENCES • ____3 ARTS & HUMANITIES • SEED 4052 Exceptionalities <i>SPED</i> • SEED 4553 Methods, Classroom Management, and Assessment 	8 12 hrs	<ul style="list-style-type: none"> • SEED 4503 Seminar in Secondary Education • SEED 4809 Teaching in the Elementary and Secondary Schools

**select one of four instrument techniques courses*

123 total

Major-AH-MUS-Music Education (BME) All Options

2022

Internal Review

1 GOALS 8 OUTCOMES 15 MEASURES 15 TARGETS 15 FINDINGS 2 ATTACHMENTS

Program Learning Outcomes

1 Calendar Year Assessment Information

2022 Calendar Year Assessment

1.1

Performance (and 3 Functional Performance)
Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills, collaborative competence and knowledge of

1.1.1

Senior Recital Applied Exam

Jury panel evaluation of the students senior recital performance in the 7th, 8th or 9th semester of MUS 3...2, Applied Music and MUS 4001, Senior Recital on the students major instrument.

1.1.2

Piano Proficiency Exam

Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.

Expectations/Target for this Outcome

1.1.1

Students perform a prepared solo on their major instrument before a jury of music department faculty.

90% of the students will complete the senior recital performance with a pass or 70% (grade of "C") or above.

1.1.2.1

Students perform skills off a checklist for evaluation by music department faculty.

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

Program Learning Outcomes

repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

1.2

Musicianship Skills and Analysis

An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.

1.2.1

Music Theory III augmented 6th chords

An academic test administered to determine the student's ability to recognize and construct augmented 6th chords assessed in MUS 2713, Theory III.

1.2.1.1

Students were assessed for their ability to recognize and construct augmented 6th chords. 70% of the students will complete the Music Theory III final exam with a 70% (grade of "C") or above.

1.2.2

Music Theory IV - Impressionism

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV.

1.2.2.1

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV. 70% of the students will complete the assessment module with 70% accuracy or above.

1.2.3

Ear Training IV Final Exam

Final exam in MUS 2741, Ear Training IV.

1.2.3.1

Exam testing students' aural understanding through dictation and singing. 70% of the students will complete the Ear Training IV final exam with a 70% (grade of "C") or above.

1.2.4

Form and Analysis Final Project

1.2.4.1

Students were given a musical selection and asked to identify formal elements of the piece including motifs, themes, tonality, and form.

Expectations/Target for this Outcome

Program Learning Outcomes

1.3

Composition/Improvisation

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

1.4

History

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of

Final project for MUS 4712, Form Analysis

1.3.1

Music Theory IV Composition Project

Composition assignment in MUS 2723, Theory IV.

1.4.1

History of Music I Listening Exam

This assessment consisted of listening Identification of 6 musical examples from the Medieval, Renaissance, and Early Baroque eras. Students had to identify the musical period and

Expectations/Target for this Outcome

70% of the students will complete the Form Analysis final project with a grade of 70% ("C") or above.

1.3.1.1

The student produces a music composition demonstrating a rudimentary capacity to create an original work of art

80% of the students will complete the composition project assignment with a 70% (grade of "C") or above.

1.4.1.1

Students were assessed on their ability to identify what style period musical examples represented. 70% of the students will complete the History of Music I final exam with a grade of 70% ("C") or above.

Program Learning Outcomes

the primary culture encompassing the area of specialization.

1.5
Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis;

provide justification for their answer. The listening was drawn from the listening examples associated with the course tests from each period. This was not their final test.

1.4.2
History of Music II - Symphony Characteristics

Analyze characteristics of a symphony

1.4.3
History of Music III Listening Exam

Listening Exam in MUS 3692, History of Music III.

1.5.1
Student Teaching

Internship supervisor evaluation of the students' student teaching experience in SEED 4809, teaching in the elementary and secondary school.

Expectations/Target for this Outcome

1.4.2.1
Students were asked to define and identify a cyclic motive, key relationships and formal structures in Beethoven's 5th Symphony.

70% of the students will complete the basic knowledge assessment with a grade of 70% /"C" or above.

1.4.3.1
A listening exam where students matched 20th-century composers to aural excerpts.

70% of the students will complete the History of Music III final exam with a grade of 70% ("C") or above.

1.5.1.1
A cumulative grade given by the internship supervisor to represent the student's performance during their internship semester.

90% of the students will complete their student teaching experience with a rating of "B" or better.

Program Learning Outcomes

composition/improvisation; and history and repertory.

1.6

Conducting and Musical Leadership

The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.

1.7

Analysis/History/Literature and Arranging

The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles,

1.6.1

PRAXIS Exam (Performance)

PRAXIS Music Content Knowledge Exam Section III Performance.

1.7.1

PRAXIS Exam (Music History and Literature)

PRAXIS Music Content Knowledge Exam Section I Music History and Literature.

Expectations/Target for this Outcome

1.6.1.1

Performance category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Performance section of the PRAXIS exam.

1.7.1.1

Music History and Literature category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music History and Literature section of the PRAXIS exam.

Program Learning Outcomes

literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization as well as be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

1.8

Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music. These competencies include: (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

1.7.2

PRAXIS EXAM (Theory and Composition)

PRAXIS Music Content Knowledge Exam Section II Theory and Composition.

1.8.1

PRAXIS Exam (Pedagogy, Professional Issues & Technology)

PRAXIS Music Content Knowledge Exam Section IV Pedagogy, Professional Issues and Technology.

Expectations/Target for this Outcome

1.7.2.1



Theory and Composition category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music Theory and Composition section of the PRAXIS exam.

1.8.1.1



Pedagogy; Professional Issues; Technology category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Pedagogy, Professional Issues and Technology section of the PRAXIS exam.

DEGREE AUDIT CHECK LIST

(BME-MUED-KBV) Music Education - Keyboard Vocal Music

~~2023-24~~ **2024-25**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3 0
COMM		0
TECH 1001 ♦		0
		29
TOTAL GEN ED HOURS		32 29
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
**2003 2703 3801 4801		
Major Requirements		Hrs
MUS	1440 1713 1723 1731 1741 ♦1751 2000 2441 2713 2723 2731 2741 3442 3692 3702 3762 3773 3783 3802 3901 4901 3821 3853 4000 4701 4712 4821	42
1000	(4 semesters)	
3000	(2 semesters)	
1202		8
1231		3 4
1571/1581/ 1681		4
3571/3581/ 3681		3
2201		2
3202		6
MUS	3401 3421 3431 3481 4461	1 2
COMM	2003**	3
SEED	2002 4054 2003 2113 4553 4503 4556 4809	24 21
SPEED 4052 "C" or better in courses on this side		2
TOTAL MAJOR HOURS		98
TOTAL HOURS		

Final Check:

Min. hours required ~~130~~ **123**
 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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Music Education for Teacher Licensure (Keyboard Vocal Music Option)

See the [College of Education and Health](#) page for additional requirements.

[PROGRAM
HOMEPAGE](#)

Curriculum

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

Freshman		<i>MUS 2003</i>	<i>3</i>
		<i>Comm 2003</i>	<i>3</i>
Fall	Credits	Spring	Credits
ENGL 1013	3	ENGL 1023	3
Composition I ¹		Composition II ¹	
MATH XXXX	3	SCIL XXXX Science	4
Mathematics ¹		with Laboratory ¹	
MUS 1000 Recital Attendance	0	MUS 1000 Recital Attendance	0
MUS 1202 Applied Music - Piano	2	MUS 1202 Applied Music - Piano	2
MUS 1571 University Choir, MUS 1581 Choral Artists, or MUS 1681 Concert Chorale	1	MUS 1231 Applied Music - Voice	1
MUS 1713 Theory I	3	MUS 1571 University Choir, MUS 1581 Choral Artists, MUS 1681 Concert Chorale	1
MUS 1731 Ear Training I	1	MUS 1723 Theory II	3
MUS 1751 Orientation to Music	1	MUS 1741 Ear Training II	1
MUS 2441 Class Voice	1	MUS 2001	1
Total Hours	15	Accompanying Seminar	
		Total Hours	16 17

Fall	Credits	Spring	Credits
MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale	1	MUS 3202 Applied Music - Piano	2
MUS 3773 History of Music I	3	MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale	1
MUS 3802 Principles of Conducting	2	MUS 3702 Music Educational Technology	2
MUS 3821 Secondary Choral Methods and Materials I	1	MUS 3783 History of Music II	3
MUS 4712 Form and Analysis	2	MUS 4821 Secondary Choral Methods and Materials II	1
Total Hours	15	MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, or MUS 4461 Percussion Instruments	1
	16-17	Total Hours	16
<i>MUS 4000</i>	<i>0</i>		
<i>SG 1XXX'</i>	<i>3</i>		
<i>SEED 4052</i>	<i>2</i>	<i>SEED 4503</i>	<i>3</i>
<i>SEED 4553</i>	<i>3</i>	<i>SEED 4809</i>	<i>9</i>
Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3	SEED 4054 Educating Developing Diverse, and Exceptional Learners	4
MUS 3202 Applied Music - Piano	2	SEED 4556 Classroom Application of Educational Psychology ⁴	6
		MUS 3442 Piano Pedagogy	2

Fall	Credits	Spring	Credits
MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, or MUS 4461 Percussion Instruments	1	MUS 3762 Instrumental and Choral Arranging	2
		MUS 4000 Capstone Recital	0
		Total Hours	14
			12
MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale	1		
MUS 3602 History of Music III	2		
MUS 3853 Music in the Elementary Classroom	3		
Total Hours	12		
	14		

~~Senior 9th Semester~~

Fall	Credits
SEED 4503 Seminar in Secondary Education	3
SEED 4809 Teaching in the Elementary and Secondary School ^{4,5}	9
MUS 4701 Teaching Music in the Elementary and Secondary School	1
Total Hours	13

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

² Required for enrollment in upper-level applied study for two-hour credit and for completion for all music degrees.

³ Prerequisite: admission to Stage II.

⁴ See admission policy and procedure.

⁵ For licensure, students must pass the Praxis II specialty and Principles of Learning and Teaching exam.

6



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright	<i>Jeff Bright</i>	05/23/2023
Dean	<i>Jeffrey Cass</i>	07/11/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7.20.23
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title:
Music Education for Teacher Licensure (Vocal Music 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

One of five Instrument Techniques Courses (Require only 1)

MUS 2191 Vocal Diction 2

MUS 3692 Music History 3

MUS 4701 Teaching Music in Elementary and Secondary Schools

MUS 4712 Form and Analysis

MUS 3702 Music Educational Technology

MUS 3802 Principles of Conducting

SEED 2002 Education as a Profession

SEED 4556 Classroom Application of Educational Psychology

SEED 4054 Educating Developing, Diverse, and Exceptional Learners

MUS 3821, 4821

ADD

MUS 2003 Music History Survey as a directed arts and humanities general education course

MUS 2703 Music Educational Technology

MUS 3801 Conducting

MUS 4801 Advanced Conducting

SEED 2003 Introduction to Education

SEED 2113 Human Development and Learning Theory

SEED 4553 Methods, Classroom Management, and Assessment

SPED 4052 Exceptionalities

MUS 3901

MUS 4901

Change:

MUS 1441 or MUS 1201 to
MUS 1411, 1421, 1431,
and 1441

Change: ~~MUS 3821~~

MUS list from

2 hr to 1 hr

3401 3421 3431

3481 ~~4481~~

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

No change on staffing

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Changes are to improve student success and to help students excel in their musical endeavors.
- 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?
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 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
No supporting assessment evidence. These changes were made to align courses with the ATU College of Education and to provide better opportunities for students to connect their learning.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

The University of Arkansas, Arkansas State University, and the University of Central Arkansas all offer the Bachelor of Music Education degree. All three have a similar curricular structure as the BME degree offered at ATU.

- 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.

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

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

Curriculum Matrix for Catalog Curriculum in <u>Music Education for Teacher Licensure (Vocal Music Option)</u> (enter title for program changing)	
<p>Freshman Fall Semester Add/Change: MUS 1191 Vocal Diction MUS 1411 Class Piano 1</p> <p>Delete: MUS 1441 Class Piano 1</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester Add/Change: MUS 1421 Class Piano 2 MUS 2003 Survey of Music History (Directed Arts and Humanities General Education Requirement) COMM 2003 Public Speaking</p> <p>Delete: MUS 1191 Vocal Diction 1 MUS 1441 Class Piano 2 SS 1XXX Social Science Course</p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester Add/Change: MUS 1431 Class Piano 3 MUS 3481 Stringed Instruments SEED 2003 Introduction to Education</p> <p>Delete: MUS 1441 Class Piano 3 MUS 2191 Vocal Diction 2</p> <p>Total Hours: 15-16</p>	<p>Sophomore Spring Semester Add/Change: MUS 1441 Class Piano 4 MUS 2000 Applied Competency MUS 3401 Brass Instruments MUS 3421 Woodwind Instruments, Double Reeds SEED 2113 Human Development and Learning</p> <p>Delete: SEED 2002 Education as a Profession MUS 3481 Stringed Instruments - ? not in current matrix MUS 2000 Sophomore Barrier</p> <p>Total Hours: 15-16</p>
<p>Junior Fall Semester Add/Change: MUS 3901 Secondary Music Methods and Materials 1 MUS 3431 Woodwind Instruments, Single Reeds MUS 3762 Instrumental and Choral Arranging MUS 3801 Conducting MUS 4832 Vocal Pedagogy USHG 1XXX US History/Government</p> <p>Delete: MUS 3421 Woodwind Instruments, Double Reeds MUS 3702 Music Educational Technology MUS 3802 Principles of Conducting MUS 3821 Secondary Choral Methods and Materials 1 MUS 4461 Percussion Instruments 3901 MUS 4712 Form and Analysis COMM 2003 Public Speaking</p> <p>Total Hours: 15-16</p>	<p>Junior Spring Semester Add/Change: MUS 2703 Music Educational Technology MUS 3853 Music in the Elementary Classroom MUS 4801 Advanced Conducting MUS 4901 Secondary Music Methods and Materials 2</p> <p>Delete: USHG 1XXX US History/Government MUS 3762 Instrumental and Choral Arranging MUS 4821 Secondary Choral Methods and Materials 2 4801 MUS -Instrument Techniques Courses (3401, 3421, 3431, 3481, & 4461)</p> <p>Total Hours: 18</p>
<p>Senior Fall Semester Add/Change: MUS 4000 Capstone Recital SS 1XXX Social Science Course SEED 4052 Exceptionalities SPEO</p>	<p>Senior Spring Semester Add/Change: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools</p>

not ? in current matrix ?

<p>SEED 4553 Methods, Classroom Management and Assessment</p> <p>Delete: MUS 3692 History of Music 3 MUS 3853 Music in the Elementary Classroom MUS -Instrument Techniques Courses (3401, 3421, 3431, 3481, & 4461</p> <p>Total Hours: 14</p>	<p>Delete: SEED 4054 Educating Developing, Diverse and Exceptional Learners SEED 4556 Classroom Application and Educational Psychology MUS 4000 Capstone Recital MUS 4832 Vocal Pedagogy FAH 1XXX Fine Arts and Humanities Course</p> <p>Total Hours: 12</p>
<p>9th Semester Add/Change:</p> <p>Delete: SEED 4503 Seminar In Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools SEED 4701 Teaching Music in the Elementary and Secondary School</p> <p>Total Hours: 0</p>	

Curriculum Restructure BM Vocal Music Education

Semester	Classes	Semester	Classes
1 16 hrs	<ul style="list-style-type: none"> MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 1191 Vocal Diction 1 MUS 1441 Class Piano 1 1411 MUS 1713 Theory 1 MUS 1731 Ear Training 1 MUS 1751 Orientation to Music ENGL 1013 Composition 1 MATH 1003 College Mathematics 	2 17 hrs	<ul style="list-style-type: none"> MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 1441 Class Piano 2 1421 MUS 1723 Theory 2 MUS 1741 Ear Training 2 MUS 2003 Intro to Music (A&H GE) ENGL 1023 Composition 2 COMM 2003 Public Speaking
3 15 or 16 hrs	<ul style="list-style-type: none"> MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 1441 Class Piano 3 1431 MUS 2713 Theory 3 MUS 2731 Ear Training 3 MUS 3481 Stringed Instruments* SEED 2003 Introduction to Education __4 SCIENCE LAB 	4 15, 16 or 17 hrs	<ul style="list-style-type: none"> MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 1440 Piano Proficiency MUS 1441 Class Piano 4 1441 MUS 2000 Applied Competency MUS 2723 Theory 4 MUS 2741 Ear Training 4 MUS 3401 Brass Instruments* OR MUS 3421 WW Double Reeds* SEED 2113 Human Dev. & Learning __4 SCIENCE LAB
5 15 or 16 hrs	<ul style="list-style-type: none"> MUS 3000 Recital Attendance MUS 3__1 Major Ensemble MUS 3__2 Applied Lessons MUS 3431 WW Single Reeds* MUS 3821 Methods 1 3901 MUS 3762 Inst/Choral Arranging MUS 3773 History of Music 1 MUS 3801 Conducting MUS 4832 Vocal Pedagogy __3 US HISTORY/GOVERNMENT 	6 18 hrs	<ul style="list-style-type: none"> MUS 3000 Recital Attendance MUS 3__1 Major Ensemble MUS 3__2 Applied Lessons MUS 2703 Music Ed Technology MUS 3191 Vocal Solo Literature MUS 3783 History of Music 2 MUS 3853 Music in Elem Classroom MUS 4821 Methods 2 4901 MUS 4801 Advanced Conducting __3 SOCIAL SCIENCES
7 14 hrs	<ul style="list-style-type: none"> MUS 3__1 Major Ensemble MUS 3__2 Applied Lessons MUS 4000 Capstone Recital __3 SOCIAL SCIENCES __3 ARTS & HUMANITIES SEED 4052 Exceptionalities SPED SEED 4553 Methods, Classroom Management and Assessment 	8 12 hrs	<ul style="list-style-type: none"> SEED 4503 Seminar in Secondary Education SEED 4809 Teaching in the Elementary and Secondary Schools

*select one of four instrument techniques courses

123 total

Major-AH-MUS-Music Education (BME) All Options

2022

Internal Review

1 GOALS 8 OUTCOMES 15 MEASURES 15 TARGETS 15 FINDINGS 2 ATTACHMENTS

Program Learning Outcomes

1 Calendar Year Assessment Information

2022 Calendar Year Assessment

1.1

Performance (and 3 Functional Performance)

Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration. Keyboard competency. Growth in artistry, technical skills, collaborative competence and knowledge of

1.1.1

Senior Recital Applied Exam

Jury panel evaluation of the students senior recital performance in the 7th, 8th or 9th semester of MUS 3__2, Applied Music and MUS 4001, Senior Recital on the students major instrument.

1.1.2

Piano Proficiency Exam

Jury panel evaluation of the students final exam performance in the 4th semester of MUS 1441, Class Piano IV.

Expectations/Target for this Outcome

1.1.1.1

Students perform a prepared solo on their major instrument before a jury of music department faculty.

90% of the students will complete the senior recital performance with a pass or 70% (grade of "C") or above.

1.1.2.1

Students perform skills off a checklist for evaluation by music department faculty.

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

Program Learning Outcomes

repertory through regular ensemble experiences. Ensembles should be varied both in size and nature.

1.2

Musicianship Skills and Analysis

An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations. The ability to place music in historical, cultural, and stylistic contexts.

1.2.1

Music Theory III augmented 6th chords

An academic test administered to determine the student's ability to recognize and construct augmented 6th chords assessed in MUS 2713, Theory III.

1.2.2

Music Theory IV - Impressionism

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV.

1.2.3

Ear Training IV Final Exam

Final exam in MUS 2741, Ear Training IV.

1.2.4

Form and Analysis Final Project

Expectations/Target for this Outcome

1.2.1.1

Students were assessed for their ability to recognize and construct augmented 6th chords. 70% of the students will complete the Music Theory III final exam with a 70% (grade of "C") or above.

1.2.2.1

Embedded impressionism assessment module in Final exam in MUS 2723, Theory IV. 70% of the students will complete the assessment module with 70% accuracy or above.

1.2.3.1

Exam testing students' aural understanding through dictation and singing. 70% of the students will complete the Ear Training IV final exam with a 70% (grade of "C") or above.

1.2.4.1

Students were given a musical selection and asked to identify formal elements of the piece including motifs, themes, tonality, and form.

Program Learning Outcomes

Expectations/Target for this Outcome

70% of the students will complete the Form Analysis final project with a grade of 70% ("C") or above.

1.3

Composition/Improvisation

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways.

Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

1.4

History

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of

Final project for MUS 4712, Form Analysis

1.3.1

Music Theory IV Composition Project

Composition assignment in MUS 2723, Theory IV.

1.3.1.1

The student produces a music composition demonstrating a rudimentary capacity to create an original work of art

80% of the students will complete the composition project assignment with a 70% (grade of "C") or above.

1.4.1

History of Music I Listening Exam

This assessment consisted of listening Identification of 6 musical examples from the Medieval, Renaissance, and Early Baroque eras. Students had to identify the musical period and

1.4.1.1

Students were assessed on their ability to identify what style period musical examples represented.

70% of the students will complete the History of Music I final exam with a grade of 70% ("C") or above.

Program Learning Outcomes

the primary culture encompassing the area of specialization.

Expectations/Target for this Outcome

provide justification for their answer. The listening was drawn from the listening examples associated with the course tests from each period. This was not their final test.

1.4.2

History of Music II - Symphony Characteristics

Analyze characteristics of a symphony

1.4.2.1

Students were asked to define and identify a cyclic motive, key relationships and formal structures in Beethoven's 5th Symphony.

70% of the students will complete the basic knowledge assessment with a grade of 70% / "C" or above.

1.4.3

History of Music III Listening Exam

Listening Exam in MUS 3692, History of Music III.

1.4.3.1

A listening exam where students matched 20th-century composers to aural excerpts.

70% of the students will complete the History of Music III final exam with a grade of 70% ("C") or above.

1.5

Synthesis

While synthesis is a lifetime process, by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis;

1.5.1

Student Teaching

Internship supervisor evaluation of the students' student teaching experience in SEED 4809, teaching in the elementary and secondary school.

1.5.1.1

A cumulative grade given by the internship supervisor to represent the student's performance during their internship semester.

90% of the students will complete their student teaching experience with a rating of "B" or better.

Program Learning Outcomes

composition/improvisation; and history and repertory.

1.6

Conducting and Musical Leadership

The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations. Instruction in conducting includes score reading and the integration of analysis, style, performance practices, instrumentation, and conducting techniques. Laboratory experiences that give the student opportunities to apply rehearsal techniques and procedures are essential. Prospective teachers in programs with less focus on the preparation of ensemble conductors must acquire conducting and musical leadership skills sufficient to teach effectively in their area(s) of specialization.

1.7

Analysis/History/Literature and Arranging

The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. Teachers should be prepared to relate their understanding of music with respect to styles,

1.6.1

PRAXIS Exam (Performance)

PRAXIS Music Content Knowledge Exam Section III Performance.

