

Curriculum Committee – August 18, 2025

College of Arts and Humanities – Department of Behavioral Sciences

1. Delete the Curriculum for Certificate of Proficiency in Psychology.

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

1. Add the following courses to the course descriptions:
DCC 1821, 3821, 4821: Digital Content Creation Practicum; and
DCC/TH 2293: Social Media Influencing I;
2. Modify COMM 2003: Public Speaking, as follows: delete the prerequisite;
3. Modify JOUR 3133: Media Management and Diversity, as follows: change the title to Media Management Principles;
4. Modify JOUR 3193: New Media News Gathering, as follows: change the title to Multimedia Storytelling;
5. Modify JOUR 4133: Digital News Production, as follows: change the title to Advanced News Production;
6. Modify TH 4293: Social Media Influencing, as follows: change the title to Social Media Influencing II, modify the course description and prerequisites;
7. Modify the Curriculum for Bachelor of Arts in Digital Content Creation;
8. Modify the Curriculum for Certificate of Proficiency in Digital Content Creation;
9. Modify the Curriculum for Certificate of Proficiency in Print Journalism, as follows: change the title to Certificate of Proficiency in Digital News – Requires BOT/ADHE Approval;
10. Modify the Curriculum for Minor in Social Media;
11. Add the Accelerated Bachelor of Arts in Communication to Master of Science in Emergency Management and Homeland Security;
12. Add the Accelerated Bachelor of Arts in Communication to Master of Science in Higher Education and Student Affairs; and
13. Add the Accelerated Bachelor of Arts in Communication to Master of Arts in Organizational Leadership and Learning.

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

1. Modify SPAN 2303: Spanish for Medical Interpretation I, as follows: change the title to Spanish Health and Social Science Professions I, modify the prerequisites, and modify the course description;
2. Modify SPAN 2313: Spanish for Medical Interpretation II, as follows: change the title to Spanish for Health and Social Science Professions II, modify the prerequisites, and modify the course description;
3. Modify SPAN 3833: Principles of Interpretation, as follows: delete the prerequisite and modify the course description;
4. Add the Curriculum in Certificate of Proficiency in Spanish Health and Social Science Translation;
5. Delete the Minor in Latin American and Latino Studies with Language Proficiency;

6. Delete the Minor in Latin American and Latino Studies without Language Proficiency; and
7. Delete the Minor in Teaching English as a Second Language;

College of Education and Health – School of Professional and Community Education – Organizational Studies

1. Modify the Curriculum in Bachelor of Arts in Organizational Leadership Agricultural Business Option;
2. Modify the Curriculum in Bachelor of Arts in Organizational Leadership Criminal Justice Option; and
3. Add the 90 hours Bachelor of Arts in Organizational Leadership – Requires BOT/ADHE Approval.

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

1. Add the following courses to the course descriptions:
COMS 2013: AI Fundamentals;
COMS 4613: Natural Language Processing;
COMS 4633: Computer Vision; and
COMS 4653: Big Data and Cloud Computing;
2. Modify COMS 4353: Artificial Intelligence, as follows: change the course number to COMS 3613, change the title to Advanced AI, modify the prerequisites, and modify the course description;
3. Modify the Curriculum in Associate of Applied Science in Information Technology;
4. Modify the Curriculum in Associate of Applied Science in Cybersecurity;
5. Modify the Curriculum in Bachelor of Science in Cybersecurity;
6. Modify the Curriculum in Bachelor of Science in Information Technology Networking and Security;
7. Modify the Curriculum in Bachelor of Science in Information Technology Programming, Database, and Web; and
8. Modify the Curriculum in Bachelor of Science in Computer Science, as follows: add the Software Development track and Artificial Intelligence track - Requires ADHE/BOT Approval.

College of Science, Technology, Engineering, and Mathematics – Department of Mathematics and Physical Sciences

1. Add CHEM 4033: Medicinal Chemistry, to the course descriptions;
2. Modify MATH 0903: Beginning and Intermediate Algebra, as follows: modify the co-requisite;
3. Modify MATH 1003: College Mathematics, as follows: change the title to Quantitative Literacy, and modify the co-requisite;
4. Modify MATH 1110: College Algebra Lab, as follows: modify the co-requisite;
5. Modify MATH 2934: Calculus III, as follows: modify the prerequisite;
6. Modify MATH 3203: Introduction to Analysis, as follows: modify the prerequisite;
7. Modify MATH 4003: Linear Algebra I, as follows: modify the prerequisite;
8. Modify MATH 4033: Abstract Algebra I, as follows: modify the prerequisite;

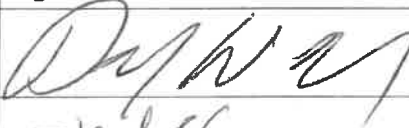
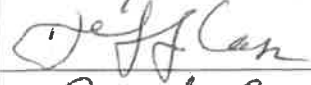


9. Modify MATH 4123: Mathematical Modeling, as follows: modify the prerequisite;
10. Modify MATH 4273: Complex Variables, as follows: modify the prerequisite;
11. Modify PHYS 2124: Calculus-Based Physics II, as follows: modify the prerequisite;
12. Modify STAT 4383: Machine Learning, as follows: modify the prerequisite;
13. Modify the Curriculum in Certificate of Proficiency in Applied Statistics - Requires AHDE/BOT Approval;
14. Modify the Curriculum in Bachelor of Science in Chemistry Biochemistry Option;
15. Modify the Curriculum in Bachelor of Science in Chemistry General Option;
16. Modify the Curriculum in Bachelor of Science in Chemistry Professional Option; and
17. Add the Accelerated Bachelor of Science in Mathematics to Master of Arts in Teaching.