1.7.1

PRAXIS Exam (Music History and Literature)

PRAXIS Music Content Knowledge Exam Section I Music History and Literature.

Expectations/Target for this Outcome

1.6.1.1

Performance category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Performance section of the PRAXIS exam.

1.7.1.1

Music History and Literature category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music History and Literature section of the PRAXIS exam.

Program Learning Outcomes

literature, multiple cultural sources, and historical development, both in general and as related to their area(s) of specialization as well as be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups, and in classroom situations.

1.8

Specialization Competencies

Institutions and other educational authorities make decisions about the extent to which music teachers will be prepared in one or more specializations. The following competencies apply singly or in combination consistent with the specialization objectives of each teacher preparation program in music. These competencies include: (a) Knowledge and skills sufficient to teach beginning students on instruments and/or in voice as appropriate to the chosen areas of specialization. (b) Knowledge of content, methodologies, philosophies, materials, technologies, and curriculum development in music education.

1.7.2

PRAXIS EXAM (Theory and Composition)

PRAXIS Music Content Knowledge Exam Section II Theory and Composition.

1.8.1

PRAXIS Exam (Pedagogy, Professional Issues & Technology)

PRAXIS Music Content Knowledge Exam Section IV Pedagogy, Professional Issues and Technology.

Expectations/Target for this Outcome

1.7.2.1



Theory and Composition category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Music Theory and Composition section of the PRAXIS exam.

1.8.1.1



Pedagogy; Professional Issues; Technology category portion of the Praxis standardized test

90% of the students will perform in the average score range of the Pedagogy, Professional Issues and Technology section of the PRAXIS exam.

DEGREE AUDIT CHECK LIST

(BME-MUED-VOC) Music Education - Vocal Music

~~2023-24~~ 2024-25

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3 0
COMM		0
TECH 1001 ♦		0
		29
TOTAL GEN ED HOURS		32
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
1411 1421		
T#		
** 2003 2703 3801 4801		
Major Requirements		Hrs
MUS	1191 1440 1713 1723 1731 1741 ♦1751 2000 2191 2713 2723 2731 2741 3191 3692 3702 3762 3773 3783 3802 3821 3853 4000 4701 4712 4821 4832	3901 4901 44
1000	(4 semesters)	
3000	(2 semesters)	
1201/T441		4
1232		8
1571/1581/ 1681		4
3232		6
3571/3581/ 3681		3
MUS	3401 3421 3431 3481 4461	2 1
COMM	2003**	3
SEED	2003 2113 4553 2002 4054 4503 4556 4809	21 21
SPEP	4052	2
"C" or better in courses on this side		
	TOTAL MAJOR HOURS	98
	TOTAL HOURS	

Final Check:

Min. hours required ~~130~~
 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: 

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

Music Education for Teacher Licensure (Vocal Music Option)

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

For licensure, students must pass the Praxis II specialty and Principles of Learning and Teaching exam.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
MUS 1191 ENGL 1013 <u>Composition I</u> ¹	1 3	MUS 142 <u>Comm 2003</u> ENGL 1023 <u>Composition II</u> ¹	3 3
MATH XXXX <u>Mathematics</u> ¹	3	SS XXXX Social Science Courses ¹	3
MUS 1000 Recital <u>Attendance</u>	0	MUS 1000 Recital <u>Attendance</u>	0
MUS 1232 Applied <u>Music - Voice</u>	2	MUS 142 Diction I	1
MUS 144 <u>MUS 141</u> Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano ²	1	MUS 1232 Applied <u>Music - Voice</u> ^T MUS 144 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano ²	2 1
MUS 1571 University <u>Choir, MUS 1581</u> <u>Choral Artists, or</u> <u>MUS 1681 Concert</u> <u>Chorale</u>	1	MUS 1571 University <u>Choir, MUS 1581</u> <u>Choral Artists, or</u> <u>MUS 1681 Concert</u> <u>Chorale</u> ^T	1
MUS 1713 Theory I	3	MUS 1723 Theory II	3
MUS 1731 Ear Training I	1	MUS 1741 Ear Training II	1

Fall	Credits	Spring	Credits
Total Hours	15 16	Total Hours	15 17
Sophomore			
MUS 2481 ⁸ MUS 2481	1 1	MUS 3401 ⁸ MUS 3421 ⁸ or 1 MUS 3401 ⁸	1 1
Fall	Credits	Spring	Credits
SEED 2003 SEED 2003	3 3	SEED 2113 SEED 2113	3 3
SCIL 1XXX Science with Laboratory ¹	4	SCIL 1XXX Science with Laboratory ¹	4
MUS 1000 Recital Attendance	0	SEED 2002 Education as a Profession	2
MUS 1232 Applied Music - Voice	2	MUS 1000 Recital Attendance	0
MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano ²	1	MUS 1232 Applied Music - Voice	2
MUS 1571 University Choir, MUS 1581 Choral Artists, or MUS 1681 Concert Chorale	1	MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano ²	1
MUS 2191 Vocal Diction II	1	MUS 1571 University Choir, MUS 1581 Choral Artists, or MUS 1681 Concert Chorale	1
MUS 2713 Theory III	3	MUS 2723 Theory IV	3
MUS 2731 Ear Training III	1	MUS 2741 Ear Training IV	1
Total Hours	13 15-16	MUS 1440 Piano Proficiency	0
MUS 3901 ⁸ MUS 3431 ⁸ MUS 3762	1 1 2	MUS 2000 Sophomore Barrier ³	0
Junior		Total Hours	14 15-16
MUS 3801 MUS 4832	1 2	MUS 2703 MUS 3853 MUS 4801 MUS 4901	3 3 1 1
Fall	Credits	Spring	Credits
USHG 1XXX' COMM 2003 Public Speaking	3 3	SS 1XXX Social Science Courses ¹	3
MUS 3000 Recital Attendance	0	USHG 1XXX U.S. History and Government ¹	3
MUS 3232 Applied Music - Voice	2		

Fall	Credits	Spring	Credits
MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale	1	MUS 3000 Recital Attendance	0
MUS 3702 Music Educational Technology	2	MUS 3191 Vocal Solo Literature	1
MUS 3773 History of Music I	3	MUS 3232 Applied Music - Voice	2
MUS 3802 Principles of Conducting	2	MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale	1
MUS 3821 Secondary Choral Methods and Materials I	1	MUS 3762 Instrumental and Choral Arranging	2
MUS 4712 Form and Analysis	2	MUS 3783 History of Music II	3
Total Hours	16	MUS 4821 Secondary Choral Methods and Materials II	1
		MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, or MUS 4401 Percussion Instruments	1
		Total Hours	17
			18
Senior			
MUS 4000	0	SEED 4503	3
SS1XXX'	3	SEED 4809	9
SPEO 4052	2		
SEED 4553	3		
Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
MUS 3232 Applied Music - Voice	2	SEED 4054 Educating Developing, Diverse, and Exceptional Learners	4

15-16

18

Fall	Credits	Spring	Credits
MUS 3401 Brass Instruments, MUS 3421 Woodwind Instruments, Double Reeds, MUS 3431 Woodwind Instruments, Single Reeds, MUS 3481 Stringed Instruments, or MUS 4461 Percussion Instruments	1	SEED 4556 Classroom Application of Educational Psychology⁵	6
		MUS 4000 Capstone Recital	0
		MUS 4892 Vocal Pedagogy	2
		Total Hours	15
			(12)
MUS 3571 University Choir, MUS 3581 Choral Artists, or MUS 3681 Concert Chorale	1		
MUS 3692 History of Music III	2		
MUS 3853 Music in the Elementary Classroom⁴	3		
Total Hours	12		(14)
Senior 9th Semester			

Fall	Credits
SEED 4503 Seminar in Secondary Education	3
SEED 4809 Teaching in the Elementary and Secondary School^{6,7}	9
MUS 4701 Teaching Music in the Elementary and Secondary School	1
Total Hours	13

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

² Piano (MUS 1441 Class Piano I, II, III, and IV or MUS 1201 Applied Music - Piano) to be taken each semester until successful completion of Piano Exit Exam.

³ Required for enrollment in upper-level applied study for two-hour credit and for completion for all music degrees.

⁴ Prerequisite: successful completion of Piano Exit Exam.

⁵ Prerequisite: admission to Stage II.

^o See admission policy and procedure.

^r For licensure, students must pass the Praxis II specialty and Principles of Learning and Teaching exam.


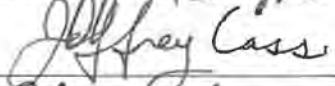
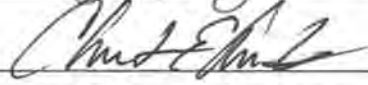
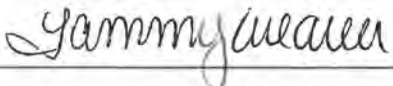
[†] Designates a block of courses that would provide for a seamless transfer into this program if equivalent courses are taken at another college or university.



ARKANSAS TECH UNIVERSITY

Request for Program Reconfiguration

Department Initiating Proposal	Date
Music	05/23/2023

Title	Signature	Date
Department Head Dr. Jeff Bright		05/23/2023
Dean		05/24/23
Assessment		6/19/23
Registrar		7/28/23
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title: **Bachelor of Musical Arts**
 Create Bachelor of Music Arts from Existing BA Music and BME Music Education Programs

LETTER OF NOTIFICATION

Program Reconfiguration

Creation of a new degree program by combining a portion of the curriculum of two or more existing degrees. This action will not affect the approval of the degrees that were reconfigured. (Degree A and Degree B reconfigured to create Degree C. Degrees A and B will remain unchanged).

Required information:

- 1. Current degree title(s)**
 Bachelor of Arts – Music
 Bachelor of Music Education – Music Education
- 2. Degree code(s)**
 Bachelor of Arts – Music – 1630
 Bachelor of Music Education – Music Education – 1640
- 3. CIP code(s) of the degree(s) in which curriculum will be used.**
 Bachelor of Arts – Music – 50.0901
 Bachelor of Music Education – Music Education – 13.1312
- 4. Proposed degree title**
 Bachelor of Music Arts – Music Arts
- 5. CIP code**
 50.0901
- 6. % online (if applicable)**
- 7. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

New courses with course descriptions-

MUS 3801 Conducting – Fall Principles and practices of conducting; a study of music terminology and transpositions; development of baton techniques based on the practice of outstanding choral and instrumental conductors.

MUS 4801 Advanced Conducting – Spring Continued development of conducting techniques emphasizing the communication of musical intent through expressive gesture; introduction to rehearsal techniques, score study, literature for large ensembles, and programming.

Semester	Classes	Semester	Classes
1 15 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 1411 Class Piano 1 MUS 1713 Theory 1 MUS 1731 Ear Training 1 MUS 1751 Orientation to Music ENGL 1013 Composition 1 MATH 1003 College Mathematics	2 14 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 1440 Piano Proficiency MUS 1421 Class Piano 2 MUS 1723 Theory 2 MUS 1741 Ear Training 2 MUS 2003 Intro to Music (A&H GE) ENGL 1023 Composition 2

3 17 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 2713 Theory 3 MUS 2731 Ear Training 3 __4 SCIENCE LAB __3 MUS Elective __3 General Elective	4 14 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 2000 Applied Competency MUS 2723 Theory 4 MUS 2741 Ear Training 4 __3 US HISTORY/GOVERNMENT __4 SCIENCE LAB
5 15 hrs	MUS 3000 Recital Attendance MUS 3__1 Major Ensemble MUS 3__2 Applied Lessons MUS 3773 History of Music 1 MUS 3801 Conducting __3 SOCIAL SCIENCES __2 MUS Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level)	6 16 hrs	MUS 3000 Recital Attendance MUS 3__1 Major Ensemble MUS 3__2 Applied Lessons MUS 3783 History of Music 2 MUS 4801 Advanced Conducting __3 SOCIAL SCIENCES/FINE ARTS/HUMANITIES/COMMUNICATION __3 FINE ARTS & HUMANITIES __3 MUS Elect.(3000/4000 level)
7 15 hrs	__3 MUS Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level) __3 Gen. or MUS Elective (3000/4000 level) __3 Gen. or MUS Elective (3000/4000 level)	8 14 hrs	__3 SOCIAL SCIENCES __3 MUS Elect.(3000/4000 level) __2 MUS Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level)

8. Effective date, term, and academic year

Effective: 6/1/2024, 2024 Summer Term, and 2024-25 Academic Year

9. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

The Bachelor of Musical Arts Degree allows students to earn a professional music degree with 15% of the total program involving studies in a field outside of music. The program allows each student the flexibility to develop a unique interdisciplinary or multidisciplinary approach to customizing their course of study. For example, students could use their outside electives to pursue coursework in entrepreneurship.

The US Department of Labor's long-term occupational projections (2020-2030) shows that the need for musicians will continue to grow nationwide and across the state. National projections show that over the next seven years, the need for music directors and composers will increase by 6.4%, and the need for musicians and singers will increase by 11.1%. In Arkansas, the need for directors and composers will increase by 10.6%, while the need for musicians and singers will increase by 10.3%.

Area	Title	Base	Projected	Change	%Change	Avg. Annl Openings
United States	Music Directors and Composers	48,100	51,200	3,100	6.4	6,000
United States	Musical Instrument Repairers and Tuners	7,800	7,500	-300	-3.8	800
United States	Musicians and Singers	157,300	174,800	17,500	11.1	20,800

Arkansas	Music Directors and Composers	470	520	50	10.6	60
Arkansas	Musicians and Singers	1,750	1,930	180	10.3	230

The state of Arkansas long-term (2020-2030) industry and occupational projection predicts that the need for arts, entertainment, and recreation employees will increase by 36.9% over the next seven years.

NAICS Code	NAICS Title	2020 Estimated Employment	2030 Projected Employment	Numeric Change	Percent Change
710000	Arts, Entertainment, and Recreation	10,203	13,972	3,769	36.94%

Currently, no other Bachelor of Musical Arts program is being offered in Arkansas, making it a unique opportunity to attract new students to ATU. The students currently enrolled in the BA Music program have expressed that they would like a program of study that would allow them to pursue additional music electives. The use of music electives would also allow students to graduate in a timelier fashion. For these reasons, we plan for the students enrolled in the BA Music program to migrate to the Bachelor of Music Arts program, allowing us to eliminate the need for the BA Degree. If current enrollment trends continue, the program will enroll approximately 30-40 students producing an average of 7-10 credentials each year. Since we are implementing this degree to better meet the need of ATU students, we don't anticipate a significant impact on any existing internal or external programs other than the elimination of the Bachelor of Arts degree.

1. Performance. Students must acquire:

- a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
- b. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- c. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.
- d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
- e. Keyboard competency.
- f. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature. Normally, performance study and ensemble experience continue throughout the baccalaureate program.

2. Musicianship Skills and Analysis. Students must acquire:

- a. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
- b. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
- c. The ability to place music in historical, cultural, and stylistic contexts.

3. Composition/Improvisation.

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

4. History and Repertory.

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization (see Standards for Accreditation III.L.).

5. Synthesis. While synthesis is a lifetime process, by the end of undergraduate study, students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.



ARKANSAS TECH UNIVERSITY

Request for Program Deletion (CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
Music	2/28/23

Title	Signature	Date
Department Head	<i>Jeff Burt</i>	2/28/2023
Dean	<i>Jeffrey Cass</i>	2/28/23
Assessment	<i>Mark [unclear]</i>	3.29.23
Registrar	<i>Yammy [unclear]</i>	4/26/23
Graduate College (if appropriate)		
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: Performance	<i>Certificate of Proficiency in Performance</i>
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LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. **Current degree/certificate/option/unit title**
CP in Performance /Music
2. **Degree code**
1340
3. **CIP code**
50.9999
2. **Effective date, term, and academic year**
Fall 2024, AY 24-25
4. **Reason for deletion**
Program has appeared repeatedly on non-viability report, insufficient number of graduates per academic year.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
School of Business	4-5-23

Title	Signature	Date
Department Head Tracy Cole	<i>Tracy Cole</i>	4-17-23
Dean Russ Jones	<i>Russ Jones</i>	4-12-23
Assessment Christine Austin	<i>Christine Austin</i>	4-20-23
Registrar Tammy Weaver	<i>Tammy Weaver</i>	4/24/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title:
Advanced Certificate in Data Analytics

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)

From the required classes, delete BDA 2023 Introduction to Data Visualization and add BDA 3013 Business Spreadsheet Modeling; delete BDA 3013 from elective courses.

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

No Impact.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
BDA 3013 is required for multiple School of Business majors (BDA 2023 is not), the change therefore will make the certificate accessible to more students.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable.**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **BDA 2023 has not been taught in years due to faculty/budget constraints (BDA 3013 is currently substituted), therefore there is no impact to learning for students enrolled in this program.**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

This change has two benefits: it removes a course we cannot currently offer due to faculty/budget constraints,

BDA 3013 is required for multiple majors School of Business Majors (BDA 2023 is not), the change therefore will make the certificate accessible to more students.

- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
The program remains current in the discipline. (The School of Business has a scheduled cycle of review for all program curriculum.)
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

This change does not impact the assessment plan for the certificate, which is:

Learning Goal: Students demonstrate the foundational knowledge for business data analytics.

Assessed by:

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 School of Business Curriculum and Assurance of Learning Committee (CALC). The CALC committee will coordinate with instructors to for continuous improvement recommendations.

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

Updated content for the catalog (addition highlighted; deleted lines struck through):

ADVANCED CERTIFICATE IN DATA ANALYTICS

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. Recent advances in technology have made it possible to easily collect large amounts of data. This program allows students to capitalize on this data, perform various data analysis techniques, and create visualizations to communicate the results for making decisions and guiding actions. The Advanced Certificate in Data Analytics is open to any student who has completed an Associate degree or higher degree except students majoring in Business Data Analytics.

Curriculum

The Advanced Certificate in Data Analytics has a total of 24 credit hours.

- MATH 1113 College Algebra (or math ACT score of 22 or higher)
- BUAD 2003 Business Information Systems
- MATH 2223 Quantitative Business Analysis
- STAT 2163 Introduction to Statistical Methods or PSY 2053 Statistics for the Behavioral Sciences/SOC 2053 Statistics for the Behavioral Sciences
- BDA 2003 Business Problem Solving
- ~~BDA 2023 Introduction to Data Visualization~~ **BDA 3013 Business Spreadsheet Modeling**

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

Assessment Plan for Advanced Certificate in Business Data Analytics


Learning Goal:

Students demonstrate the foundational knowledge for business data analytics.

Assessment Plan:

Achievement of the learning goal will be measured once a year through projects given in the business data analytics curriculum.

The data will be reviewed by the College of Business Curriculum and Assurance of Learning Committee (CALC). The CALC committee will coordinate with instructors to for continuous improvement recommendations.

[DOWNLOAD PDF](#)**General Information**Navigate this section: 

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

Advanced Certificate in Data Analytics

[DEPARTMENT
HOMEPAGE](#)

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. Recent advances in technology have made it possible to easily collect large amounts of data. This program allows students to capitalize on this data, perform various data analysis techniques, and create visualizations to communicate the results for making decisions and guiding actions.

Curriculum

The Advanced Certificate in Data Analytics has a total of 24 credit hours.

- [MATH 113 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/SOC 2053 Statistics for the Behavioral Sciences](#)
- [BDA 2003 Business Problem Solving](#)
- ~~[BDA 2023 Introduction to Data Visualization](#)~~

BDA 2013 Business Spreadsheet Modeling
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](#)



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/28/23

Title	Signature	Date
Department Head	<i>Michael C. Bradley</i>	6/30/2023
Dean	<i>Kirk Russell Jones</i>	7/3/23
Assessment	<i>Cheryl A. [Signature]</i>	7.21.22
Registrar	<i>Tammy [Signature]</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
RP	2112	<input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Introduction to Profesional Practice		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Intro to Pro Practice		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective Major Minor

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

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

Once a year (fall or spring semester)

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

No

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

No

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
 - Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) Learning Outcomes
Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in those industries; and c) the foundations of the profession in history, science, and philosophy. (COAPRT 7.01)
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by

professionals and workers in those industries; and c) the foundations of the profession in history, science, and philosophy. (COAPRT 7.01)

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

- 7.01 Agency Supervisor Service Learning Assessment
- 7.01 Service Learning Self-Assessment

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

The addition of this course is required to meet professional standards and accreditation requirements.

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.

Professor: Michael J. Bradley, Ph.D.

E-mail: mbradley19@atu.edu - Phone: 479.964.3228

Office Hours: Tues & Thurs 8-9:30am; Wed 9-11am & 1-3pm; & Appointments Available

Course: RP 2112 Introduction to Professional Practice

2 Credit Hours

Offered Fall and Spring semesters

Course meets – once weekly for one hour

Students will be required to complete 45 service learning hours in the field.

Course Description

This course introduces students to the tourism profession and the knowledge, skills, abilities, and experiences necessary to be successful in the tourism industry. Faculty will mentor and lead students in introductory experiences and situations through service learning and mentored research. Minimum of 45 clock hours of service learning is required.

Justification for this Course: Course is required for all Tourism majors.

Required Textbook

Introduction to Professional Practice Manual (Provided via Blackboard)

Student Learning Outcomes

1. Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in those industries; and c) the foundations of the profession in history, science, and philosophy. (COAPRT 7.01)

SLO's Addressed	Assessment Measures	Use of the Information
1	Resume, Daily Journal, Weekly Reports	Preparation for senior internship. To ensure students are competent in tourism operations and processes before graduation.
2	Agency Supervisor Service Learning Assessment Service Learning Self-Assessment	Preparation for senior internship. To ensure students are competent in tourism operations and processes before graduation.

Disability Services

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Last Day to Drop Course

Students are encouraged to visit <https://www.atu.edu/registrar/calendar.php> for updated dates and conditions related to dropping any ATU course.

Academic Integrity

Students are advised that ATU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at <https://www.atu.edu/academic-integrity/>.

Office of Student Success

The Office for Student Success, located at Doc Bryan Building 153, provides free assistance for all ATU students. You can visit <https://www.atu.edu/studentssuccess/> for more information.

Discrimination

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of 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: <https://www.atu.edu/titleix/>

Email Communication

An official ATU e-mail is established for each registered student, each faculty member, and each staff member. All instructor communications will be sent via official ATU e-mail of the respective student(s), faculty, and staff. The instructor will only respond to emails from official ATU student email accounts. All emails delivered to the course instructor from nonATU email addresses will be labeled as spam/junk and thus deleted.

Student Handbook

Additional information on academic policies can be found in the 2020-2021 Arkansas Tech University Student Handbook. The handbook can be found at <https://www.atu.edu/studenthandbook/StudentHandbook-2020FinalWeb-v2.pdf>

Course Expectations

1. Students are expected to attend class on time and participate in discussion and classroom exercises without disruptions.
2. Plagiarism will not be tolerated. The Arkansas Tech University student handbook defines plagiarism as the following: The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment.

Evaluation Methods & Student Progress

The instructor shall evaluate students via exams, quizzes, projects, and overall individual participation. Please see course requirements and assignment information below for specific assignments, due dates, and course points. Students can view individual assignments grades on ATU Blackboard as they are updated. While Blackboard grades are not the official gradebook for the course, students can monitor their progress on specific aspects of the course (assignments, etc.). Official grades shall be posted in accordance with university policy.

Course Assignments & Course Assignment Schedule

All assignments are due by 11:59 PM on their due date. All assignments are due in electronic format (.doc or .docx) unless otherwise noted. All assignments are graded for grammar, punctuation, language, professionalism, appearance, and must be completed using the latest APA guidelines. Late submission(s) of any assignment(s) will not be accepted. Please see Course Assignment Schedule for due dates and points available.

Federal Attendance Module

Each student shall complete the federal attendance module. Any student not completing the module will be dropped from the course.

Memo of Understanding

Each student shall complete the Memo of Understanding from the Introduction to Professional Practice Manual. It is labeled as Assignment A.

Initial Report

Each student shall complete the initial report from the Introduction to Professional Practice Manual. It is labeled as Assignment B.

Resume

Students are required to submit a well-thought-out, error free résumé. Your resume must correctly identify your major and degree. For example, students in the Recreation and Park Administration Program are majoring in Recreation and Park Administration and will receive a B.S. or Bachelor of Science degree. Items on the résumé should be posted in reverse chronological order (the most recent listed ahead of older items). Indicate that you are working on your degree so that it is clear graduation is expected in the future and your degree is not already in hand. Include a list of three references on an additional page. Ask people you intend to list as references for permission to do so.

Daily Journal

Students are required to keep a journal during their work experience describing in detail the work being carried out each day. The journal should clearly identify the student, work location, and dates at the beginning. Entries should be made daily immediately after ending work for the day. Descriptions should include the activities conducted that day, memorable people, unusual occurrences, your activities, and investigations related to preparing to write and writing the final report. In addition, reflect on the experiences you are having and how they relate to your future as a recreation and park professional. Turn in your journal on or before the deadline.

Weekly Reports

Students are required to indicate each week the number of hours worked and provide a brief description of each day's activities in a weekly report to receive credit for hours worked. Your supervisor's signature is required. These reports may be faxed, mailed, scanned, and emailed. Reports should be sent in on a weekly basis. You are strongly encouraged to keep copies of all weekly reports sent to the instructor. Weekly reports should provide a brief synopsis of your work-related activities for each day of the week. Work hours reflected by your weekly reports must total a minimum of 100 hours. No more than 40 hours per week may be claimed. Failure to turn in weekly reports in a timely fashion will result in failing the course. Weekly reports should be turned in within a day or two of the last day for the work period on the report. Hours worked before the beginning (first day of classes) of the semester will not receive credit. Weekly report forms can be found on Blackboard. Please scan completed weekly reports and submit. Once you have turned in weekly reports documenting 100 hours, there is no need to turn

in further weekly reports. Each student must use the form provided in the Introduction to Professional Practice Manual, the form is labeled Assignment C.

Agency Grade

Students must earn 210 points out of 300 (70% or C) or higher on this assignment to pass the course. Agency grade will be the grade recommended by your agency supervisor. Point values will be as follows: A = 300; B = 255; C = 225; D = 195; F = 0. In the event your agency supervisor does not recommend a grade, the agency grade will be based on the average rating of the items in the final evaluation of the student by the agency. Students must receive a C or higher on this portion of the grade to pass the course. Students who do not turn in an evaluation will fail the course. The evaluation form is found in the work experience manual and is labeled Assignment E.

Final Written Report

Students must earn 210 points (70% C) or higher on this assignment to pass the course. This paper is to examine the agency or organization with which you are completing your field experience. The report must be a minimum of 10-pages long and contain 5 chapters. Students should talk with their supervisors to gather information for Chapter 2 which describes the organization and when developing their recreation program assignment which is also described in Chapter 4. Please see Assignment D in the Introduction to Professional Practices manual. A grading rubric is also provided in the work experience manual.

Student Evaluation of Work Experience

Students must complete the student evaluation of their work experience agency. The evaluation form is found in the Introduction to Professional Practices Manual and is labeled Assignment F.

Assignment Due Dates and Points Available

Graded Item	Points Possible	Submission	Due Date	Linked Learning Outcome(s)
Federal Attendance Module	3	Blackboard	1/15	Not Applicable
Memo of Understanding	77	Blackboard	1/22	SLO 1
Initial Report	20	Blackboard	1/29	SLO 1
Resume	100	Blackboard	3/5	SLO 1
Daily Journal	50	Blackboard	4/16	SLO 1
Weekly Reports	100	Blackboard	4/16	SLO 1
Agency Evaluation	300	Blackboard	4/16	SLO 2
Final Written Report	300	Blackboard	4/23	SLO 2
Student Evaluation	50	Blackboard	4/23	SLO 2
Total Points	1,000			

Total Points Attained	Grade Earned
900-1,000	A
800-899	B
700-799	C
600-699	D
0-599	F

ACCREDITATION:

The Recreation and Park Administration Program at ATU is accredited by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions. Students graduating from ATU are qualified to sit for the Certified Park and Recreation Professional exam immediately following completion of the baccalaureate degree in Recreation and Park Administration.

Course Outline

WEEK	CONTENT	ASSIGNMENT
1	Introduction to course	
2	Resume	Complete resume
3	Resume and Cover Letter	Submit cover letter and resume
4	Professional Goals and Goal Development	Review Goals
5	Intro to Professional Practice Manual	Manual
6	Job Descriptions	3 Job Descriptions
7	Job Applications	Review job applications
8	Federal Job Applications	Create Federal Application
9	Service Learning Hours begin	
10	Service Learning hours	
11	Service Learning hours	
12	Service Learning hours	
13	Service Learning hours	
14	Final Presentations	
15	Final Presentations	



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/23/2023

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	6/30/2023
Dean	<i>Kirk Russell Jones</i>	7/3/23
Assessment	<i>Michael L</i>	7.21.23
Registrar	<i>Gammay Lueau</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
RP	2113	<input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Global Perspectives of Tourism		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Global Perspectives of Tourism		

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

Yes No

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

If so, list course subject and number. Yes No

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

Grading: Standard Letter P/F Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

Elective Major Minor

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

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

Once a year (fall or spring semester)

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

No

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

No

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
 - Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) Learning Outcomes
 - 7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
 - Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity. (7.02)
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - 7.02 Interview and Cultural Experience

- c. What is the rationale for adding this course? What evidence demonstrates this need?
The addition of this course is required to meet professional standards and accreditation requirements. (COAPRT 7.02)

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 ARKANSAS TECH UNIVERSITY
DEPARTMENT OF AGRICULTURE & TOURISM

Global Perspectives of Tourism
RP 2113 – Spring 2024
Online

Dr. Jay Post

Online Office Hours

1205 N. El Paso Ave

<https://atu.webex.com/jpost5>

Williamson Hall

Monday 10am – 1pm

479-968-0386

Wednesday 10am – 1pm

jpost5@atu.edu

or by appointment

Required Texts

Reviewing texts at this time to determine the most appropriate text for course. All required readings will be links in Blackboard.

Course Description

This course explores tourism perspectives of various people, cultures, societies, nations, and movements across the world. Students will explore local to global tourism perceptions of development, support, access, and sustainability.

Recreation and Park Administration Mission Statement

The mission of the Recreation and Park Administration Program is to educate Recreation and Park professionals for self, community, and society.

The Recreation and Park Administration Program at ATU is accredited by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions. Students graduating from ATU are qualified to sit for the Certified Park and Recreation Professional exam immediately following completion of the baccalaureate degree in Recreation and Park Administration. ATU has the only Recreation and Park Program in Arkansas nationally accredited by COAPRT.



**Council on
Accreditation**

Parks, Recreation, Tourism
and Related Professions

Course Objectives

- Describe contemporary social issues for various cultures as it relates to tourism development
- Describe the importance for cultural appreciation and preservation as it related to tourism development
- Assess various culture influences on tourism
- Evaluate the cultural similarities and differences in tourism

Evaluation and Grading

Final Exam

- There will be one (1) exam. Exam will cover lectures and readings. Test questions will include multiple choices, true/false, matching questions, and some short answer.
- The exam will be online on Blackboard for a specific time limit.
- The exam will be comprehensive.
- There will be no make-up exams for this course without prior notice of absence, special permission of the instructor, or extenuating circumstances on the part of the student.

Quizzes

- There will be four (4) individual quizzes. Quizzes will cover lectures and readings. Quizzes will be submitted online on Blackboard.

Projects

- Journaling
- Discussion Board
- Presentation
- Interview Experience
- Cultural Experiences
- Self Evaluations

See descriptions and rubrics on Blackboard for more details.

Bonus Assignment (up to 50 points)

- Finding research (discuss with instructor first about the topic) (+10pts)
- Attend a professional conference (state +10pts or national/regional +20) (additional +5pts for networking with 5 professionals) (additional +5pts for volunteering)
- Complete a professional certification (not part of a college course) (+25pts)

Grading Policy and Method

Papers cannot be emailed or handed in as a hard copy. All assignments are due online in Blackboard on the date identified in this syllabus. Projects will be turned in by midnight of the due date.

Discussion Board		60 points
Quizzes	10pts each	40 points
Journal		100 points
Presentation		50 points
Interview		50 points
Cultural Experiences		50 points
Self Evaluations		100 points
Final Exam		50 points
	Total	500 points

Grading:

A	450-500 of total points
B	400-449 of total points
C	350-399 of total points
D	300-349 of total points
F	000-299 of total points

Late Policy

Late assignments will not be accepted past 7 days of the due date (*Extreme circumstance must be discussed with the instructor*). Late assignments will have the following deductions:

Up to 1 day late	10%
2 to 3 days late	30%
4 to 7 days late	50%
Above 7 days late	NOT ACCEPTED

No assignments will be accepted during Pre-Finals Week or beyond.

Format of the Course

This course is an asynchronous online course. Each week, there will content and assignments on online. There will be experiential aspects that students will need to find and go to. The instructor can help you assess what experiences would be beneficial.

Writing Skills and Style

Effective writing skills are important to any profession, attention will be paid to the actual writing components of your papers. All written work is to be professionally presented with attention paid to elements such as structure, clarity, grammar and spelling. You should give yourself time and opportunities to revise your work. All papers should be 1" margins all around, font New Times Roman size 12, and double space. In addition, utilize "APA (American Psychological Association) style, 7th Edition." For more details regarding APA style, please check out <http://www.apastyle.org> or Publication Manual of the American Psychological Association 7th edition (ISBN 1-55798-810-2) may be purchased at the ATU Bookstore or online. Several copies are also available at the reference desk at the ATU Pendergraft Library. The *Writer's Handbook* 7th ed., found at the ATU bookstore under ENGL 1023, also has information on APA style. *APA is the writing style adopted by the Department of Parks, Recreation and Hospitality Administration for all papers, reports and projects in all RP and HA courses.*

University Policies

Statement of Non-Discrimination and Access

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution.

If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic facts of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit:

<http://www.atu.edu/titleix/index.php>

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 Misconduct & Dishonest

<https://www.atu.edu/academic-integrity/>

See the new Student Handbook for the university's policies.

Do NOT cheat, plagiarize, or copy.

Academic Grievance

See the new Student Handbook for the university's policies.

Technical Assistance

Technical support, including Blackboard support, is available online, via email, or by phone: Telephone Support: (479) 968-0646; 1-866-400-8022; Email

Support: campussupport@atu.edu

Additional information may be found at: <https://ois.atu.edu/>

Hours of Operation: 24 hours a day - 7 days a week * Excluding holidays *

When the library is closed, there will only be email and telephone support available.

Assistance

Students should seek assistance and ask for help from the instructor, the campus support center, or other university staff as appropriate.

Student Success Services

- **APEX Tutoring Center** has two locations on campus to help you with all of your courses:
 - **On-Line Tutoring** (Schedule on the website)
- The **Tutoring Schedule** will be provided in class, but can also be accessed online via the Tutoring Services website: <https://www.atu.edu/tutoring/>.
- **Academic Coaching**, and workshops are also available in this office.
- To find out more information contact the **Student Success Services office** at this email address: student.success@atu.edu, by calling (479) 968-0278, or going to the office in **Doc Bryan 153**.

Food/Housing

- 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).

CLASS CONDUCT

- **Please be on time for all experiences.**
- **Please be respectful to your professor and colleagues.**
- **Please participate in the class discussions.**

Check on Blackboard for Tentative Schedule

Tentative Schedule

Week	Dates	Topic	Readings	Assignment
1	10 Jan	In-person meeting Syllabus and Orientation Travel overview and packing list Diversity spectrum		Attendance Module Syllabus Quiz
2	17	Diversity spectrum		Discussion Board
3	24	Contemporary social issues		Quiz 1
4	31	Contemporary social issues		Discussion Board
5	7 Feb	Compare tourism		Quiz 2
6	14	Compare tourism		Discussion Board
7	21	Compare recreation opportunities		Quiz 3
8	28	In-person meeting Compare park systems		Discussion Board
9	7 Mar	Conservation techniques		Quiz 4
10	14	In-person meeting Conservation techniques		
11	21 Mar	Fly to Puerto Rico Meet & greet Optional tour of San Juan		
	22	Local tourism presentation Day hike		
	23	Local parks & conservation presentation Service project		
	24	Service project		
	25	Service project Local recreation presentation		
	26	Beach day Banquet dinner		
		Fly back to Little Rock		
12-13		Debriefing and processing		Discussion Board Journal Peer Evaluations
14-15		Cultural appreciation		Discussion Board Presentations Presentations feedback All Bonus Due
Thurs	29 Apr	(Submitted by 9pm)		Final Exam

Note. Tentative Schedule – Adjustments will be made to accommodate such factors as guest speakers, new materials, and unexpected circumstances. If any adjustments should be made, the adjustment will be announced in class or on blackboard in advance for students to prepare accordingly. Additional topics may be addressed as time allows.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/23/23

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	6/30/2023
Dean	<i>Kirk Russell Jones</i>	7/3/23
Assessment	<i>M. E. H. Z.</i>	7.21.23
Registrar	<i>Sammy Warren</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HA	2063
Official Catalog Title:	
Guest Service Management	

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

Yes No

Request to change: (check appropriate box):

- | | | |
|--|---|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Co-requisite |
| <input type="checkbox"/> Grading | <input type="checkbox"/> Fee | |
| <input type="checkbox"/> Other | <input type="text"/> | |

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

Guest Relations

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

Guest Relations

New Course Description:

The analysis and development of guest relation skills including guest service, leadership, communication, training, problem solving, etiquette, and other aspects of guest relations.

New Cross List:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adding Cross-Listing | <input type="checkbox"/> Changing Cross-Listing | <input type="checkbox"/> Deleting Cross-Listing |
|---|---|---|

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

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

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

- | | | |
|-----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Elective | <input checked="" type="checkbox"/> Major | <input type="checkbox"/> Minor |
|-----------------------------------|---|--------------------------------|

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

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.
 - Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) Learning Outcomes
 - 7.01 B Students graduating from the program will demonstrate entry level techniques and processes used by professionals in the park, recreation, tourism or related professions.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

- A. Students graduating from the program will demonstrate entry level techniques and processes used by professionals in the park, recreation, tourism or related professions. (7.01 B)
- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- 7.01 B Service Learning Self-Assessment
 - 7.01 B Service Learning Instructor Assessment
- c. What is the rationale for adding this course? What evidence supports this action?
Course already existed – changing title changing title and course description to reflect professional standards and to meet accreditation requirements.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/23/23

Title	Signature	Date
Department Head	<i>Stephen G. Bradley</i>	6/30/2023
Dean	<i>Kirk Russell Jones</i>	7/3/23
Assessment	<i>Phil S. ...</i>	7.21.23
Registrar	<i>Johnny ...</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HA	3013
Official Catalog Title:	
Hospitality Marketing and Sales	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

Tourism Marketing

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

Tourism Marketing

New Course Description:

This course provides the opportunity for students to be involved in the marketing and promotion of tourism. Application and case study opportunities provides students with a thorough understanding of marketing concepts and theories.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
 - Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) Learning Outcomes
 - 7.03 Students graduating from the program will be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

Students graduating from the program will be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions. (7.03)

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - 7.03 Marketing Plan
- c. What is the rationale for adding this course? What evidence supports this action?
Course already existed – changing title and course description to reflect professional standards and to meet accreditation requirements.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/23/23

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	6/30/2023
Dean	<i>Kirk Russell Jones</i>	7/3/23
Assessment	<i>Phyllis L</i>	7.21.23
Registrar	<i>Sammy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HA/RP	3113
Official Catalog Title:	
Human Resource Management in Parks, Recreation, and Hospitality Administration	

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

Yes No

Request to change: (check appropriate box):

- Course Number Title Course Description
 Cross-Listing Prerequisite Co-requisite
 Grading Fee
 Other _____

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

Talent Acquisition and Management

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

Talent Acquisition and Mgmt

New Course Description:

This course provides a strategic and tactical approach to staffing, recruiting, selection, placement, onboarding, and employee development within the tourism industry.

New Cross List:

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

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

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

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

- Elective Major Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
 - Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) Learning Outcomes
 - 7.03 Students graduating from the program will be able to demonstrate entry-level knowledge of operations and strategic management/administration in parks, recreation, and tourism and/or related professions.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

Students graduating from the program will be able to demonstrate entry-level knowledge of operations and strategic management/administration in parks, recreation, and tourism and/or related professions. (7.03)

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - 7.03 Case Studies and Ethical Dilemma
- c. What is the rationale for adding this course? What evidence supports this action?
Course already existed – changing title and course description to reflect professional standards and to meet accreditation requirements.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/23/23

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	6/30/2023
Dean	<i>Kirk Russell Jones</i>	7/3/23
Assessment	<i>Antoine</i>	7.21.23
Registrar	<i>Yammy Beaman</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HA	4033
Official Catalog Title:	
Legal Aspects of Hospitality Administration	

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

Yes No

Request to change: (check appropriate box):

- | | | |
|--|---|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Co-requisite |
| <input type="checkbox"/> Grading | <input type="checkbox"/> Fee | |
| <input type="checkbox"/> Other | | |

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

Legal Aspects of Tourism

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

Legal Aspects of Tourism

New Course Description:

This course provides a comprehensive overview of laws and regulations governing the tourism industry. Areas of emphasis include government regulations, employment, contractual agreements, insurance, property, safety and security, food and beverage management, and guest liability.

New Cross List:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adding Cross-Listing | <input type="checkbox"/> Changing Cross-Listing | <input type="checkbox"/> Deleting Cross-Listing |
|---|---|---|

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

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

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

- | | | |
|-----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Elective | <input checked="" type="checkbox"/> Major | <input type="checkbox"/> Minor |
|-----------------------------------|---|--------------------------------|

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

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.
 - Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) Learning Outcomes
 - 7.03 Students graduating from the program will be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions.

- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

Students graduating from the program will be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions. (7.03)

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - 7.03 Case Analyses
- c. What is the rationale for adding this course? What evidence supports this action?
Course already existed – changing title and course description to reflect professional standards and to meet accreditation requirements.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/23/23

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	6/30/2023
Dean	<i>Kirk Russell Jones</i>	7/3/23
Assessment	<i>Ant...</i>	7.21.25
Registrar	<i>Yammy...</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	1013
Official Catalog Title:	
Principles of Recreation and Park Administration	

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

Yes No

Request to change: (check appropriate box):

- | | | |
|--|---|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Co-requisite |
| <input type="checkbox"/> Grading | <input type="checkbox"/> Fee | |
| <input type="checkbox"/> Other | <input type="text"/> | |

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

Principles of Tourism

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

Principles of Tourism

New Course Description:

This course provides an overview of the history of the tourism profession and insight into the nature, scope, and significance of the tourism industry.

New Cross List:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adding Cross-Listing | <input type="checkbox"/> Changing Cross-Listing | <input type="checkbox"/> Deleting Cross-Listing |
|---|---|---|

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

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

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

- | | | |
|-----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Elective | <input checked="" type="checkbox"/> Major | <input type="checkbox"/> Minor |
|-----------------------------------|---|--------------------------------|

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

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.
 - Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) Learning Outcomes
 - 7.01 (a) Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries.
 - 7.01 (b) Students graduating from the program shall demonstrate the following entry-level knowledge: c) the foundation of the profession in history, science, and philosophy.

- b. If this course is required for the major or minor, complete the following.
- a. Provide the program level learning outcome(s) it addresses.
 - A. Students graduating from the program will demonstrate entry level knowledge pertaining to the nature and scope of the relevant park, recreation, or tourism related professions and their industries. (7.01 A)
 - B. Students graduating from the program will demonstrate entry level knowledge pertaining to the foundation of the profession in history, science, and philosophy. (7.01 C)
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - 7.01 A Quizzes, Exams, and Discussion Board
 - 7.01 C Historical Timeline
 - c. What is the rationale for adding this course? What evidence supports this action?
Course already existed – changing title and course description to reflect professional standards and to meet accreditation requirements.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/23/23

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	6/30/2023
Dean	<i>Kirk Russell Jones</i>	7/3/23
Assessment	<i>Chris Smith</i>	7.21.23
Registrar	<i>Jammye Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	2003
Official Catalog Title:	
Experience Programming	

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

Yes No

Request to change: (check appropriate box):

- | | | |
|--|---|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Co-requisite |
| <input type="checkbox"/> Grading | <input type="checkbox"/> Fee | |
| <input type="checkbox"/> Other | <input type="text"/> | |

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

Events and Experience Management

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

Events and Experience Mgmt

New Course Description:

This course provides a basic understanding and application of event and experience management principles; design, planning, implementing, and evaluating events and organized experiences.

New Cross List:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adding Cross-Listing | <input type="checkbox"/> Changing Cross-Listing | <input type="checkbox"/> Deleting Cross-Listing |
|---|---|---|

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

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

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

- | | | |
|-----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Elective | <input checked="" type="checkbox"/> Major | <input type="checkbox"/> Minor |
|-----------------------------------|---|--------------------------------|

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

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.
 - Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) Learning Outcomes
 - 7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

- A. Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
(7.02)
- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - 7.02 Program Design Project
- c. What is the rationale for adding this course? What evidence supports this action?
Course already existed – changing title changing title and course description to reflect professional standards and to meet accreditation requirements.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/23/23

Title	Signature	Date
Department Head	<i>Richard Bradley</i>	6/30/2023
Dean	<i>Kirk Russell Jones</i>	7/3/23
Assessment	<i>[Signature]</i>	7.21.23
Registrar	<i>Jammy Healer</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	3043
Official Catalog Title:	
Work Experience	

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

Yes No

Request to change: (check appropriate box):

- | | | |
|---|---|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Co-requisite |
| <input type="checkbox"/> Grading | <input type="checkbox"/> Fee | |
| <input checked="" type="checkbox"/> Other | Update mode of instruction to "Applied Instruction" | |

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

Developing Professional Practices

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

Developing Pro Practices

New Course Description:

This course provides students the opportunity to develop professional knowledge, skills, abilities, and experiences in the tourism industry. Students will take part in meaningful immersive work experiences and work situations.

Minimum of 100 clock hours of service learning is required.

New Cross List:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adding Cross-Listing | <input type="checkbox"/> Changing Cross-Listing | <input type="checkbox"/> Deleting Cross-Listing |
|---|---|---|

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

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

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

- | | | |
|-----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Elective | <input checked="" type="checkbox"/> Major | <input type="checkbox"/> Minor |
|-----------------------------------|---|--------------------------------|

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

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.
 - Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) Learning Outcomes
 - 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.
 - 7.04 Students graduating from the program shall demonstrate, through a comprehensive internship or not less than 400 clock hours and no fewer than 10

weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
 - A. Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions. (7.03)
 - B. Students graduating from the program shall demonstrate, through a comprehensive internship or not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations. (7.04)
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - 7.03 Agency Supervisor Evaluation
 - 7.04 Weekly Report
- c. What is the rationale for adding this course? What evidence supports this action?
Course already existed – changing title and course description to reflect professional standards and to meet accreditation requirements.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/23/23

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	6/30/2023
Dean	<i>Kirk Russell Jones</i>	7/3/23
Assessment	<i>Chris A. ...</i>	7.21.23
Registrar	<i>Sammy ...</i>	7/25/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	4023
Official Catalog Title:	
Research Methods	

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

Yes No

Request to change: (check appropriate box):

- | | | |
|--|---|--|
| <input type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Co-requisite |
| <input type="checkbox"/> Grading | <input type="checkbox"/> Fee | |
| <input type="checkbox"/> Other | <input type="text"/> | |

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

Tourism Research

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

Tourism Research

New Course Description:

The course provides opportunities for data analysis, information synthesis, and research theory in order for students to enhance decision making and understanding of trends and issues in order to improve professional practice in the tourism industry.

New Cross List:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adding Cross-Listing | <input type="checkbox"/> Changing Cross-Listing | <input type="checkbox"/> Deleting Cross-Listing |
|---|---|---|

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

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

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

- | | | |
|-----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Elective | <input checked="" type="checkbox"/> Major | <input type="checkbox"/> Minor |
|-----------------------------------|---|--------------------------------|

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

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.
 - Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) Learning Outcomes
 - 7.03 Students graduating from the program will be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

Students graduating from the program will be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions. (7.03

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - 7.03 Research Paper and Research Poster
- c. What is the rationale for adding this course? What evidence supports this action?
Course already existed – changing title and course description to reflect professional standards and to meet accreditation requirements.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/23/23

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	6/30/2023
Dean	<i>Kirk Russell Jones</i>	7/3/23
Assessment	<i>Phyllis L</i>	7.21.23
Registrar	<i>Jimmy Weaver</i>	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	4114
Official Catalog Title:	
Internship I	

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

Yes No

Request to change: (check appropriate box):

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Course Number | <input checked="" type="checkbox"/> Title | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Co-requisite |
| <input type="checkbox"/> Grading | <input type="checkbox"/> Fee | |
- Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

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

New Course Description:

This course provides a complementary source of learning and enhancement to the students' academic program and career objectives through experiential education; engaging the student in a unique three-way partnership between an approved industry partner, the university, and the student. There is a minimum of 400 hours of service learning required during 10 weeks of supervised experiential education.
\$100 supervisor travel fee is required.

New Cross List:

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Adding Cross-Listing | <input type="checkbox"/> Changing Cross-Listing | <input type="checkbox"/> Deleting Cross-Listing |
|--|---|---|

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

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

RP/HA 2112 Introduction to Professional Practice
RP/HA 3043 Developing Professional Practice

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

- | | | |
|-----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Elective | <input checked="" type="checkbox"/> Major | <input type="checkbox"/> Minor |
|-----------------------------------|---|--------------------------------|

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

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.
 - Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) Learning Outcomes
 - 7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10

weeks, the potential to succeed as professionals at supervisor or higher levels in parks, recreation, tourism, or related organizations.

- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
 - Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisor or higher levels in parks, recreation, tourism, or related organizations. (7.04)
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
 - 7.04 Agency Supervisor Evaluation and Management Assignment
- c. What is the rationale for adding this course? What evidence supports this action?
Course already existed – changing title, course description, and credit hour adjustment to reflect professional standards and to meet accreditation requirements.

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

RP 4119 MASTERY OF PROFESSIONAL PRACTICE

Professor: Michael J. Bradley, Ph.D.

E-mail: mbradley19@atu.edu - Phone: 479.964.3228

Office Hours: Tues & Thurs 8-9:30am; Wed 9-11am & 1-3pm; & Appointments Available

Course: RP 4119 Mastery of Professional Practice

(9 Credit Hours) - Spring 2024 – January 9 to May 2, 2024

Course Description

This course provides a complementary source of learning and enhancement to the students' academic program and career objectives through experiential education, engaging the student in a unique three-way partnership between an approved industry partner, the university, and the student. There is a minimum of 400 hours of service learning required during 10 weeks of supervised experiential education.

Required Textbook

All required readings will be provided as pdf or links via Blackboard.

Student Learning Outcomes

1. Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisor or higher levels in parks, recreation, tourism, or related organizations. (COAPRT 7.04)

SLO's Addressed	Assessment Measures	Use of the Information
1	Weekly reports, supervisor evaluation.	Qualitative formative assessments to ensure student is meeting benchmarks in professional preparation for the industry
1	Meta Blueprint and Google Garage Modules	External learning opportunities and assessment used to enhance student knowledge of online opportunities to market and promote tourism.
1	Tourism Project & Management Report	Qualitative assessment to evaluate how student links program courses/requirements and professional practices.

Disability Services

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Last Day to Drop Course

Students are encouraged to visit <https://www.atu.edu/registrar/calendar.php> for updated dates and conditions related to dropping any ATU course.

Academic Integrity

Students are advised that ATU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at <https://www.atu.edu/academic-integrity/>.

Office of Student Success

The Office for Student Success, located at Doc Bryan Building 153, provides free assistance for all ATU students. You can visit <https://www.atu.edu/studentsuccess/> for more information.

Discrimination

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of 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: <https://www.atu.edu/titleix/>

Email Communication

An official ATU e-mail is established for each registered student, each faculty member, and each staff member. All instructor communications will be sent via official ATU e-mail of the respective student(s), faculty, and staff. The instructor will only respond to emails from official ATU student email accounts. All emails delivered to the course instructor from nonATU email addresses will be labeled as spam/junk and thus deleted.

Student Handbook

Additional information on academic policies can be found in the 2020-2021 Arkansas Tech University Student Handbook. The handbook can be found at <https://www.atu.edu/studenthandbook/StudentHandbook-2020FinalWeb-v2.pdf>

Evaluation Methods & Student Progress

The instructor shall evaluate students via exams, quizzes, projects, and overall individual participation. Please see course requirements and assignment information below for specific assignments, due dates, and course points. Students can view individual assignments grades on ATU Blackboard as they are updated. While Blackboard grades are not the official gradebook for the course, students can monitor their progress on specific aspects of the course (assignments, etc.). Official grades shall be posted in accordance with university policy.

Course Assignments & Course Assignment Schedule

All assignments are due by 11:59 PM on their due date. All assignments are due in electronic format (.doc or .docx) unless otherwise noted. All assignments are graded for grammar, punctuation, language, professionalism, appearance, and must be completed using the latest APA guidelines. Late submission(s) of any assignment(s) will not be accepted. Please see Course Assignment Schedule for due dates and points available.

Federal Attendance Module

Each student shall complete the federal attendance module. Any student not completing the module will be dropped from the course.

Agency Agreement Form

Each student shall complete the Agency Agreement Form and attain necessary information and signatures from their internship site. The student may not begin their internship prior to having this form completed and express consent to start the internship by the faculty supervisor. The agreement form can be found on blackboard.

Weekly Reports

Students are required to indicate each week the number of hours worked and provide a brief description of each day's activities in a weekly report to receive credit for hours worked. Your supervisor's signature is required on the weekly report. These reports will be turned in via blackboard/ Reports should be sent in on a weekly basis. You are strongly encouraged to keep copies of all weekly reports sent to the instructor. Weekly reports should provide a brief synopsis of your work-related activities for each day of the week. Work hours reflected by your weekly reports must total a minimum of 400 hours. No more than 40 hours per week may be claimed. Failure to turn in weekly reports in a timely fashion will result in failing the course. Weekly reports should be turned in within a day or two of the last day for the work period on the report. Hours worked before the beginning (first day of classes) of the semester will not receive credit. Weekly report forms can be found on Blackboard. Once you have turned in weekly reports documenting 400 hours, there is no need to turn in further weekly reports.

Meta Blueprint Modules (MB)

Each student shall complete the five (5) modules listed below via Meta Blueprint - (www.facebookblueprint.com) Each student will need to create an account on the website, the courses listed below are available at no cost. Each student will upload their certificate of completion for each module on blackboard. *These would be great certificates to add to your portfolio.*

#	Title
1	Create Free Social Media Accounts for Your Business
2	Promote Your Business Locally
3	Promote Your Page
4	Choose Where to Establish an Online Presence
5	A Guide to Ads for Alcohol on Facebook

Google Garage (GG)

Each student shall complete the five (5) modules listed below via Google Garage - (<https://learndigital.withgoogle.com/digitalgarage/courses>) Each student will need to create an account on the website, the courses listed below are available at no cost. Each student will upload their certificate of completion for each module on blackboard. *These would be great certificates to add to your portfolio.*

#	Title
1	Speaking in public
2	Communicate your ideas through storytelling and design
3	Business communication
4	Get a business online
5	Promote a business with content

Tourism Project

Students are required to plan, implement, and evaluate, a tourism project that is of value to their host organization/agency. The program should be selected in conjunction with the host organization and approved by the instructor. The rubric for the tourism project can be found on blackboard.

Tourism Project Poster

Each student shall develop a poster showcasing their tourism project. The poster must entice interaction (make someone want to read/view it) and provide necessary information. Posters shall be submitted in electronic format on blackboard (ppt file format). Poster may be 48 wide

and 36 inches tall or 36 wide or 48 inches tall. Sample posters (with correct dimensions) may be found on blackboard. The rubric for the poster can be found on blackboard.

Management Report

Write a report that describes the agency and its mission(s), how the mission is accomplished, and the major population segments served. Include organization charts, budget, operational manuals, strategic planning, and board of directors or advisory boards. The rubric for the management report can be found on blackboard.

Student Evaluation of Agency/Organization

Students must complete the student evaluation of their experience working with the agency/organization. The student evaluation form can be found on blackboard.

Agency Supervisor Evaluation

Agency supervisors will complete an evaluation of the student working with the agency/organization. The agency supervisor evaluation form can be found on blackboard.

Assignment Due Dates and Points Available

Graded Item	Points Possible	Submission	Due Date	Linked Learning Outcome(s)
Federal Attendance Module	3	Blackboard	1/8	Not Applicable
Agency Agreement Form	7	Blackboard	1/8	SLO 1
Weekly Report 1	40	Blackboard	2/10	SLO 1
Weekly Report 2	40	Blackboard	2/17	SLO 1
Weekly Report 3	40	Blackboard	2/24	SLO 1
Weekly Report 4	40	Blackboard	3/2	SLO 1
Weekly Report 5	40	Blackboard	3/9	SLO 1
Weekly Report 6	40	Blackboard	3/23	SLO 1
Weekly Report 7	40	Blackboard	3/30	SLO 1
Weekly Report 8	40	Blackboard	4/6	SLO 1
Weekly Report 9	40	Blackboard	4/13	SLO 1
Weekly Report 10	40	Blackboard	4/20	SLO 1
MetaBlueprint Module 1	10	Blackboard	2/10	SLO 1
MetaBlueprint Module 2	10	Blackboard	2/17	SLO 1
MetaBlueprint Module 3	10	Blackboard	2/24	SLO 1
MetaBlueprint Module 4	10	Blackboard	3/2	SLO 1
MetaBlueprint Module 5	10	Blackboard	3/9	SLO 1
GoogleGarage Module 1	10	Blackboard	3/23	SLO 1
GoogleGarage Module 2	10	Blackboard	3/30	SLO 1
GoogleGarage Module 3	10	Blackboard	4/6	SLO 1
GoogleGarage Module 4	10	Blackboard	4/13	SLO 1
GoogleGarage Module 5	10	Blackboard	4/20	SLO 1
Tourism Project	100	Blackboard	3/16	SLO 1
Tourism Project Poster	50	Blackboard	3/30	SLO 1
Management Report	100	Blackboard	4/13	SLO 1
Student Evaluation	40	Blackboard	4/27	SLO 1
Supervisor Evaluation	200	Blackboard	4/27	SLO 1
Total Points	1,000			

Total Points Attained	Grade Earned
900-1,000	A
800-899	B
700-799	C
600-699	D
0-599	F

TOURISM PROGRAM MISSION STATEMENT:

The mission of the Tourism Program is to educate tourism professionals for self, community, and society.

ACCREDITATION:

The Recreation and Park Administration Program at ATU is accredited by the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions. Students graduating from ATU are qualified to sit for the Certified Park and Recreation Professional exam immediately following completion of the baccalaureate degree in Recreation and Park Administration.



ARKANSAS TECH UNIVERSITY

Request for Program Reconfiguration

Department Initiating Proposal	Date
Department of Agriculture and Tourism	6/28/2023

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	7/3/2023
Dean	<i>Kirk Russell Jones</i>	7/4/23
Assessment	<i>Mark P. L.</i>	7.21.23
Registrar	<i>Jammy Leaver</i>	7/28/23
Graduate College (if appropriate)		
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: BS Recreation & Park Administration & BS Hospitality Administration

LETTER OF NOTIFICATION

Program Reconfiguration

Creation of a new degree program by combining a portion of the curriculum of two or more existing degrees. This action will not affect the approval of the degrees that were reconfigured. (Degree A and B reconfigured to create Degree C. Degrees A and B will remain unchanged).

Required information:

1. **Current degree title(s)**
 - Bachelor of Science in Recreation and Park Administration (emphasis in Interpretation, Natural Resources, Recreation Sport Management, and Therapeutic Recreation)
 - Bachelor of Science in Hospitality Administration (emphasis in Event Management, Food Service Management, and Lodging Management)
2. **Degree code(s)**
 - BS in RPA – 2970
 - BS in HA - 2760
3. **CIP code(s) of the degree(s) in which curriculum will be used.**
 - BS in RPA – 31.0301
 - BS in HA – 52.0901
4. **Proposed degree title**
 - Bachelor of Science in Tourism
5. **CIP code**
 - 52.09
6. **% online (if applicable)**
 - 25%
7. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Proposed degree – Bachelor of Science in Tourism

Semester 1	Hours	New Course/Description
English 1013 Comp I	3	
U.S. History/Government	3	
Science <i>with Lab</i>	4	
TECH 1001	1	
RP 1013 Principles of Tourism	3	Revised course title and course description
TOTAL HOURS	14	
Semester 2		
ENGL 1023 Comp II	3	
Social Sciences	3	
Mathematics (Math 1003 preferred)	3	

Science with Lab	4	
RP 2033 Experience Industry Leadership	3	
TOTAL HOURS	16	
Semester 3		
PSY 2003 General Psychology	3	
Fine Arts and Humanities	3	
LBMD 2001	1	
RP 2003 Events and Experience Management	3	Revised course title and course description
HA/RP 2133 Intro to Travel and Tourism	3	
ENGL 2053 Technical Writing	3	
TOTAL HOURS	16	
Semester 4		
COMM 2003 Public Speaking	3	
RP 2112 Introduction to Professional Practice	2	New course This course introduces students to the tourism profession and the knowledge, skills, abilities, and experiences necessary to be successful in the tourism industry. Faculty will mentor and lead students in introductory experiences and situations through service learning and mentored research. A minimum of 45 clock hours of service learning is required.
RP 2113 Global Perspectives in Tourism	3	New course This course explores tourism perspectives of various people, cultures, societies, nations, and movements worldwide. Students will explore local to global tourism perceptions of development, support, access, and sustainability.
BUAD 2003 Business Information Systems	3	
Approved Electives	3	RP and HA courses 2000, 3000, and 4000 level
TOTAL HOURS	14	
Semester 5		
HA 2063 Guest Relations	3	Revised course title and course description
Accounting 2003 or ECON 2003, or ECON 2013	3	
RP 3133 Tourism Planning	3	
HA 3013 Tourism Marketing	3	Revised course and course description
Fine Arts and Humanities	3	
TOTAL Hours	15	
Semester 6		
RP/HA 3113 Talent Acquisition Management	3	Revised course title and description
HA/RP 4093 Resort and Club Management	3	
HA 3183 Meetings and Conventions	3	
Approved Electives	6	RP and HA Courses 2000,3000, 4000 level
Total Hours	15	
Semester 7		
RP 3043 Developing Professional Practice	3	Revised course title and course description

RP 4023 Tourism Research	3	Revised course title and course description
HA 4033 Legal Aspects of Tourism	3	Revised course title and course description
Approved Electives	5	RP and HA Courses 2000, 3000, or 4000 level
Approved Electives	1	RP and HA Courses 3000-4000 level
Total Hours	15	
Semester 8		
RP 3403 Experience Industry Finance	3*	
Approved Electives	3*	RP and HA Courses (Must be 3000 or 4000 level)
RP 4119 Mastery in Professional Practice	9	Revised course and course description
	*	Courses other than 4119 must be online courses due to internship being an application experience offsite
Total Hours	15	
Total Hours	120	

Bachelor of Science in Tourism – emphasis in Therapeutic Recreation

Semester 1	Hours	New Course/Description
English 1013 Comp I	3	
U.S. History/Government	3	
Science with Lab	4	
TECH 1001	1	
RP 1013 Principles of Tourism	3	Revised course title and course description
TOTAL HOURS	14	
Semester 2		
ENGL 1023 Comp II	3	
Social Sciences	3	
Mathematics (Math 1003 preferred)	3	
Science (BIOL 2004 Basic Human Anatomy and Physiology)	4	
RP 2033 Experience Industry Leadership	3	
TOTAL HOURS	16	
Semester 3		
PSY 2003 General Psychology	3	
Fine Arts and Humanities	3	
RP 2003 Events and Experience Management	3	Revised course title and course description
AHS 2013 Medical Terminology	3	
RS 2003 Intro to Rehab Science	3	
TOTAL HOURS	15	
Semester 4		
COMM 2003 Public Speaking	3	
RP 2112 Introduction to Professional Practice	2	New course This course introduces students to the tourism profession and the knowledge, skills, abilities, and experiences necessary to be successful in the tourism industry.

		Faculty will mentor and lead students in introductory experiences and situations through service learning and mentored research. A minimum of 45 clock hours of service learning is required.
RP 2113 Global Perspectives in Tourism	3	New course This course explores tourism perspectives of various people, cultures, societies, nations, and movements worldwide. Students will explore local to global tourism perceptions of development, support, access, and sustainability.
RP 3013 Inclusive Recreation	3	
PSY 3003 Abnormal Psychology	3	
Electives	1	
TOTAL HOURS	15	
Semester 5		
HA 2063 Guest Relations	3	Revised course title and course description
PSY 3813 Developmental Psychology	3	
RP 4073 Principles and Techniques of TR	3	
HA 3013 Tourism Marketing	3	Revised course and course description
Fine Arts and Humanities	3	
TOTAL Hours	15	
Semester 6		
RP/HA 3113 Talent Acquisition Management	3	Revised course title and description
RP 3403 Experience Industry Finance	3	
HA 4033 Legal Aspects of Tourism	3	Revised course title and course description
RP 4173 TR Assessment and Documentation	3	
RP 4373 Interventions in TR	3	
Total Hours	15	
Semester 7		
RP 3043 Developing Professional Practice	3	Revised course title and course description
RP 4023 Tourism Research	3	Revised course title and course description
RP 4273 Admin & Operations of TR	3	
PE 4103 Principles of Adapted PE	3	
RP 4473 Issues and Trends in TR	3	
Total Hours	15	
Semester 8		
RP 4119 Mastery in Professional Practice	9	Revised course and course description
RP 4573 TR Interventions II	3*	
Electives	3*	
	*	Courses other than 4119 must be online courses due to internship being an application experience offsite
Total Hours	15	

Total Hours

120

8. Effective date, term, and academic year

Effective: 6/1/2024, 2024 Summer Term, and 2024-25 Academic Year

9. Justification/need for the new program, including degree program goals, objectives, student learning outcomes, and a projected enrollment of new degrees.

- **Justification for the new program:**

The proposed Bachelor of Science degree in Tourism combines courses from two existing degree areas (Bachelor of Science in Hospitality Administration and Bachelor of Science in Recreation and Park Administration). The BS in Tourism will allow graduates to be competitive in the hospitality, parks and recreation, and tourism industries. Currently, tourism is the second leading industry in the state of Arkansas.

The Tourism industry includes lodging, food and beverage, travel and tourism, meetings/events, and recreation/outdoor recreation. Key findings from the 2021 Arkansas Tourism Economic Impact Report include: visitor spending, visitor-supported jobs, and business sales generated \$1.1 billion in tax collections that support local, state, and federal government operations. State and local taxes alone topped \$653 million in 2021.

The economic impact of outdoor recreation in Arkansas was \$3.5 billion in 2021, a growth of 23% from 2020. The economic impact of outdoor recreation in the United States was \$454 billion in 2021, an increase of 18.9% from 2020. This upward trend is slated to continue as more people find, seek, and take advantage of natural resources for outdoor recreation. More people are engaging in outdoor recreation. Thus, more management and programming are needed to fill the need. Combined with the significant exodus of the workforce due to retirement (10,000 people retiring every day in the United States) and an ongoing labor shortage issue, the outdoor recreation and natural resource industry will need knowledgeable, skilled, and workforce-ready people now and well into the future.

Bachelor of Science in Tourism Program Goals and Objectives

Goal 1: Provide a comprehensive understanding of the tourism industry for students in the program.

Since the tourism industry encompasses a wide array of services and products, the program will offer a thorough foundation in tourism's concepts, theories, and practices, including its economic, social, cultural, and environmental aspects. Students will learn about the industry's different sectors: recreation, hospitality, travel, events, and attractions.

Goal 2: Develop business and management skills of students in the program.

In that tourism requires an array of business and management knowledge, skills, and abilities, the program will focus on developing skills needed across the tourism industry; marketing, finance, human resources, operations, and strategic planning.

Students will gain a strong understanding of business and management principles specific to recreation, hospitality, travel, events, and attractions.

Goal 3: Enhance global awareness of students in the program.

Since tourism is a global phenomenon, the program will foster global awareness to ensure students are aware and comfortable interacting with diverse cultures, societies, and norms.
Students will understand and respect different cultures, traditions, and perspectives.

Goal 4: Provide hands-on industry experience for students in the program.
Because practical experience is crucial in the tourism industry, the program will incorporate opportunities for students to gain hands-on experience through innovative course offerings, experiential education, service-learning opportunities, directed studies, and civic engagement.
Students will apply their classroom knowledge, gain real-world experience, and develop industry-specific skills.

Goal 5: Foster critical thinking and problem-solving abilities for students in the program.
Since the tourism industry presents various challenges and opportunities, the program will encourage students to think critically, analyze complex situations, and develop problem-solving skills.
Students will gain experience solving professional issues and addressing complex situations through hands-on experiences, case studies, group projects, and simulations.

Goal 6: Promote ethical and sustainable tourism practices.
In that the tourism industry is moving toward ethical and sustainable best practices across all facets of the industry, the program shall include ethical and sustainable best practices across the entire curriculum and within all experiences.
Students will gain knowledge and experience related to ethics and sustainable tourism practices, including optimized business practices, preservation of natural and cultural resources, and awareness of sustainability trends and issues in the industry.

Goal 7: Encourage entrepreneurship and innovation.
That graduate of tourism programs may aspire to start their businesses or innovate within existing organizations; the program will foster an entrepreneurial mindset.
Students will gain knowledge, skills, abilities, and experiences and utilize those personal assets to identify opportunities, develop and innovate services and products, and effectively manage tourism enterprises.

Goal 8: Facilitate networking and industry connections.
Building professional networks and connections is essential for career success in the tourism industry; the program will offer opportunities for students to engage with industry professionals and gain insights, access job opportunities, and establish relationships.
Students will be provided and mentored through networking opportunities via guest lectures, networking events, professional conferences, mentoring programs, service learning, and external partnerships.

Student Learning Outcomes

- Council on Accreditation for Parks, Recreation, Tourism, and Related Profession
 - 7.01a Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the

- relevant park, recreation, tourism, or related professions and their associated industries.
 - 7.01b Students graduating from the program shall demonstrate the following entry-level knowledge: b) techniques and processes used by professionals and workers in these industries.
 - 7.01c Students graduating from the program shall demonstrate the following entry-level knowledge: c) the foundation of the profession in history, science, and philosophy.
 - 7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
 - 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions.
 - 7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than ten weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.
- Projected enrollment of new degree
 - 2024-2025 100 - 125 students
 - 2025-2026 125 – 150 students
 - 2026-2027 150 plus students



ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Biological Sciences	6/28/2023

Title	Signature	Date
Department Head	<i>John Jackson</i>	6/28/2023
Dean	<i>Dr. Z. Cox</i>	6/29/2023
Assessment	<i>Phil [unclear]</i>	7.21.23
Registrar	<i>Jammy Weaver</i>	7/28/23
Graduate College (if appropriate)		
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: Biology

LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. **Current degree title:** Biology
2. **Current degree code:** 2300
3. **Current CIP code:** 26.0101
4. **% online (if applicable)**
5. **Current curriculum.** The current BS in Biology has two options: Biomedical and General.

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM - BIOMEDICAL OPTION

The Biomedical Option is designed for students wishing to study medicine, dentistry, physical therapy, and related fields of specialization. Thus, graduates typically apply to a medical school of some type or a graduate program such as physical therapy.

However, while the specified curriculum is well-suited to these studies, professional schools do not specify that entering students have particular majors or options. Graduates who complete the degree option yet do not enter a medical or graduate school program should be prepared for a variety of employment opportunities especially in biomedical or biotechnology-related laboratories.

Curriculum

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

Freshman

Fall	Credits
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra or MATH 1914 Precalculus	3-4
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
Total Hours	15-16

Spring	Credits
ENGL 1023 Composition II ¹	3
CHEM 2134 General Chemistry II	4
BIOL 2124 Principles of Zoology and CHEM 2130 General Chemistry II Lab	4
MATH 2914 Calculus I or MATH higher than MATH 1113 College Algebra	3-4
Total Hours	14-15

Sophomore

Fall	Credits
SOC 1003 Introductory Sociology or PSY 2003 General Psychology	3
CHEM 3254 Fundamentals of Organic Chemistry	4
BIOL 2134 Principles of Botany	4
BIOL 3033 Bioinformatics or COMS 2003 Microcomputer Applications	3
Major Support Course Elective	3
Total Hours	17

Biological Sciences

Spring	Credits
COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking	3
SS 1XXX Social Science Courses ¹	3
CHEM 3264 Mechanistic Organic Chemistry	4
BIOL 2014 Human Anatomy	4
Statistics	3
Total Hours	17

Junior

Fall	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
BIOL 3074 Human Physiology	4
BIOL 3054 Microbiology	4
Total Hours	15

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3
USHG 1XXX U.S. History and Government ¹	3
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
BIOL 3034 Genetics	4
BioMed Elective	3-4
Total Hours	17-18

Senior

Fall	Credits
BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology	4
BioMed Elective	6-8
Electives (as needed to reach a total of 120 hours for graduation)	3
Total Hours	13-15

Spring	Credits
BIOL 4891 Seminar in Biology	1
BioMed Elective	3-4
Electives (as needed to reach a total of 120 hours for graduation)	8
Total Hours	12-15

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

²Major Support Course Elective courses include: AHS 2013 Medical Terminology, BIOL 4064 Evolutionary Biology, CHEM 3344 Principles of Biochemistry, CHEM 3363 Metabolic Biochemistry, PE 2513 First Aid, PHIL 3103 Logic, PSY 2033 Psychology of Adjustment, PSY 3003 Abnormal Psychology, PSY 3013 Psychosocial Aspects of Death and Dying/SOC 3013 Psychosocial Aspects of Death and Dying, PSY 3053 Behavioral Neuroscience, PSY 3063 Developmental Psychology: Childhood, PSY 3163 Developmental Psychology: Adulthood, PSY 3813 Lifespan Development, PSY 4133 Psychopharmacology, SOC 4013 Drugs in Society, SOC 4053 Sociology of Health and Illness, or SOC 4183 Social Gerontology.

³See advisor for alternatives.

⁴See catalog to assure pre-requisites are met. See advisor to select twelve - sixteen hours (four courses) from: BIOL 3064 Parasitology, BIOL 3803 Applied Pathophysiology, BIOL 4023 Immunology, BIOL 4033 Cell Biology, BIOL 4054 Vertebrate Histology, BIOL 4074 Molecular Genetics, BIOL 4083 Cancer Biology, BIOL 4951 Undergraduate Research in Biology-4 (limited to 4 total hours).

⁵ At least 40 of the total hours required for graduation must be 3000-4000 level courses.

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM - GENERAL OPTION

The biology general option is designed for students who wish to pursue a broadly defined degree program that emphasizes the major areas of biology and provides a solid foundation for further study in any graduate or professional program associated with the life sciences.

With guidance from their academic advisor, the general biology student can create a personalized biology degree tailored for their career goals and interests. The biology general option also encourages undergraduate research and internship opportunities to foster skills needed in a biology-oriented career. Graduates of this option have entered professional programs such as medical and pharmacy school as well as diverse graduate programs.

Curriculum

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

Freshman

Fall	Credits
ENGL 1013 Composition I ¹	3
SS 1XXX Social Science Courses ¹	3
MATH 1113 College Algebra	3
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
Total Hours	14

Spring	Credits
ENGL 1023 Composition II ¹	3
SS 1XXX Social Science Courses ¹	3
Physical Activity	2
BIOL 2124 Principles of Zoology or BIOL 2134 Principles of Botany	4
Math Elective ²	3
Total Hours	15

Sophomore

Fall	Credits
USHG 1XXX U.S. History and Government ¹	3
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
BIOL 2124 Principles of Zoology or BIOL 2134 Principles of Botany	4
BIOL 3033 Bioinformatics or any COMS	3
Elective ⁵	3
Total Hours	17

Biological Sciences

Spring	Credits
COMM 2003 Public Speaking	3
CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab	4
BIOL 3034 Genetics	4
Biology Elective	4
Total Hours	15

Junior

Fall	Credits
CHEM 3254 Fundamentals of Organic Chemistry	4
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
BIOL 3114 Principles of Ecology ³	4
Math Elective ²	3
Total Hours	15

Spring	Credits
CHEM 3264 Mechanistic Organic Chemistry	4
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
Biology Elective (3000-4000 level)	4
Elective ⁵	4
Total Hours	16

Senior

Fall	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3
Physiology or Cellular Elective ⁴	3-4
Biology Elective ⁴	3-4
Elective ⁵	5
Total Hours	15

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3
Physiology or Cellular Elective ⁴	3-4

Spring	Credits
BIOL 4891 Seminar in Biology	1
Biology Elective ⁴	3-4
Elective ⁵	2
Total Hours:	13

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

²Six hours of mathematics above MATH 1113 College Algebra. Courses in the areas of statistics, biostatistics, and/or calculus are recommended (e.g. STAT 2163 Introduction to Statistical Methods, PSY 2053 Statistics for the Behavioral Sciences/SOC 2053 Statistics for the Behavioral Sciences, FW 3173 Biostatistics, MATH 2243 Calculus for Business and Economics and/or MATH 2914 Calculus I).

³BIOL 4094 Coastal Ecology which is offered during the May mini-term can serve as an alternative to BIOL 3114 Principles of Ecology in the Biology major.

⁴The physiology choices include: BIOL 3074 Human Physiology, BIOL 3174 Physiological Ecology; whereas, choices in the area of cell or molecular biology include: BIOL 4033 Cell Biology, BIOL 4074 Molecular Genetics, BIOL 3054 Microbiology, BIOL 4023 Immunology. One in each area is required. Other alternatives must be approved by your advisor and Department Head. Each 3-hour selection in one of these areas must be balanced by 4-hours (rather than 3-hours) of biology electives.

⁵Sufficient courses at 3000-4000 level to constitute a total of 40 hours. At least 2 credit-hours of biology research or internship is recommended (BIOL 4112 Biology Internship-4 or BIOL 4951 Undergraduate Research in Biology-4).

- 6. Proposed curriculum. If adding a new course, include new course description.** The proposed curriculum will eliminate the current biology general option, modify the biology biomed option (this will now include the new Pre-Health Profession Advanced Certificate in Biology) and create three new options: Environmental, Ecology and Evolution, and Biostatistics (this will include the Applied Statistics Certificate). No new courses will be needed for these options.

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM: BIOMEDICAL

Curriculum

Freshman

Fall	Credits
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra	3
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
Total Hours	15

Spring	Credits
BIOL 2124 Principles of Zoology	4
ENGL 1023 Composition II ¹	3
CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab	4
STAT 2163 Introduction to Statistical Methods or PSY/SOC 2053 Statistics for the Behavioral Sciences	3
US History or Government ¹	3
Total Hours	17

Sophomore

Fall	Credits
BIOL 2134 Principles of Botany	4
CHEM 3254 Fundamentals of Organic Chemistry	4
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
SOC 1003 Introductory Sociology or PSY 2003 General Psychology ¹	3
Total Hours	15

Spring	Credits
BIOL 2014 Human Anatomy	4
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
CHEM 3264 Mechanistic Organic Chemistry	4
Major Support Elective ³	3
Total Hours	15

Junior

Fall	Credits
BIOL 3054 Microbiology	4
BIOL 3074 Human Physiology	4
BIOL 3034 Genetics	4
Social Science ¹	3
Total Hours	15

Spring	Credits
BIOL 4033 Cell Biology	3
CHEM 3344 Principles of Biochemistry	4
PSY Upper Division Elective ²	3
COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking	3
General Elective	2
Total Hours	15

Senior

Fall	Credits
BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology	4
Fine Arts or Humanities ¹	3
MATH or STAT Elective ⁴	3
Biomed Elective ⁵	3-4
Biomed Elective ⁵	3-4
Total Hours	16-18

Spring	Credits
BIOL 4891 Seminar in Biology	1
Fine Arts or Humanities ¹	3
Biomed Elective ⁵	3-4
Biomed Elective ⁵	3-4
General Elective	2
Total Hours:	12-14

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

² PSY Upper Division Elective courses include: PSY 3003 Abnormal Psychology, PSY 3013 Psychosocial Aspects of Death and Dying, PSY 3813 Lifespan Development, PSY 4133 Psychopharmacology.

³ Major Support Elective courses include: AHS 2013 Medical Terminology, PE 2513 First Aid, PHIL 3103 Logic.

⁴ Mathematics or Statistics Elective: Any MATH higher than MATH 1113 College Algebra or any STAT higher than STAT 2163 Introduction to Statistical Methods.

⁵ Biomed Elective courses include: BIOL 3033 Bioinformatics, BIOL 3064 Parasitology, BIOL 3803 Applied Pathophysiology, BIOL 4023 Immunology, BIOL 4054 Vertebrate Histology, BIOL 4074 Molecular Genetics, BIOL 4951-4 Undergraduate Research in Biology (limited to 4 total hours), BIOL 4881-4 Advanced Topics in Biology.

⁶ At least 40 of the total hours required for graduation must be 3000-4000 level courses.

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM: ENVIRONMENTAL

Curriculum

Freshman

Fall	Credits
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra	3
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
Total Hours	15

Spring	Credits
BIOL 2124 Principles of Zoology	4
ENGL 1023 Composition II ¹	3
CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab	4
STAT 2163 Introduction to Statistical Methods or PSY/SOC 2053 Statistics for the Behavioral Sciences	3
US History or Government ¹	3
Total Hours	17

Sophomore

Fall	Credits
BIOL 2134 Principles of Botany	4
CHEM 3254 Fundamentals of Organic Chemistry	4
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
SOC 1003 Introductory Sociology or PSY 2003 General Psychology ¹	3
Total Hours	15

Spring	Credits
BIOL 4111 Environmental Seminar	1
BIOL 3174 Physiological Ecology	4
Environmental Elective ⁴	4
Fine Arts or Humanities ¹	3
Total Hours	12

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

²Major Support Elective courses include: BIOL 3353 Fundamentals of Toxicology, CHEM 3313 Environmental Chemistry, GEOL 3083 Hydrogeology, GEOL 3153 Environmental Geology, PHSC 3033 Meteorology, FW 2833 Introduction to Geographic Information Systems, FW 3074 Habitat Evaluation, FW 4034 Advanced Geographic Information Systems Applications, CHEM 4991-4 Special Problems in Chemistry.

³Mathematics or Statistics Elective: Any MATH higher than MATH 1113 College Algebra or any STAT higher than STAT 2163 Introduction to Statistical Methods.

⁴Environmental Elective courses include: BIOL 3033 Bioinformatics, BIOL 3064 Parasitology, BIOL 4951-4 Undergraduate Research in Biology (limited to 4 total hours), BIOL 4881-4 Advanced Topics in Biology, BIOL 4043 Conservation Genetics, BIOL 3004 Plant Taxonomy, BIOL 4044 Dendrology, BIOL 3084 Ichthyology, BIOL 3104 Introduction to Entomology, BIOL 3134 Invertebrate Zoology, BIOL 3144 Ornithology, BIOL 3224 Herpetology, BIOL 3154 Mammalogy, BIOL 3184 Animal Behavior, BIOL 4023 Immunology, BIOL 4024 Limnology, BIOL 4054 Vertebrate Histology, BIOL 4064 Evolutionary Biology, BIOL 4163 Biodiversity and Conservation Biology, BIOL 4124 Biological Assessment of Water Quality, BIOL 4112-4 Internship.

⁵ At least 40 of the total hours required for graduation must be 3000-4000 level courses.

Spring	Credits
BIOL 1004 Principles of Environmental Science	4
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
CHEM 3264 Mechanistic Organic Chemistry	4
COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking	3
Total Hours	15

Junior

Fall	Credits
BIOL 3054 Microbiology	4
BIOL 3043 Conservation	3
BIOL 3034 Genetics	4
GEOL 1014 Physical Geology	4
Total Hours	15

Spring	Credits
Environmental Elective ⁴	3-4
Social Science ¹	3
MATH or STAT Elective ³	3
Major Support Elective ²	3-4
General Elective	3
Total Hours	15-17

Senior

Fall	Credits
BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology	4
Fine Arts or Humanities ¹	3
Environmental Elective ⁴	3-4
Major Support Elective ²	3-4
General Elective	3
Total Hours	16-18

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM: ECOLOGY AND EVOLUTION

Curriculum

Freshman

Fall	Credits
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra	3
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
Total Hours	15

Spring	Credits
BIOL 2124 Principles of Zoology	4
ENGL 1023 Composition II ¹	3
CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab	4
STAT 2163 Introduction to Statistical Methods or PSY/SOC 2053 Statistics for the Behavioral Sciences	3
US History or Government ¹	3
Total Hours	17

Sophomore

Fall	Credits
BIOL 2134 Principles of Botany	4
CHEM 3254 Fundamentals of Organic Chemistry	4
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
SOC 1003 Introductory Sociology or PSY 2003 General Psychology ¹	3
Total Hours	15

Spring	Credits
Biology Elective ³	4
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
CHEM 3264 Mechanistic Organic Chemistry	4
COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking	3
Total Hours	15

Junior

Fall	Credits
BIOL 3054 Microbiology	4
BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology	4
BIOL 3034 Genetics	4
Fine Arts or Humanities ¹	3
Total Hours	15

Spring	Credits
Physiology Elective ⁶	4
Social Science ¹	3
MATH or STAT Elective ²	3
Biology Elective ³	3-4
Biology Elective ³	3-4
Total Hours	16-18

Senior

Fall	Credits
Fine Arts or Humanities ¹	3
Organismal Elective ⁴	4
Biology Elective ³	3-4
Biology Elective ³	3-4
General Elective	2
Total Hours	15-17

Spring	Credits
BIOL 4891 Seminar in Biology	1
Cell/Molecular Elective ⁵	3-4
Biology Elective ³	4
General Elective	4
Total Hours	12-13

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

² Mathematics or Statistics Elective: Any MATH higher than MATH 1113 College Algebra or any STAT higher than STAT 2163 Introduction to Statistical Methods.

³ Biology Elective courses include: Any course with BIOL prefix.

⁴ Organismal elective courses include: BIOL 2014 Human Anatomy, BIOL 3004 Plant Taxonomy, BIOL 3064 Parasitology, BIOL 3084 Ichthyology, BIOL 3104 Introduction to Entomology, BIOL 3134 Invertebrate Zoology, BIOL 3144 Ornithology, BIOL 3154 Mammalogy, BIOL 3224 Herpetology, BIOL 4044 Dendrology.

⁵ Cell/Molecular elective courses include: BIOL 4023 Immunology, BIOL 4033 Cell Biology, BIOL 4054 Vertebrate Histology, BIOL 4074 Molecular Genetics.

⁶ Physiology elective courses include: BIOL 3074 Human Physiology, BIOL 3174 Physiological Ecology.

⁷ At least 40 of the total hours required for graduation must be 3000-4000 level courses.

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM: BIostatistics

Curriculum

Freshman

Fall	Credits
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra	3
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
Total Hours	15

Spring	Credits
BIOL 2124 Principles of Zoology	4
ENGL 1023 Composition II ¹	3
CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab	4
STAT 2163 Introduction to Statistical Methods	3
US History or Government ¹	3
Total Hours	17

Sophomore

Fall	Credits
BIOL 2134 Principles of Botany	4
CHEM 3254 Fundamentals of Organic Chemistry	4
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
SOC 1003 Introductory Sociology or PSY 2003 General Psychology ¹	3
Total Hours	15

Spring	Credits
STAT 2304 Programming Languages for Data Science	4
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
CHEM 3264 Mechanistic Organic Chemistry	4
COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking	3
Total Hours	15

Junior

Fall	Credits
BIOL 3054 Microbiology	4
Biology Elective ³	3
STAT 3113 Regression Analysis	4
Fine Arts and Humanities Courses ¹	3
General Elective	2
Total Hours	16

Spring	Credits
BIOL 3034 Genetics	4
Biology Elective ³	4
STAT 4153 Experimental Design and Analysis	3
Social Science ¹	3
Total Hours	14

Senior

Fall	Credits
BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology	4
Fine Arts and Humanities Courses ¹	3
STAT Elective ²	3
BIOL 3033 Bjoinformatics	3
General Elective	3
Total Hours	16

Spring	Credits
BIOL 4891 Seminar in Biology	1
STAT Elective ²	3
Biology Elective ³	4
Biology Elective ³	4
Total Hours	12

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

²STAT Electives: STAT 3183 Statistical Process Control, STAT 4113 Categorical Data Analysis, STAT 4163 Mathematical Statistics; STAT 4383 Machine Learning, STAT 4393 Statistical Learning, BDA 3013 Business Spreadsheet Modeling; BDA 3033 Data Modeling and Management.

³Biology Elective courses include: Any BIOL course that is 2000, 3000, or 4000 level.

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

7. Effective date, term, and academic year.

8/1/2024, Fall Term, 2024

8. Reason for change. These changes are proposed for the following reasons:

- a. Student enrollment in the biology major has declined over the last several years.
- b. The department is in the process of eliminating four majors (Life Science Education, Environmental Science, Medical Laboratory Science, and Nuclear medicine Technology) due to low enrollment.
- c. The four new options will provide an efficient, marketable, and career focused set of choices for biology students.
- d. The first three semesters of all options are identical. This will allow seamless movement among the options as students explore their educational choices and allow faculty to focus on the first-year experience and high-impact learning opportunities.

We have five learning outcomes for biology majors regardless of option. All options use the same learning outcomes for assessment because all options share the same core courses.

1. Construct reports which analyze data using scientific models to justify their conclusions.
2. Students should be able to evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
3. Students will be able to describe characteristics and diversity of life.
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
5. Students should find, analyze, and critique current scientific literature and present their evaluation in written and oral formats.

Curriculum Mapping for Biology Major

Course	LO1 (Data Analysis)	LO2 (Science/Society)	LO3 (Characteristics and Diversity)	LO4 (Techniques)	LO5 (Scientific Literature)
Core Requirements					
BIOL 1011		I			
BIOL 1114	I	I	I	I	
BIOL 2124	R		R	I (Dissection)	I
BIOL 2134	R	R	R	R (Microscopy)	I
BIOL 2014			R	R (Dissection/ Microscopy)	
BIOL 3034		M (Molecular)	R	R	R
BIOL 4891					M
Cell Elective					
BIOL 3054			M (Cells)	M (Microscopy, sterile procedure)	
BIOL 4033			M (Cells)		R
BIOL 4074		M	M	M	M
Physiology Elective					
BIOL 3074		R	M	R	R
BIOL 3174		R	M	R	R
Ecology Course					
BIOL 3114	M	M (Ecological)	M (Organismal)	R (Field Techniques)	
BIOL 4094	M	M (Ecological)	M (Organismal)	M (Field Techniques)	

I=Introduce R=Reinforce M=Mastery



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Department of Biological Sciences	6/15/23

Title	Signature	Date
Department Head Dr. John Jackson		6/15/23
Dean		6/15/2023
Assessment		6.27.23
Registrar		7/28/23
Graduate College (if appropriate)		
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:
Pre-Health Profession Advanced Certificate in Biology

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title**
Pre-Health Profession Advanced Certificate in Biology
- 2. CIP code**
51.11 Health/Medical preparatory Programs
- 3. % online (if applicable)**
16% of classes
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Required Courses (42 hrs.)

BIOL 1114	Principles of Biology with Laboratory
BIOL 3034	Genetics
CHEM 2124 + 2120	General Chemistry I with Laboratory
CHEM 2134 + 2130	General Chemistry II with Laboratory
CHEM 3254 + 3250	Organic Chemistry I with Laboratory
CHEM 3264 + 3260	Organic Chemistry II with Laboratory
CHEM 3344 + 3340	Biochemistry I with Laboratory
PHYS 2014 + 2000	Algebra-Based Physics I with Laboratory
PHYS 2024 + 2010	Algebra-Based Physics II with Laboratory
	<i>PHYS 2114 and 2124 may be substituted for PHYS 2014 & 2024</i>
STAT 2163	Introduction to Statistical Methods
	<i>PSY/SOC 2053, STAT 3153 or FW 3177 may be substituted for STAT 2163</i>
PSY (UD)	Three hour upper division Psychology elective
	<i>PSY 3003 (Abnormal Psychology), PSY 3013 (Psychosocial Aspects of Death and Dying), and PSY 3813 (Lifespan Development) are highly recommended.</i>

4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions. (cont.)

Electives (03 hrs.)

*for optimal entrance exam readiness, take as many as possible.
highly recommended courses

BIOL 2014	Human Anatomy
BIOL 3054*	Microbiology
BIOL 3064	Parasitology
BIOL 3074*	Human Physiology
BIOL 3803	Applied Pathophysiology
BIOL 4023	Immunology
BIOL 4033*	Cell Biology
BIOL 4054	Vertebrate Histology

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

While pre-health professional schools (*i.e.* Medical, Dental, Pharmacy, Physician's Assistant, Physical Therapy, Occupational Therapy) have prerequisite core knowledge classes, most no longer require a specific degree subject area concentration, and many no longer require a completed Bachelor's degree. As a result, there are a significant number of pre-health professional applicants who are NOT Biology majors (51% of U.S. of pre-medical applicants according to the Association of American Medical Colleges). Arkansas numbers resemble the national averages, with 44% of pre-medical students majoring in non-biology degrees (UAMS Office of Medical Student Admissions data for 2021). Using those trend projections, A.T.U. can expect several non-biology, pre-health professional applicants each year.

This certificate program's goal is to provide a guide that will direct participants to take "high impact" courses, that will lead to higher pre-professional entrance exam scores, and a higher admission acceptance rate. The certificate's learning outcomes will mirror those of the Department of Biological Sciences[^], with some variances due to a smaller number of required elective courses.

A ten-year data analysis by A.T.U.'s Office of Institutional Research indicate that an average of 20 or more BioMed students per year (Argos Report of Graduate Status and Characteristics, June 2023) would participate in this certificate program. Additionally, 3-5 non-biology majors per year would be anticipated (5 year data analysis of A.T.U. Pre-Med Committee data).

6. Approval letter from licensure/certification entity, if required.
N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

^Department of Biological Sciences Learning outcomes

1. Construct reports which analyze data using scientific models to justify their conclusions.
2. Students should be able to evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
3. Students will be able to describe characteristics and diversity of life.
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
5. Students should find, analyze, and critique current scientific literature and present their evaluation in written and oral formats.



ARKANSAS TECH UNIVERSITY

Request for Program Deletion (CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
Biological Sciences	6/8/2023

Title	Signature	Date
Department Head		6/8/23
Dean		6/9/2023
Assessment		6/13/2023
Registrar		7/28/23
Graduate College (if appropriate)		
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:
Environmental Science

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. Current degree/certificate/option/unit title
BS Environmental Science

2. Degree code
2545

3. CIP code
03.0104

4. Effective date, term, and academic year
8/1/2026, Spring Term, 2026

5. Reason for deletion
There are currently 18 students enrolled in this program (1 senior, 7 juniors, 5 sophomores, and 5 freshman). Due to low graduation and enrollment numbers this degree program will be eliminated. Individual graduation plans will be created for all juniors and seniors to assist with completing their degrees before the program is eliminated in 2026. The BS Biology degree will begin an Environmental Science option in spring of 2025. All freshman and sophomores will be advised to change their major to the Biology Environmental Science option as an alternative.



ARKANSAS TECH UNIVERSITY

Request for Program Deletion (CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
Biological Sciences	6/8/2023

Title	Signature	Date
Department Head		6/8/23
Dean		6/9/2023
Assessment		6/13/2023
Registrar		7/28/23
Graduate College (if appropriate)		
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:
Medical Laboratory Science

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. Current degree/certificate/option/unit title
BS Medical Laboratory Science

2. Degree code
2890

3. CIP code
51.1005

4. Effective date, term, and academic year
8/1/2026, Spring Term, 2026

5. Reason for deletion
There are currently 6 students enrolled in this program (0 senior, 0 juniors, 3 sophomores, and 3 freshman). Due to low graduation and enrollment numbers this degree program will be eliminated. Individual graduation plans will be created for all students and they will be advised to change their major to the BS in Biology as an alternative. These students will be able to apply to Medical Laboratory Science Clinical Programs upon complete of their BS in Biology from Arkansas Tech University.



ARKANSAS TECH UNIVERSITY

Request for Program Deletion (CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
Biological Sciences	6/8/2023

Title	Signature	Date
Department Head		6/8/23
Dean		6/9/2023
Assessment		6/13/2023
Registrar		7/28/23
Graduate College (if appropriate)		
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:
Nuclear Medicine Technology

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. Current degree/certificate/option/unit title
BS Nuclear Medicine Technology

2. Degree code
2930

3. CIP code
51.0905

4. Effective date, term, and academic year
8/1/2026, Spring Term, 2026

5. Reason for deletion

There are currently 19 students enrolled in this program (2 senior, 6 juniors, 8 sophomores, and 3 freshman). Due to low graduation and enrollment numbers this degree program will be eliminated. Individual graduation plans will be created for all juniors and seniors to assist with completing their degrees before the program is eliminated in 2026. All freshman and sophomores will be advised to change their major to the BS in Biology as an alternative. These students will be able to apply to Nuclear Medicine Technology Clinical Programs upon complete of their BS in Biology from Arkansas Tech University.



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Engineering and Computing Sciences	05/11/2023

Title	Signature	Date
Department Head	<i>John L Krohn</i>	6/7/2023
Dean	<i>Dr Z Cox</i>	6/9/2023
Assessment	<i>Chris Elmer</i>	6/13/2023
Registrar	<i>Yammy Lucena</i>	7/28/23
Graduate College (if appropriate)		
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 Electronic Circuit Design & Analysis

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title**
Electronic Circuit Design & Analysis
2. **CIP code**
14.1001
3. **% online (if applicable)**
None
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
All are existing courses in the Sophomore and Junior years in the electrical engineering, electrical engineering with biomedical option, and computer engineering degree programs. Students must earn a minimum 3.0 grade point average with no course grade less than a C in the required courses.
Required Courses and Credit Hours:
 - ELEG 2103 – Electric Circuits I (3 credit hours)
 - ELEG 2111 – Electric Circuits Laboratory (1 credit hour)
 - ELEG 2113 – Electric Circuits II (3 credit hours)
 - ELEG 3103 – Electronics I (3 credit hours)
 - ELEG 4103 – Electronics II (3 credit hours)
5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**
Program Goals & Objectives:
The certificate of proficiency in electronic circuit design & analysis will provide the student with the basic knowledge and acumen to be a successful electronic circuit designer, and will provide verification to the employer that the student can perform at the highest level.
Student Learning Outcomes:
 - Students will be able to analyze and design basic circuits with resistive, capacitive, inductive, and active components both in the time and frequency domains.

- Students will be able to analyze magnetically coupled networks and polyphase circuits.
- Students will be able to build and test circuits in a laboratory utilizing modern test equipment.
- Students will be able to work effectively in teams.

Enrollment:

The courses that comprise the certificate program are all required as part of the BS Electrical Engineering and BS Computer Engineering programs. Thus, the estimated annual enrollment in the program will be approximately 40-50 students. However, only the students who meet the completion criteria specified in paragraph 4 will be awarded the certificate.

- 6. Approval letter from licensure/certification entity, if required.**
None required.

- 7. Effective date, term, and academic year**

06/01/2024, 2024 Summer Term, 2024-25 Academic Year



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Mathematics and Statistics	06/14/2023

Title	Signature	Date
Department Head		6/22/23
Dean	John L. Krohn	6/30/2023
Assessment		7.3.23
Registrar	Yammy Wheeler	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	1001
Official Catalog Title:	
Orientation to Mathematics	

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

Yes No

Request to change: (check appropriate box):

- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> Course Number | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input type="checkbox"/> Prerequisite | <input type="checkbox"/> Co-requisite |
| <input type="checkbox"/> Grading | <input type="checkbox"/> Fee | |
| <input type="checkbox"/> Other | <input type="text"/> | |

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

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

New Course Description:

This course serves as an orientation to the fields of mathematics and statistics, career opportunities in the fields, and the Mathematics and Statistics Department. The course concludes with the design and completion of a mini-project in a special interest area of mathematics or statistics.

New Cross List:

- | | | |
|---|---|---|
| <input type="checkbox"/> Adding Cross-Listing | <input type="checkbox"/> Changing Cross-Listing | <input type="checkbox"/> Deleting Cross-Listing |
|---|---|---|

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

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

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

- | | | |
|-----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Elective | <input checked="" type="checkbox"/> Major | <input type="checkbox"/> Minor |
|-----------------------------------|---|--------------------------------|

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
NA
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
PLO 1: Knowing and Understanding Mathematics
PLO 2: Knowing and Using Mathematical Processes
PLO 6: Social and Professional Context of Mathematics Teaching
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
PLO 1, PLO 2, and PLO 6 will be measured using a mini exploratory research project.

- c. What is the rationale for adding this course? What evidence supports this action?
Course evaluation results have indicated that the previous iterations of the course were not meeting our main goals for adding the course – retention and recruitment. We hope to resolve these issues in the new iteration of the course by focusing on better preparing our first year students to be successful in our programs and building a better mathematics community.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Mathematics and Statistics	6/14/2023

Title	Signature	Date
Department Head		6/22/23
Dean	John L. Krohn	6/30/2023
Assessment		7.3.23
Registrar	Jammy Lee Allen	7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) MATH	Course Number: (e.g., 1003) 3703
Official Catalog Title: Mathematics in the Secondary Schools	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

Mathematics in the Middle and Secondary Schools

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

MATH IN MIDDLE AND SECONDARY

New Course Description:

This course is an in-depth study of the mathematics curriculum currently taught in middle and secondary schools with an emphasis on content knowledge for teaching. The course consists of classroom instruction and may include a field component.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

Remove all prerequisites.

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

Elective

Major

Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
 - NA
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
 - PLO 1: Knowing and Understanding Mathematics
 - PLO 2: Knowing and Using Mathematical Processes
 - PLO 4: Teaching Meaningful Mathematics
 - PLO 5: Assessing Impact on Student Learning

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

PLO'S 1 & 2 will be assessed throughout the course in the form of mathematic content competency exams.

PLO'S 4 and 5 will be assessed through a case study/student interview.

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

- Changing the course title, description, and prerequisites to increase its marketability. The Mathematics Middle Level concentration can now make use of this course in its degree plan. Can now also be used by those students seeking additional licensure in the areas of Middle Level and/or Secondary Mathematics.


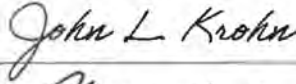

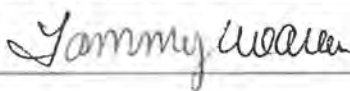
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Mathematics and Statistics	06/14/2023

Title	Signature	Date
Department Head		6/22/23
Dean		6/30/2023
Assessment		7.3.23
Registrar		7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) MATH	Course Number: (e.g., 1003) 3772
Official Catalog Title: Praxis II Mathematics: Content Knowledge Test Preparation	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

3771

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

Praxis Middle School and Secondary Mathematics Test Preparation

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

PRAXIS MATH MIDDLE & SECONDARY

New Course Description:

This course is designed to provide preservice teacher candidates with an intensive study of the mathematical knowledge and competencies assessed by the Praxis Mathematics: Middle School and Secondary Content Knowledge tests.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

Remove all prerequisites

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

- NA

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

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

PL0 1: Knowing and Understanding Mathematics

PL0 2: Knowing and Using Mathematical Processes

PL0 3: Knowing Students and Planning for Mathematical Learning

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

PLO'S 1 - 3 will be assessed during the course with periodic mathematical knowledge and competency exams as well as using pass rate data from the students who complete the Praxis Mathematics: Content Knowledge test within one semester of finishing the course.

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

- Changing the course title, description, prerequisites, and course number to increase its marketability. The Mathematics Middle Level concentration can now make use of this course in its degree plan. Can now also be used by those students seeking additional licensure in the areas of Middle Level and/or Secondary Mathematics.



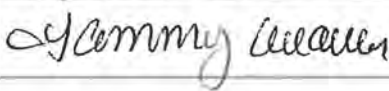
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Mathematics and Statistics	06/14/2023

Title	Signature	Date
Department Head		6/22/23
Dean	John L. Krohn	6/30/2023
Assessment		7-23-23
Registrar		7/28/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
MATH	4703
Official Catalog Title:	
Special Methods in Mathematics	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

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

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

Remove all prerequisites

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

Remove all corequisites

Elective

Major

Minor

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

Answer the following Assessment questions:

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

NA

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

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

PLO 3: Knowing Students and Planning for Mathematical Learning

PLO 4: Teaching Meaningful Mathematics

PLO 5: Assessing Impact on Student Learning

PLO 6: Social and Professional Context of Mathematics Teaching

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

PLO's 3 – 6 will be assessed using a Unit Plan Project and a Video Teach Project

- c. What is the rationale for adding this course? What evidence supports this action?
Changing the prerequisites and corequisites to increase its marketability. The Mathematics Middle Level concentration can now make use of this course in its degree plan. Can now also be used by those students seeking additional licensure in the areas of Middle Level and/or Secondary Mathematics.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Mathematics and Statistics	06/14/2023

Title	Signature	Date
Department Head		6/22/23
Dean		6/30/2023
Assessment Dr. Christine Austin		7.3.23
Registrar Ms. Tammy Weaver		7/28/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title:
Mathematics Education for Teacher Licensure

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

Delete SEED 2002: Education as a Profession

Delete SEED 3702: Introduction to Educational Technology

Delete SEED 4054: Educating Developing, Diverse, and Exceptional Learners

Delete SEED 4556: Classroom Application of Educational Psychology

Delete COMS 2803: Programming in C

Delete 1 elective credit hour

~~SEI~~ Delete MATH 3772

Add SEED 2003: Education as a Profession

Add SEED 2113: Human Development and Learning Theories

Add SEED 4553: Classroom Application of Educational Psychology

Add SPED 4052: Educating Diverse and Exceptional Learners

Add EDMD 2013: Integrating Instructional Technology

Add COMS 1013: Programming I

Add COMS 1011: Programming I Lab

Add TECH 1001: Orientation to the University

Add MATH 3771

~~Change MATH 3703: Mathematics in the Secondary Schools to MATH 3703: Mathematics in the Middle and Secondary Schools, update course description, and remove prerequisites~~

~~Change MATH 3772: Praxis Mathematics: Content Knowledge and Test Prep to MATH 3771: Praxis Middle School and Secondary Mathematics Test Preparation, update course description, and remove prerequisites~~

~~Change prerequisites and corequisites for MATH 4703: Special Methods in Mathematics~~

~~Change course description for MATH 1001: Orientation to Mathematics~~

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

- NA

Answer the following Assessment questions:

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

The mission statement for Arkansas Tech states that the university is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world. As part of the "responsive campus community" of the university our mathematics and statistics department takes seriously the viability of our Mathematics for Teacher Licensure program and the efforts being made to create a mathematics concentration for Middle Level certification. We believe that the program changes outlined in this form are reflective of our department's dedication to "student success, access and excellence" and will provide further opportunities for the "progressive intellectual development" of not only our program's preservice teacher candidates, but also for those preservice teacher candidates seeking a math focused middle level licensure, and those candidates seeking additional licensure in the areas of middle level and/or secondary mathematics.

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

NA

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

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

The update to the SEED content is to bring our program into alignment with current trends and initiatives at the state level. These changes will allow those students who completed SEED 2003, SEED 2113, and EDMD 2013 in high school to transfer to a SEED program at ATU with ease while also being credited with 9 transferable hours (previously only 4 hours transferred).

Deletion of COMS 2803 is necessary since it will no longer be offered. In its place we have chosen COMS 1013 and COMS 1011 to meet our program's programming needs. COMS 1013 will allow our students to learn the current C++ programming language, which is more widely used than C and more applicable in the field of mathematics.

Change from 4 elective hours to 3 elective hours due to the addition of COMS 1011: Programming I Lab. This 1 hour decrease in total elective hours also means that our students will be able to meet their 6 hour total elective requirement in 2 classes instead of 2 – 3 classes with the old 7 hour total elective requirement.

Adding TECH 1001 back into the program, so that our MATH 1001: Orientation to Mathematics can be a true orientation to mathematics course, instead of an orientation to the university course that occasionally discussed the available career paths in the fields of mathematics and statistics. MATH 1001's course description has been updated to reflect the new focus of the course.

Updates to MATH 3703, MATH 3772 (will now be MATH 3771), and MATH 4703 will allow for more marketability of our methods focused mathematics courses. The course changes will open these courses up to a wider preservice teacher candidate pool – those candidates seeking middle level certification in mathematics and those seeking alternative licensure in the areas of middle level and/or secondary mathematics. In addition, our program's preservice teacher candidates will not only be exposed to pedagogy and content at the secondary level, but also at the middle level as well. Our teacher candidates will have a deeper and more complete understanding of their content and pedagogy because of their exposure to those same concepts at an earlier stage in their students' development. (And the same will be true for the middle level preservice teacher candidates – they will have a deeper understanding of the mathematics content that is on the horizon for their students.) Change in the credit hours of MATH 3772 to MATH 3771 was to accommodate the addition of TECH 1001 back into our degree's course schedule.

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

Changes to SEED content in the program were made at the behest of the College of Education.

Updates to MATH 3703, MATH 3772 (now MATH 3771), and MATH 4703 were made in response to viability concerns for the program as well as in support of Middle Level's efforts to create a math concentration degree map.

Addition of TECH 1001 and updated course description for MATH 1001 were completed as a response to unfavorable course evaluation comments from students enrolled in our Mathematics, Mathematics for Teacher Licensure, and Statistics programs. Students were confused that our orientation to mathematics class focused mainly on familiarizing them with the university. They wanted more focus on the skills and information they would need to be successful in the fields of mathematics and statistics.

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

The University of Central Arkansas and the University of Arkansas both offer licensure programs in the area of mathematics. Our program hopes to remain viable and competitive by implementing these program changes.

- 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 Mathematics for Teacher Licensure program's student learning outcomes and assessments are dictated by the Council for the Accreditation of Educator Preparation (CAEP). CAEP requires that our preservice teacher candidates develop competencies outlined by the National Council of Teachers of Mathematics (NCTM).

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 Mathematics Education for Teacher Licensure	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>+ TECH 1001 Orientation to the University</p> <p>Change from 4 hours of Elective to 3 hours of Elective</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>+ COMS 1013 Programming I</p> <p>+ COMS 1011 Programming Lab</p> <p>Delete:</p> <p>- 3 hours of Elective</p> <p>Total Hours: 17</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>+ 3 hours of Elective</p> <p>+ SEED 2003 Education as a Profession</p> <p>+ MATH 4003 Linear Algebra I</p> <p>Delete:</p> <p>- COMS 2803 Programming in C</p> <p>- SEED 2002 Education as a Profession</p> <p>- MATH 3003 Foundations of Advanced Mathematics</p> <p>Total Hours: 17</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>+ MATH 3003 Foundations of Advanced Mathematics</p> <p>+ SEED 2113 Human Development and Learning Theories</p> <p>Delete:</p> <p>- MATH 4003 Linear Algebra I</p> <p>- MATH 4113 History of Mathematics</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Change MATH 3703 to MATH 3703 Mathematics in the Middle and Secondary Schools</p> <p>Change MATH 3772 to MATH 3771 Praxis Middle School and Secondary Mathematics Test Preparation</p> <p>+ EDMD 2013 Integrating Instruction Technology</p> <p>Delete:</p> <p>- SEED 3702 Introduction to Educational Technology</p> <p>Total Hours: 13</p>

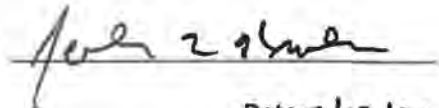
Senior Fall Semester	Senior Spring Semester
<p>Add/Change:</p> <ul style="list-style-type: none">+ MATH 4113 History of Mathematics+ SEED 4553 Classroom Application of Educational Psychology+ SEED 4052 Educating Diverse and Exceptional Learners <p>Delete:</p> <ul style="list-style-type: none">- SEED 4054 Educating Developing, Diverse, ...- SEED 4556 Classroom Application... <p>Total Hours: 14</p>	<p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer Science	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Changing requirement of COMS 2803 Programming in C with 3 credit hours to COMS 1013 Programming I and COMS 1011 Programming I Lab with a total of 4 credit hours for our Math and Math Ed programs.	

Department Head Signature:



Date: 5/19/22

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General Information

Navigate this section:

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

Mathematics Education for Teacher Licensure

PROGRAM
HOMEPAGE

See the [College of Education and Health](#) page for additional requirements.

For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements see [Admission and Retention to Teacher Education](#) and also the [Criteria for Internships](#) located on the College of Education home page.

Curriculum

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

Freshman			
Fall	Credits	Spring	Credits
ENGL 1013 <u>Composition I</u> ¹	3	ENGL 1023 <u>Composition II</u> ¹	3
USHG 1XXX U.S. <u>History and Government</u> ¹	3	SS 1XXX Social <u>Science Courses</u> ¹	3
MATH 1001 <u>Orientation to Mathematics</u>	1	MATH 2703 <u>Discrete Mathematics</u>	3
MATH 2914 <u>Calculus I</u>	4	MATH 2924 <u>Calculus II</u>	4
Elective TECH 1001	4 3	<u>Electives</u>	3
Total Hours	15	Total Hours	16 17

Sophomore

Fall	Credits	Spring	Credits
PHYS 2114 Calculus-Based Physics I and PHYS 2000 Physics Laboratory I	4	PHYS 2124 Calculus-Based Physics II and PHYS 2010 Physics Laboratory II	4
GOMS 2803 Programming in C	3	FAH 1XXX Fine Arts and Humanities Courses ¹	3
MATH 2934 Calculus III	4	ANTH 2003 Cultural Anthropology	3
MATH 3003 Foundations of Advanced Mathematics	3	MATH 3123 College Geometry	3
SEED 2002 Education as a Profession	2	MATH 3243 Differential Equations I	3
MATH 4003	3		
2003	3		
Electives	3		
Total Hours	16	Total Hours	16
	17		

Junior

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3	MATH 3203 Introduction to Analysis	3
COMM 2003 Public Speaking	3	MATH 3703 Mathematics in the Secondary Schools	3
STAT 3153 Applied Statistics	3	MATH 3772 Praxis II Mathematics: Content Knowledge Test Preparation	2
MATH 4003 Linear Algebra I	3	3771	3
SEED 2113	3	MATH 4123 Mathematical Modeling	3
MATH 4113 History of Mathematics	3	SEED 3702 Introduction to Educational Technology	2
Total Hours	15	EDMO 2013	3
		Total Hours	13

Senior

Fall	Credits	Spring	Credits
<u>MATH 4033 Abstract Algebra I</u>	3	<u>MATH 4971 Mathematics Senior Seminar</u>	1
<u>MATH 4703 Special Methods in Mathematics</u>	3	<u>SEED 4503 Seminar in Secondary Education</u>	3
SEED 4054 ⁴⁰⁵² <u>Educating Developing, Diverse, and Exceptional Learners</u>	4 ²	<u>SEED 4909 Teaching in the Secondary School</u>	9
SEED 4556 ⁴⁵⁶³ <u>Classroom Application of Educational Psychology</u>	6 ³	Total Hours	13
MATH 4113	3		
Total Hours	16		
	14		

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

² For teacher licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning and Teaching Tests as determined by the Arkansas Department of Education. For further requirements please see the teacher education student services website, <https://www.atu.edu/teachereducation>



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Mathematics and Statistics	6/5/2023

Title	Signature	Date
Department Head		6/15/23
Dean	John L. Krohn	6/15/2023
Assessment		6.27.23
Registrar		7/28/23
Graduate College (if appropriate)		
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:
Mathematics Certificate of Proficiency

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title:** Mathematics Certificate of Proficiency
- 2. CIP code:** 27.0101
- 3. % online (if applicable):** NA
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

MATH 2703 Discrete Mathematics
MATH 2914 Calculus I
MATH 2924 Calculus II
MATH 2934 Calculus III and 5 hours from any 3000-4000 level mathematics or statistics courses OR 9 hours from any 3000-4000 level mathematics or statistics courses
NOTE: MATH 3033 Methods for Teaching Elementary Mathematics, MATH 3703 Mathematics in the Secondary School, MATH 3772 Praxis II Mathematics: Content Knowledge Test Preparation, and MATH 4703 Special Methods in Mathematics, can't be used to satisfy any of the 3000-4000 level mathematics or statistics courses)
- 5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

The Mathematics Certificate of Proficiency is designed to provide students with a foundational knowledge base in the field of Mathematics. The certificate will replace the minor in Mathematics and will be stackable for all students seeking BS degrees in the Department. The certificate will consist of 20 total hours.

STEM majors require a lengthy list of mathematics courses as requirements for their degree. With the addition of only a few math courses, students acquire a background in a core of foundational areas of mathematics including Calculus, Statistics and Mathematical Proofs. Having completed the proposed courses for the Certificate of Proficiency, students are worthy of recognition for this accomplishment.

The Mathematics Department currently offers several sections of each of the courses in the proposed list for the certificate. Several students in STEM

fields currently take all but one of these as required for their degrees. The addition of the certificate would have little or no impact on the courses offered by the department whereas the number of students that could/would pursue the certificate would increase due to the stackable potential. Based on enrollment for the math minor, we estimate that 40 to 50 students will be enrolled for this certificate.

Goal: Develop a strong foundation in mathematical concepts and problem-solving skills.

Students who complete the program will:

1. Attain proficiency in mathematical topics, especially some advanced mathematical topics, through completion of required courses.
2. Develop critical thinking and analytical skills by applying mathematical reasoning and logic to solve complex problems.
3. Communicate mathematical concepts and solutions effectively through written reports and presentations.
4. Prepare for further study or career advancement in fields that require a strong mathematical background, such as engineering, finance, or data science.

Expected student learning outcomes:

1. Analyze and evaluate mathematical problems, identifying appropriate strategies and techniques to arrive at logical solutions.
2. Apply mathematical models and formulas to analyze and interpret quantitative data.
3. Apply mathematical principles to solve problems accurately.
4. Apply advanced mathematical principles to solve complex problems and analyze mathematical structures.
5. Clearly communicate mathematical ideas, solutions, and reasoning in a concise and coherent manner.

6. Approval letter from licensure/certification entity, if required. NA

7. Effective date, term, and academic year


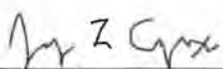
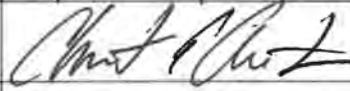
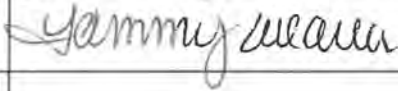
August 2024, fall semester 2024, 2024-25 Academic Year



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Physical and Earth Sciences	6/6/2023

Title	Signature	Date
Department Head		6/6/2023
Dean Judy L. Cezeaux		6/8/2023
Assessment		6/13/23
Registrar		7/28/23
Graduate College (if appropriate)		
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:
Chemistry Technician Certificate of Proficiency

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title** - Chemistry Technician Certificate of Proficiency
2. **CIP code** – 40.0501 Chemistry, general
3. **% online (if applicable)** – No online instruction is currently anticipated.
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

The curriculum will be composed of the following currently available courses:

CHEM 2124/2120 General Chemistry I with lab	4sch
CHEM 2134/2130 General Chemistry II with lab	4sch
CHEM 3254 Fundamentals of Organic Chemistry with lab	4sch
CHEM 3264 Mechanistic Organic Chemistry with lab	4sch
<u>One additional Chemistry course from the following list</u>	<u>4sch minimum</u>
Total credit hours	20sch*

CHEM 3245 Quantitative Analysis	5sch*
CHEM 3324 Physical Chemistry I with lab	4sch
CHEM 3344 Biochemistry I with lab	4sch
CHEM 4952 Undergraduate Research in Chemistry**	2sch

*Students choosing this option will complete the Certificate of Proficiency with 1 additional semester credit hour for a total of 21 sch.

**This course must be taken twice to fulfill the credit hour requirements for the certificate

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

General Description –

The primary goal of the Certificate is to document that students are trained in basic lab techniques, lab safety, scientific communication and record keeping. These techniques enhance both employment opportunities for students majoring in Chemistry and those students who choose to pursue relevant pre-professional tracks. In addition, it has potential to attract participation from regional industrial QA/QC labs.

Justification/Need –

Numerous students pursue STEM degree tracks with the intent of entering post-baccalaureate professional programs (e.g. – medical school, dental school or veterinary school). Unfortunately, acceptance rates are well below 100%. Acceptance rates range from 2 to 5% for highly selective national medical schools¹ to approximately 8% for UAMS 2020 'freshman' class. In addition, nationwide 4-year dropout rates are reported by the AAMC as being between 15.7 and 18.4 %². Similar scenarios exist for other professional programs such as those for Dental school, Veterinary school, Pharmacy school, etc. This leaves large numbers of students looking for alternate opportunities, including employment, instead of continued schooling. One such employment opportunity for science related majors is as a laboratory technician. This certificate will serve to document that students who choose this route have advanced training in laboratory techniques in the chemical sciences. In addition, the flexibility in choice of 'one additional 3xxx level or above course' will set this certificate apart from the UALR certificate³, as it can be used by both students pursuing the previously mentioned medically related pre-professional tracks and traditional chemistry majors*.

Program Goals and Objectives-

Learning outcomes are adapted from the current program learning outcomes for the Chemistry program. These adaptations reflect the nature of a certificate vs. a major.

Learning outcome 1 - Students will master content in several branches of chemistry relating to the composition, structure, and properties of matter, along with those factors affecting changes in matter. This learning outcome is assessed in each course.

Learning outcome 2 - Students will measure and characterize properties of matter using a variety of instrumentation, laboratory techniques, statistical and computational methods. This learning outcome is assessed in each course.

Learning outcome 3 - Students will be familiar with chemical literature and communicate experimental motivations and results through both oral and written means. This learning outcome is assessed in each course.

*The CHEM 3344 option will allow students majoring in courses of study other than Chemistry (e.g. Biology, Animal Science (i.e. pre-vet) and Psychology) to also obtain

this certificate. Total students per year in this option should exceed 40 based on previous 3-year enrollment data for CHEM 3344.

References-

1. <https://www.usnews.com/education/best-graduate-schools/the-short-list-grad-school/articles/medical-schools-with-the-lowest-acceptance-rates>
2. https://ausoma.org/medical-school-tips/dropout-rate-for-medical-students/#The_Four-Year_Graduation_Rate
3. https://catalog.ualr.edu/preview_program.php?catoid=20&poid=6261

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Physical and Earth Sciences	6/6/2023

Title	Signature	Date
Department Head		6/6/2023
Dean Judy L. Cezeaux		6/8/2023
Assessment		6-13-23
Registrar		6/29/23
Graduate College (if appropriate)		
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 Instrumental Analysis

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title** – Certificate of Proficiency in Instrumental Analysis
2. **CIP code** – 40.0501 Chemistry, general
3. **% online (if applicable)** - No online instruction is currently anticipated.
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

The curriculum will be composed of the following currently available courses:

CHEM 3254 Fundamentals of Organic Chemistry with lab	4sch
CHEM 3264 Mechanistic Organic Chemistry with lab	4sch
CHEM 4414 Instrumental Analysis	4sch
CHEM 4952 Undergraduate Research in Chemistry	2sch
<hr/>	
Total credit hours	14sch

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

Justification/Need –

The American Chemical Society requires students to be trained in specific instrumental analysis techniques including: NMR spectroscopy, mass spectrometry, chromatography, atomic and molecular spectroscopies and electrochemistry for the purposes of having an ACS certified degree program (see attached excerpt from January 2023 ACS guidelines section 4). However, in those Chemistry degree tracks which may not be ACS certified, it is felt that an alternative route of documenting training in instrument based analytical techniques becomes prudent. In this manner, a student pursuing any of the available 'tracks' within the Chemistry area can be documented as having met the ACS requirements for training in Instrumental analysis techniques.

In addition, the Chemistry program receives multiple requests per year for assistance with QC type analytical work from regional industrial partners. Working with these partners to train students (both ours and theirs) in QA/QC level work is beneficial to both ATU students and industrial partners.

Program Goals and Objectives

Learning outcomes are ~~identical to~~ ^{derived from} those that apply to the overall chemistry program.

~~Learning outcome 1 - Students will master content in several branches of chemistry relating to the composition, structure, and properties of matter, along with those factors affecting changes in matter.~~

Learning outcome 2 - Students will measure and characterize properties of matter using a variety of chemical instrumentation, laboratory techniques, statistical and computational methods.

~~Learning outcome 3 - Students will be familiar with chemical literature and communicate experimental motivations and results through both oral and written means.~~

Learning outcome 4 - Students will demonstrate critical thinking through the evaluation and interpretation of data and the use of this data to solve problems.

Based on previous years enrollments, it is anticipated that 9 to 10 students will benefit from this certificate each year. It is anticipated that additional on-campus students may partake of this opportunity since it will only require a single course in addition to their normal curriculum. In addition, requests from external partners indicate an additional 1 to 2 students per year would also participate.

6. Approval letter from licensure/certification entity, if required.

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Emergency Management, Professional Studies, & Student Affairs Administration	6/8/2023

Title	Signature	Date
Department Head	<i>Sandy M. Smith</i>	6-14-2023
Dean	<i>Jim Lutz</i>	6/16/23
Assessment	<i>Chris Cook</i>	8.29.23
Registrar	<i>J. Weaver</i>	8/29/23
Graduate College (if appropriate)		
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 Cyber Resilience

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title**
Certificate of Proficiency in Cyber Resilience
- 2. CIP code**
43.03
- 3. % online (if applicable)**
100
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
12 Hours: (all existing courses)
 - EAM 1013: Aim & Scope of Emergency Management
 - EAM 4013: Resilience and Continuity
 - CSEC 1003: Introduction to Cyber Security
 - CSEC 2213: Network Forensics and Incident Response
- 5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**
In 2021, the ATU emergency management program surveyed alumnus to keep up to date with emerging trends in the field. According to the survey results, cyber resilience was the highest ranked topic to supplement the curriculum. Additionally, business continuity professionals and the department advisory board have continually stressed the need for educated and diverse emergency management – cyber professionals.

At the state level, The Arkansas Economic Development Commission (AEDC) encourages businesses to, “improve resilience by making sure their risk management processes contain comprehensive recovery planning.” AEDC Executive Director Mike Preston stated, “... the majority of all targeted cyberattacks in the past year were directed at small and mid-sized businesses. It is especially threatening to these businesses, about 60 percent of which have been reported to go out of business within six months of the attack. We want to do whatever we can to keep Arkansas’ small businesses safe so they can continue to grow and reach their full potential.”

Nationally, H.R.4910 - State Cyber Resiliency Act, currently in the House committees Homeland Security; Transportation and Infrastructure, aims to

“mitigate talent gaps in the State government cybersecurity workforce, enhancing recruitment and retention efforts for such workforce, and bolstering the knowledge, skills, and abilities of State government personnel to protect against cybersecurity threats and vulnerabilities”. This Act will also require states to have cyber resilience plans and encourages a well-educated and diverse cyber resilience workforce.

This certificate bridges the gap between IT security professionals and organizational personnel, not just emergency managers, who all have overlapping roles in enhancing cyber resilience

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Tammy Weaver

From: Rene Couture
Sent: Monday, August 28, 2023 4:43 PM
To: Christine Austin; Tammy Weaver
Subject: EM assessments for certificate

Maybe these will suffice?

From: Bethany Swindell <bswindell@atu.edu>
Sent: Monday, August 28, 2023 4:22:57 PM
To: Rene Couture <rcouture@atu.edu>; Jamie Stacy <jstacy4@atu.edu>
Subject: RE: example of assessment for certificate

I apologize for any confusion caused by the oversight in the initial proposals. Each of the proposed certificates indeed utilizes existing program learning outcomes as a central component of their assessment framework.

1. **Cyber Resilience:** The technological program learning outcome aligns seamlessly with the core objectives of the cyber resilience certificate. Technological literacy is introduced in EAM 1013, which is a required course for the proposed certificate. Technological Literacy PLO: Upon completion, students possess a fundamental understanding of evolving technologies, their relevant application to practice, and timely adoption of these technologies.

Technological Literacy

The emergency management professional possesses a fundamental understanding of evolving technologies, their relevant application to practice, and timely adoption of these technologies. Technology refers to the mechanisms or devices developed from the application of scientific knowledge. Integrating emerging or evolving technology into emergency management practice requires an awareness of current innovations, the ability to evaluate their potential utility, the expertise to utilize technologies, and a grasp of the security measures necessary to protect the technology.

2. **Global Security:** The certificate was structured around the Disaster & Homeland Security Risk Management program learning outcome. This PLO is introduced in EAM 1013, a required course for the proposed certificate. Disaster & Homeland Security Risk Management PLO: Upon completion, students clearly communicate and explain hazard risks to a wide range of stakeholders.

Disaster Risk Management

Definition:

The emergency management professional communicates and facilitates disaster risk awareness, assessment, measurement, and reduction across a broad spectrum of stakeholders. Disaster risk management is the application of strategies and policies to prevent new disaster risk, reduce existing disaster risk, and manage the residual disaster risk, ultimately contributing to loss reduction, resilience building, and thriving communities. An understanding of how systems interact to create risk, along with recognition that risk is interdependent with social systems is fundamental to the function.

3. **sUAS:** The sUAS certificate will measure the technological literacy PLO. This outcome was carefully chosen to reflect the practical applicability of the skills acquired. Technological Literacy PLO: Upon completion, students consider ethical, legal, and social implications of technology.

4. **Emergency Management:** This certificate will utilize Operates with the EM Framework PLO as all of the required courses for the certificate measure this PLO. Operates with the EM Framework PLO: Upon completion, students utilize sound risk management principles, such as hazard identification, risk and vulnerability analyses, and impact analysis, in assigning priorities and resources

Operates within the EM Framework

Definition:

The emergency management professional utilizes a proactive, anticipatory, and innovative approach for guiding public policy and in the application of the emergency management framework and principles. Emergency management seeks to promote safer, more resilient, and thriving communities. All necessary actions are employed to mitigate against, prepare for, respond to, and recover from threatened or actual hazards. Emergency Management activities must be comprehensive, progressive, risk-driven, integrated, collaborative, coordinated, flexible, and professional.

From: Rene Couture <rcouture@atu.edu>

Sent: Monday, August 28, 2023 3:58 PM

To: Jamie Stacy <jstacy4@atu.edu>; Bethany Swindell <bswindell@atu.edu>

Subject: example of assessment for certificate

If you can send me some kind of assessment (see the example from Workplace supervision in Section 5) by tomorrow morning, at least for the unmanned aerial systems, and maybe the 3 others, I will be able to send that to Tammy. She will then display it on her screen during the Webex curriculum meeting tomorrow. I'm heading out of the office now because we have 1 kid going to PT and the other to Maumelle. But I can respond to email later tonight.

Rene Couture, Ph.D.

Interim Department Head, EPS

Associate Professor, Student Affairs Administration

Dean 201

Arkansas Tech University

Russellville, AR

rcouture@atu.edu

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



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Emergency Management, Professional Studies, & Student Affairs Administration	6/8/2023

Title	Signature	Date
Department Head	<i>Sandy M. Smith</i>	6-14-2023
Dean	<i>Tim Lutz</i>	6/16/23
Assessment	<i>Prof E. Port</i>	8.29.23
Registrar	<i>J. Weaver</i>	8/29/23
Graduate College (if appropriate)		
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 Emergency Management

LETTER OF NOTIFICATION

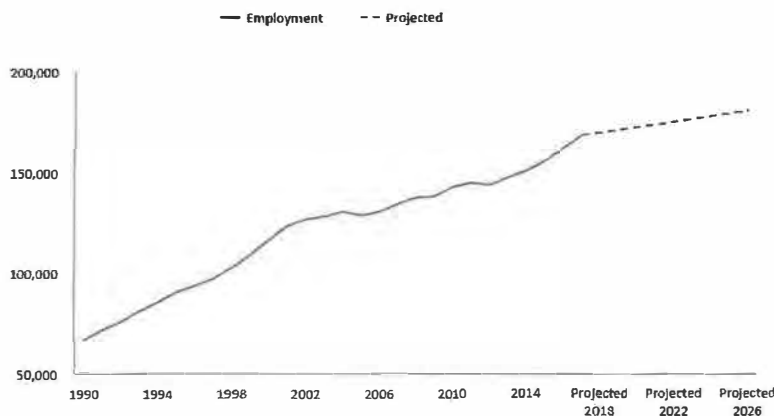
New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title**
Certificate of Proficiency in Emergency Management
- 2. CIP code**
43.03
- 3. % online (if applicable)**
100
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
12 Hours: (all existing courses)
 - EAM 1013: Aim & Scope of Emergency Management
 - EAM 3023: Principles of Preparedness and Response
 - EAM 4003: Principles of Mitigation and Recovery
 - EAM elective (3 hours)
- 5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**
According to the U.S. Bureau of Labor Statistics employment in the emergency management industry more than doubled between 1990 and 2017, with continued growth projected through 2026. Employment growth in emergency management is projected to be faster than the average for all occupations from 2016 to 2026.

Chart 1. Employment in emergency and other relief services, 1990–2017 and projected 2026



Source: U.S. Bureau of Labor Statistics, Current Employment Statistics (1990–2017 nonfarm wage and salary employment, not seasonally adjusted) and Employment Projections (2026 projected employment).

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Tammy Weaver

From: Rene Couture
Sent: Monday, August 28, 2023 4:43 PM
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3. **sUAS:** The sUAS certificate will measure the technological literacy PLO. This outcome was carefully chosen to reflect the practical applicability of the skills acquired. Technological Literacy PLO: Upon completion, students consider ethical, legal, and social implications of technology.

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Operates within the EM Framework

Definition:

The emergency management professional utilizes a proactive, anticipatory, and innovative approach for guiding public policy and in the application of the emergency management framework and principles. Emergency management seeks to promote safer, more resilient, and thriving communities. All necessary actions are employed to mitigate against, prepare for, respond to, and recover from threatened or actual hazards. Emergency Management activities must be comprehensive, progressive, risk-driven, integrated, collaborative, coordinated, flexible, and professional.

From: Rene Couture <rcouture@atu.edu>

Sent: Monday, August 28, 2023 3:58 PM

To: Jamie Stacy <jstacy4@atu.edu>; Bethany Swindell <bswindell@atu.edu>

Subject: example of assessment for certificate

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Rene Couture, Ph.D.

Interim Department Head, EPS

Associate Professor, Student Affairs Administration

Dean 201

Arkansas Tech University

Russellville, AR

rcouture@atu.edu

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



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	6-5-23

Title	Signature	Date
Department Head	<i>Rene Couture</i>	8/25/23
Dr. Sandy Smith Rene Couture	<i>Sandy M. Smith</i>	6-12-2023
Dean	<i>Tim Carter</i>	8/25/23
Dr. Tim Carter		
Assessment	<i>Christine Austin</i>	8.28.23
Dr. Christine Austin		
Registrar	<i>Tammy Weaver</i>	8/28/23
Mrs. Tammy Weaver		
Graduate College (if appropriate)		
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:
Certificate of Proficiency in Project Management

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title** Certificate of Proficiency in Project Management
2. **CIP code** 52.0211
3. **% online (if applicable)** 100% online
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Certificate of Proficiency (12 credit hours)

BAS 4453 Problem Solving and Root Cause Analysis

BAS 4353 Project Management

BAS 4363 Project Risk Analysis and Mitigation

BAS 4373: Leading Agile Projects

The curriculum does not require any new courses. It is a cognate of the Bachelor of Applied Science degree.

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

Project Management: A program that prepares individuals to apply quantitative and qualitative knowledge, skills, tools, and techniques to manage projects in various fields and occupations.

The curriculum is designed to prepare students to pursue either Certified Associate in Project Management (CAPM) or Project Management Professional status as credentialed by the Project Management Institute. The guiding document for course development is PMI's *A Guide to the Project Management Body of Knowledge (7e)*, with appropriate supplementation from PMI's *Agile Practice Guide*.

The Department of Professional Studies will embed the CP-Project Management in the Bachelor of Applied Science degree. Additionally, an 18-hour concentration in Project Management is submitted for inclusion in the Bachelor of Arts in Organizational Leadership degree program.

According to the Project Management Institute (PMI), the recognized global standard in project management certification, the global demand for qualified project managers has expected growth in the sector by approximately 33 percent by 2027.

According to the Bureau of Labor Statistics, "Employment of project management specialists is projected to grow 7 percent from 2021 to 2031, about as fast as the average for all occupations" (BLS.gov, 2023), with approximately 70,400 national openings for project management specialists each year between 2021-2031.

According to the Bureau of Labor Statistics' current data, the employment projection for Project Management Specialist (SOC 131082) is 4,550 positions with a mean hourly wage of \$34.69/hour, an hourly median wage of \$29.90/hour, and an annual mean salary of \$72,160 (BLS.gov, 2023).

Gray & Associates data for CIP 52.0211 Project Management (2021) identifies 133,072 related positions nationally. By degree level, 34% required a four-year degree, while the degree level is Not Applicable (NA) for 57% of jobs available. For Arkansas, Gray & Associates data identified 743 positions across 174 companies between 2019-2021. Of these positions, 52% required a bachelor's degree, while 40% indicated that a four-year degree is not applicable. In 2021, Gray & Associates data identified 280 position openings connected to CIP 52.0211 Project Management across 75 companies (57% required a four-year degree; 36% degree not applicable).

January 2021:	46 positions
February 2021:	51 positions
March 2021:	121 positions
April 2021:	62 positions

A search for project manager positions in Arkansas on Indeed.com returned 383 advertised jobs in April 2023. (Indeed.com).

According to Burning Glass, the median salary for a project manager is \$80,280; however, the median salary projection for an individual with an associate's degree is \$54,900. With a bachelor's degree and less than two years of experience, the median salary expectation is \$56,000. Burning Glass (as cited in Kolakowski, 2020) data indicates that approximately 80% of project manager positions require a bachelor's degree, while 11.5% seek a candidate who has completed high school, and 4.7% require an associate's degree. As a stackable credential, the CP in Project Management is available to individuals with a high school degree, an associate's degree, or a bachelor's degree.

The critical steps to entry-level project management include earning a degree (Bachelor's preferred, mastering the Project Management Body of Knowledge (PMBOK), and obtaining the Certified Associate in Project Management (CAPM) through the Project Management Institute (PMI).

Program Goal

Program Learning Outcome 1: Students recognize, articulate, and apply the principles of project management identified by the Project Management Institute (PMI): Stakeholders, Team, Development Approach and Life Cycle, Planning, Project Work, Delivery, Measurement, and Uncertainty.

Projected Enrollment

AY 2025 15 students (5-10 graduates)
AY 2026 25 students (15-20 graduates)
AY 2027 30 students (15-20 graduates)
AY 2028 35 students (15-20 graduates)

The Certificate of Proficiency is a 12-credit hour program which students may complete in an academic year; other students may choose to disperse the program of study over the duration of a four-year degree.

Given current enrollment in the BAS degree (50 students, Fall 2023 projection) and the BA-Organizational Leadership degree (100 students, Fall 2023 projection), the expectation is that a minimum of one-third of BAS students will choose the concentration in Project Management with the embedded CP-Project Management (Three years: 30 students; Five years: 40 students). A ten percent selection rate of a concentration in Project Management by students enrolled in the BA-Organizational Leadership program will result in approximately 30 students in three years and 35 students in five years. As a stand-alone certificate offered 100% virtually and asynchronously across the institution (in a HyFlex format), a conservative estimate of 15 students in three years and 30 students in five years is anticipated for students enrolled in varying degrees offered by Arkansas Tech University.

6. Approval letter from licensure/certification entity, if required.

Not applicable

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Emergency Management, Professional Studies, & Student Affairs Administration	6/8/2023

Title	Signature	Date
Department Head	<i>Sandy M. Smith</i>	6-14-2023
Dean	<i>Tim Lutz</i>	6/16/23
Assessment	<i>Chad Elbert</i>	6.29.23
Registrar	<i>Yammy Waller</i>	7/28/23
Graduate College (if appropriate)		
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 Small Unmanned Aerial Systems (sUAS)

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title**
Certificate of Proficiency in small Unmanned Aerial Systems (sUAS)
- 2. CIP code**
43.03
- 3. % online (if applicable)**
100
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
12 Hours:
 - EAM 1013: Aim & Scope of Emergency Management
 - EAM 2413: UAVs in Emergency Management
 - EAM 3413: UAVs for Commercial Use (NEW COURSE)
Description: This course covers 14 CFR Part 107, the FAA regulation governing commercial Small Unmanned Aircraft Systems, or sUAS, required for operation for work or business purposes.
 - *JOUR 4053 or BAS 4353 or EAM 4023*Students will select the certificate emphasis: photography/journalism, project management, or technology
- 5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

FAA Part 107 certified small unmanned aerial systems (sUAS) operators are employed in a variety of industries including agriculture, insurance, photography and video, mapping, remote sensing, emergency management, and homeland security.

The unmanned system undergraduate certificate will equip students with the skillset required to operate unmanned vehicles, fly safely in the National Airspace while abiding by current regulations, and preparation for drone licensing testing. Courses comply with FAA (Federal Aviation Administration) regulations and provide students with the theoretical and practical knowledge needed to pass the FAA Part 107 Drone Pilot test. At the completion of the certificate, students will understand the current landscape of aviation regulations, flight safety, flight planning, drone service business models, and emergency management.

According to an economic impact study conducted by the Association of Unmanned Vehicle Systems International, Arkansas is estimated to benefit \$80 million and an additional 400 jobs from sUAS technology. And, according to Research and Markets, the demand for drone pilots is expected to grow by 51.1 percent over the next five years, with sales projected to reach over \$16 billion by 2030. Advancing sUAS technology is transforming the entire job landscape.

This certificate will prepare students to capitalize on the increasing job opportunities the moment they graduate.

National studies by the Association for Unmanned Vehicle Systems International (AUVSI) further estimate that the United States could see 100,000 new jobs in unmanned systems by the year 2025 and project an \$82 billion national economic value.

The opportunities for application of sUAS (commonly known as drones) technology are growing exponentially as unmanned vehicles are increasingly able to perform more complex missions with greater operational flexibility and at far lower costs than traditional methods. Drones are being utilized by federal, state, local, tribal, and territorial governments as well as in private enterprises and industries.

The sUAS course provided by the emergency management academic program quickly fill and available seats for the class are increased to accommodate the demand. Current students are requesting additional sUAS special topic courses and indicate interest in obtaining a sUAS certificate.

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Tammy Weaver

From: Rene Couture
Sent: Monday, August 28, 2023 4:43 PM
To: Christine Austin; Tammy Weaver
Subject: EM assessments for certificate

Maybe these will suffice?

From: Bethany Swindell <bswindell@atu.edu>
Sent: Monday, August 28, 2023 4:22:57 PM
To: Rene Couture <rcouture@atu.edu>; Jamie Stacy <jstacy4@atu.edu>
Subject: RE: example of assessment for certificate

I apologize for any confusion caused by the oversight in the initial proposals. Each of the proposed certificates indeed utilizes existing program learning outcomes as a central component of their assessment framework.

1. **Cyber Resilience:** The technological program learning outcome aligns seamlessly with the core objectives of the cyber resilience certificate. Technological literacy is introduced in EAM 1013, which is a required course for the proposed certificate. Technological Literacy PLO: Upon completion, students possess a fundamental understanding of evolving technologies, their relevant application to practice, and timely adoption of these technologies.

Technological Literacy

The emergency management professional possesses a fundamental understanding of evolving technologies, their relevant application to practice, and timely adoption of these technologies. Technology refers to the mechanisms or devices developed from the application of scientific knowledge. Integrating emerging or evolving technology into emergency management practice requires an awareness of current innovations, the ability to evaluate their potential utility, the expertise to utilize technologies, and a grasp of the security measures necessary to protect the technology.

2. **Global Security:** The certificate was structured around the Disaster & Homeland Security Risk Management program learning outcome. This PLO is introduced in EAM 1013, a required course for the proposed certificate. Disaster & Homeland Security Risk Management PLO: Upon completion, students clearly communicate and explain hazard risks to a wide range of stakeholders.

Disaster Risk Management

Definition:

The emergency management professional communicates and facilitates disaster risk awareness, assessment, measurement, and reduction across a broad spectrum of stakeholders. Disaster risk management is the application of strategies and policies to prevent new disaster risk, reduce existing disaster risk, and manage the residual disaster risk, ultimately contributing to loss reduction, resilience building, and thriving communities. An understanding of how systems interact to create risk, along with recognition that risk is interdependent with social systems is fundamental to the function.

3. **sUAS:** The sUAS certificate will measure the technological literacy PLO. This outcome was carefully chosen to reflect the practical applicability of the skills acquired. Technological Literacy PLO: Upon completion, students consider ethical, legal, and social implications of technology.

4. **Emergency Management:** This certificate will utilize Operates with the EM Framework PLO as all of the required courses for the certificate measure this PLO. Operates with the EM Framework PLO: Upon completion, students utilize sound risk management principles, such as hazard identification, risk and vulnerability analyses, and impact analysis, in assigning priorities and resources

Operates within the EM Framework

Definition:

The emergency management professional utilizes a proactive, anticipatory, and innovative approach for guiding public policy and in the application of the emergency management framework and principles. Emergency management seeks to promote safer, more resilient, and thriving communities. All necessary actions are employed to mitigate against, prepare for, respond to, and recover from threatened or actual hazards. Emergency Management activities must be comprehensive, progressive, risk-driven, integrated, collaborative, coordinated, flexible, and professional.

From: Rene Couture <rcouture@atu.edu>

Sent: Monday, August 28, 2023 3:58 PM

To: Jamie Stacy <jstacy4@atu.edu>; Bethany Swindell <bswindell@atu.edu>

Subject: example of assessment for certificate

If you can send me some kind of assessment (see the example from Workplace supervision in Section 5) by tomorrow morning, at least for the unmanned aerial systems, and maybe the 3 others, I will be able to send that to Tammy. She will then display it on her screen during the Webex curriculum meeting tomorrow. I'm heading out of the office now because we have 1 kid going to PT and the other to Maumelle. But I can respond to email later tonight.

Rene Couture, Ph.D.

Interim Department Head, EPS

Associate Professor, Student Affairs Administration

Dean 201

Arkansas Tech University

Russellville, AR

rcouture@atu.edu

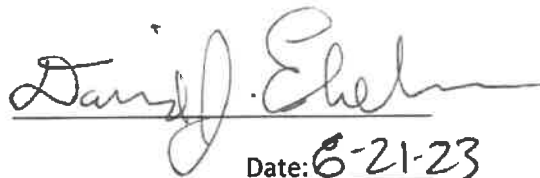
<https://www.atu.edu/eps/>

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Communications and Media Studies (JOURNALISM PROGRAM)	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The proposed Certificate in small Unmanned Aerial Systems (sUAS) consists of 1 course option where students can choose between Photography/Journalism (JOUR 4053), Project Management (BAS 4353), or Technology (EAM 4023) and is being housed in the EPS Department under the Emergency Management Programs. The option of courses will allow students to select their emphasis This will allow a variety of students to take the sUAS certificate, which also includes a basic UAVs course and a course on UAVs for Commercial use.	

Department Head Signature:



Date: 6-21-23



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Emergency Management, Professional Studies, & Student Affairs Administration	6/8/2023

Title	Signature	Date
Department Head	<i>Sandy M. Smith</i>	6-14-2023
Dean	<i>Jim Hutch</i>	6/16/23
Assessment	<i>Andi Clark</i>	8.29.23
Registrar	<i>Y. Wadum</i>	8/29/23
Graduate College (if appropriate)		
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 Global Security

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title**
Certificate of Proficiency in Global Security
2. **CIP code**
43.03
3. **% online (if applicable)**
100
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
12 Hours: (all existing courses)
 - EAM 1013: Aim & Scope of Emergency Management
 - CJ 2003: Intro to Criminal Justice **OR** EAM 3243: Terrorism and Counterterrorism
 - CSEC 1003: Introduction to Cybersecurity
 - POLS 2413: International Relations **OR** POLS 3473 National Security Policy
5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**
Security studies personnel are on the front lines in the battle against cybersecurity threats, homeland security vulnerabilities, violent crime and data privacy breaches. Security-related career opportunities are expected to increase through 2031, according to recent data from the U.S. Bureau of Labor Statistics:
 - Information security analysts—projected to grow 35%
 - Police and detectives—projected to grow 7%
 - Emergency management directors—projected to grow 6%

The growth of employment opportunities within the **global security studies** field is much faster than the average for all occupations. This undergraduate certificate will prepare students for the Twenty-First Century globalized job market and security environment to meet the growing need of professional **global security** personnel.

The undergraduate **global security** certificate prepares students for a wide range of entry-level positions in the **global security** sector. Depending on the student's primary major, the addition of this multidisciplinary certificate in **global security** will add additional job opportunities such as cybersecurity specialist, global security operations analyst, crime and intelligence analyst and many more, with employers such as:

- Department of Homeland Security
- Defense Intelligence Agency
- National Security Agency
- Local and state law enforcement
- International humanitarian aid organizations

6. Approval letter from licensure/certification entity, if required.
N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Tammy Weaver

From: Rene Couture
Sent: Monday, August 28, 2023 4:43 PM
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3. sUAS: The sUAS certificate will measure the technological literacy PLO. This outcome was carefully chosen to reflect the practical applicability of the skills acquired. Technological Literacy PLO: Upon completion, students consider ethical, legal, and social implications of technology.

4. **Emergency Management:** This certificate will utilize Operates with the EM Framework PLO as all of the required courses for the certificate measure this PLO. Operates with the EM Framework PLO: Upon completion, students utilize sound risk management principles, such as hazard identification, risk and vulnerability analyses, and impact analysis, in assigning priorities and resources

Operates within the EM Framework

Definition:

The emergency management professional utilizes a proactive, anticipatory, and innovative approach for guiding public policy and in the application of the emergency management framework and principles. Emergency management seeks to promote safer, more resilient, and thriving communities. All necessary actions are employed to mitigate against, prepare for, respond to, and recover from threatened or actual hazards. Emergency Management activities must be comprehensive, progressive, risk-driven, integrated, collaborative, coordinated, flexible, and professional.

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Sent: Monday, August 28, 2023 3:58 PM

To: Jamie Stacy <jstacy4@atu.edu>; Bethany Swindell <bswindell@atu.edu>

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Rene Couture, Ph.D.

Interim Department Head, EPS

Associate Professor, Student Affairs Administration

Dean 201

Arkansas Tech University

Russellville, AR

rcouture@atu.edu

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



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
EPS	6/1/2023

Title	Signature	Date
Department Head	<i>Rene Couture</i>	8/25/23
Dr. Sandy Smith Rene Couture	<i>Sandy M. Smith</i>	6-12-23
Dean	<i>Tim Carter</i>	8/25/23
Dr. Linda Bean Dr. Tim Carter		
Assessment	<i>Christine Austin</i>	8.28.23
Dr. Christine Austin		
Registrar	<i>T. Weaver</i>	8/28/23
Mrs. Tammy Weaver		
Graduate College (if appropriate)		
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:
Certificate of Proficiency in Training and Organizational Development

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title** Certificate of Proficiency in Training and Organizational Development
2. **CIP code** 13.1201
3. **% online (if applicable)** 100% online
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Certificate of Proficiency (12 credit hours)

OL 3133: Principles of Personnel Management

OL 4243: Adult Learning in Organizations

OL 4743: Organizational Change

OL 4843: Training and Organizational Development

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

Description: The Certificate of Proficiency (CP) in Training and Organizational Development includes undergraduate instruction in personnel management, the application of adult learning theory in organizations, organizational change, training, and organizational development.

Rationale for Development: The CP in Training and Organizational Development supports multiple elements of Arkansas Tech University's strategic plan:

Goal 1 Student Access and Opportunity

- Item 1: Recruit and enroll first-time freshmen, transfer students, new graduate students and students who have dropped out/stopped out.

Goal 4 Programs and Deliveries

- Item 1: Identify and implement academic and non-credit programs in response to market demand.
- Item 3: Identify and implement new pathways to stackable courses and/or degree offerings.

Employment of training and development managers is projected to grow 11 percent from 2020 to 2030, faster than the average for all occupations. About 4,300 openings for training and development managers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. In many occupations, employees are required to take continuing education and skill development courses throughout their careers, creating demand for workers who develop and provide training materials.

Innovations in training methods and learning technology are expected to continue throughout the decade, particularly for organizations with remote workers. Organizations use social media, visual simulations, mobile learning, and social networks in their training programs. Training and development managers need to continue modifying training programs, allocating budgets, and integrating these features into training programs and curriculums.

In addition, as companies seek to reduce costs, training and development managers may be required to structure programs to enlist available experts, take advantage of existing resources, and facilitate positive relationships among staff. Training and development managers may use informal collaborative learning and social media to engage and train employees in the most cost-effective way.

11.3131.00 Training and Development Managers (O*Net, 2022)

<u>2018 Employment</u>	<u>2028 Projected Employment</u>	<u>Projected Growth (2018-2028)</u>	<u>Projected Annual Openings (2028)</u>
230	270	17%	30
420	460	10%	40
440	460	5%	40
1,960	2310	18%	220
450	480	7%	No data
190	200	5%	No data
1,150	1,320	15%	130
42,100	46,600	11%	4,300

The data (O*Net, 2022) projects a “bright outlook” both within Arkansas and Nationally between now and 2028:

Arkansas Employment Trends for: 11-3131.00 - Training and Development Managers

View trends for state:

Arkansas

Employment (2018)	Projected employment (2028)	Projected growth (2018-2028)	Projected annual job openings (2018-2028)
230 employees	270 employees	17%	30

United States

Employment (2020)	Projected employment (2030)	Projected growth (2020-2030)	Projected annual job openings (2020-2030)
42,100 employees	46,600 employees	ave. 11% (faster than average)	4,300

Projected Enrollment: Enrollment in the CP in Training and Organizational Development, as a cognate of the Bachelor of Arts in Organizational Leadership, will depend on various factors such as the program's reputation, marketing efforts, competition, and industry demand. However, based on market research and analysis, the following are three to five-year enrollment goals for an undergraduate training and organizational development certificate program in Arkansas. The program's first-year target is a minimum of 20 students, which will be supported by the cognate status of the certificate in Bachelor of Arts in Organizational Leadership programs. To achieve this, the program must develop strong marketing strategies to promote the program across the state, such as social media campaigns, email marketing, and local advertisements. Additionally, partnerships with local businesses, industries, community colleges, and organizations could help attract potential students. By the third year, the program establishes a minimum of 25 students. At this stage, the program should have established itself as a reputable program, and potential students should have more awareness of the program.

Partnerships with local organizations and businesses should continue to play a role in attracting new students. Additionally, the program should consider developing new courses or expanding its program offerings to meet industry demand. By the fifth year, the program aims to sustain enrollment numbers and gradually increase its maximum number of students. The program will leverage its reputation and marketing strategies to attract potential students. The four-course certificate of proficiency has the potential for conversion to a non-credit certificate as a professional development offering to business and industry in the region.

Projected Enrollment

- AY 2025 – 20 students (5-10 graduates)
- AY 2026 – 35 students (15 - 20 graduates)
- AY 2027 – 50 students (25 – 30 graduates)

Program Learning Outcome: Leadership – Lifelong Learning and Development of Self, Others, and Organizations

Description: students will articulate a plan for lifelong learning for self-awareness, leadership, and ethical development; students will apply concepts and theories of adult learning, organizational development, and change management to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees and apply models for diagnosing, implementing, and assessing organizational change.

6. Approval letter from licensure/certification entity, if required.

Not applicable.

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year



ARKANSAS TECH UNIVERSITY

Request for New Certificate Program (CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	6-5-23

Title	Signature	Date
Department Head Dr. Sandy Smith Rene Couture	<i>Sandy M. Smith Rene Couture</i>	6-12-2023 8/25/23
Dean Dr. Tim Carter	<i>Tim Carter</i>	8/25/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	8.28.23
Registrar Mrs. Tammy Weaver	<i>Tammy Weaver</i>	8/28/23
Graduate College (if appropriate)		
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:
Certificate of Proficiency in Workplace Supervision

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title** Certificate of Proficiency in Workplace Supervision
- 2. CIP code** 52.0213 Organizational Leadership
- 3. % online (if applicable)** 100% online

- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Certificate of Proficiency (12 credit hours)

OL 4543 Workplace Supervision

OL 3133 Principles of Personnel Management

OL 4443 Professional Leadership

OL 4643 Organization Globalization & Diversity

The certificate does not include a new course.

- 5. Justification/need for the new program, including degree program goals, objectives, student learning outcomes, and projected enrollment of the new degree.**

The Certificate of Proficiency in Workforce Supervision is designed to provide individuals in front-line leadership positions with current content in balancing the requirements for high work performance with the workforce's diverse needs. The emerging leader preparing to take on a supervisory role for the first time and who is responsible for translating an organization's vision, mission, and objectives to first-level or departmental employees or those that want to enhance their effectiveness as a current team leader.

The need for a workforce supervision academic certificate has become increasingly important as organizations strive to improve their productivity, efficiency, and overall performance. Effective supervision ensures employees are motivated, engaged, and productive, ultimately leading to higher organizational success. An academic certificate in workforce supervision provides individuals with the knowledge and skills necessary to become effective supervisors. In addition, these courses provide individuals with a

comprehensive understanding of the various elements of workforce supervision and enable them to develop strategies for managing teams effectively.

Moreover, the certificate program is designed to equip individuals with the practical skills to implement their knowledge effectively. Students are exposed to real-life case studies, which enables them to apply their theoretical knowledge to practical situations. This hands-on experience is essential to developing the practical skills required for successful workforce supervision.

In addition to practical skills, a workforce supervision academic certificate enhances an individual's credibility as a supervisor. Employers are more likely to hire and promote individuals who have completed such a program as they demonstrate a commitment to professional development and a willingness to learn. Moreover, individuals who have earned a certificate in workforce supervision are typically more confident in their abilities, which can lead to improved performance and greater job satisfaction. Finally, a workforce supervision academic certificate can provide a pathway to career advancement. Many organizations require or prefer supervisors who have completed such a program, and earning a certification can open up new opportunities for improvement or higher-paying positions.

Program Goal

Program Learning Outcome 1: Upon completion, students demonstrate a comprehensive understanding of the principles of front-line workforce supervision, including leadership, communication, employee motivation, team building, conflict resolution, and performance management.

Enrollment Projection

AY 25: 10 students (5 graduates)
AY 26: 15 students (10-15 graduates)
AY 27: 25 students (15-20 graduates)
AY 28: 25 students (15-20 graduates)

The certificate of proficiency is a 12-credit hour program. Students may complete the certificate in an academic year; others may choose to distribute the requirements across a four-year program of study.

The enrollment goals for a workforce supervision certificate program in Arkansas will depend on various factors, such as the program's reputation, marketing efforts, competition, and industry demand. However, based on market research and analysis, the following are three to five-year enrollment goals for a workforce supervision certificate program in Arkansas.

The program's first-year target is a minimum of 10 students, which the cognate status of the certificate will support in three departmental four-year programs. To achieve this, the program must develop robust marketing strategies to promote the program across the state, such as social media campaigns, email marketing, and local advertisements. Additionally, partnerships with local businesses, industries, community colleges, and organizations could help attract potential students.

By the third year, the program establishes a minimum of 25 students. At this stage, the program should have established itself as a reputable program, and potential students should have more awareness of the program. Partnerships with local organizations and businesses should continue to play a role in attracting new students. Additionally, the program should consider developing new courses or expanding its program offerings to meet industry demand.

By the fifth year, the program aims to sustain enrollment numbers and gradually increase its maximum number of students. In addition, the program will leverage its reputation and marketing strategies to attract potential students.

The four-course certificate of proficiency has the potential for conversion to a non-credit certificate as a professional development offering to businesses and industries in the region.

6. Approval letter from licensure/certification entity, if required.

Not applicable

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year