ARKANSAS TECH UNIVERSITY

Request for Program Deletion (CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
Department of Behavioral Sciences	

Title	Signature	Date
Department Head		8/13/25
Dean		8/13/25
Assessment		8/13/25
Registrar		8/13/25
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)	approve 8/16/25
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Certificate of Proficiency in Psychology

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution: <input type="text" value="Arkansas Tech University"/>		
<input type="text" value="Dr. Adolfo Santos"/>	<input type="text"/>	<input type="text"/>
Name of Provost/Chief Academic Officer	Signature	Date
President/Chancellor Approval Date: <input type="text"/>	Board of Trustee Approval/Notification Date: <input type="text"/>	
Contact Person: <input type="text" value="Dr. David Ward"/>	Contact Person's Title: <input type="text" value="Department Head, Behavioral Sciences Department"/>	
Contact Phone Number: <input type="text" value="(479) 968-0305"/>	Contact Email Address: <input type="text" value="dwward@atu.edu"/>	

Category 1: New or Existing Program Modification (select all that apply)

- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*
- ☐ CIP code change
- ☐ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*
- ☐ Existing program offered by distance technology
- ☐ Existing program offered at an existing off-campus location
- ☐ New certificate program (CP, TC or GC made primarily of existing coursework) **attach copy of curriculum*
- ☐ New degree program (undergraduate or graduate made primarily of existing coursework) **attach copy of curriculum*
- ☐ New option, emphasis, concentration, or minor
- ☐ Title Change

Effective Term: Effective Year:

Before Proposed Changes			
Title:	<input type="text"/>		
CIP Code:	<input type="text"/>	Degree Code:	<input type="text"/>
		% Online:	<input type="text"/>
After Proposed Changes/New Program			
Title:	<input type="text"/>		
CIP Code:	<input type="text"/>	% Online:	<input type="text"/>

Reason for Proposed Action (attach additional pages as needed)

Category 2: Program Deletion/Inactive or Reactivation☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☒ Change program to Inactive Status

If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status (inactive for less than 5 years)Effective Term: Summer Effective Year: 2026

Effective date should reflect the date in which the deletion/inactivation should begin, not the anticipated date of zero enrolled students.

Title	CIP Code	Degree Code
Certificate of Proficiency in Psychology	42.0101	1314

Reason for Proposed Action (attach additional pages as needed)

The program has not proven to be viable. Only 3 students are active in the program.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*☐ Deletion of instruction, research, or service institute/center.☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs.
**attach copy of before and after organization chart*☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*Effective Term: Select Term Effective Year:

Administrative/Organizational Unit Title	Department Code

Reason for Proposed Action (attach additional pages as needed)

SAVE

ATTACH

SUBMIT

SHOW
ATTACHMENTS

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

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**
Certificate of Proficiency in Psychology
- 2. Degree code**
1314
- 3. CIP code**
42.0101
- 2. Effective date, term, and academic year**
Effective date – June 1, 2026 Term – Summer 2026 – ADHE year - 2026
- 4. Reason for deletion and teach out plan**
The program has not proven to be viable. Only 3 students are active in the program.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Media Studies	4/25/2025

Title	Signature	Date
Department Head David J. Eshelman		4/25/2025
Dean Jeffrey Cass		4/25/2025 6/3/25
Assessment		7/2/25
Registrar		7/22/25
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:
DCC	1821, 3821, 4821	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Digital Content Creation Practicum		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
DIGIT CONT CREATION 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):

☐ 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?

Yearly or semesterly

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

N/A

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

N/A

Answer the following Assessment questions:

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

N/A

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

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

By keeping the students actively creating, the course reinforces all PLOs, but specifically: LO2 employ fundamental film-making skills including plot structure, shot planning, camera work, and editing; LO4 employ digital communication effectively and ethically; LO5 build, leverage, and monetize an online presence

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

Students will be assessed on their social media posts.

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

See program change. This course strengthens student background in Digital Content Creation by keeping students engaged in the field when they do not have specific film-making or content-

creation classes. It ensures that they make active progress on their channels throughout the time that they are students and keeps them part of the social media community.

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.

DCC 1821 Digital Content Creation Practicum I
DCC 3821 Digital Content Creation Practicum II
DCC 4821 Digital Content Creation Practicum III

//Semester/Year//

Instructor: Frances Roberson
froberson@atu.edu

//Meeting time//
//Meeting location//
//Office hours//

Catalogue Description

Students will consistently create and evaluate digital content on a social media platform.

Rationale

The surest key to success in digital content creation is consistency. This practicum requires students to consistently create content while reflecting on and improving upon their work.

Objectives

Students will build a collection of work on a social media platform.

Students will build and maintain an online community.

Students will analyze video data and reflect on work to more effectively create and market digital content.

Required Text

None

Points

10 videos uploaded to YouTube: 500 points

10 reflections/discussion posts: 500 points

Your grade will be figured out of 1000 points.

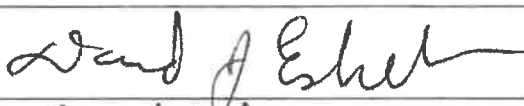
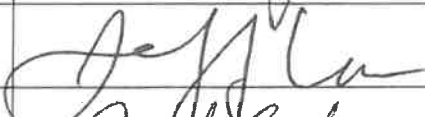


1000-900 = A; 899-800 = B; 799-700 = C; 699-600 = D; 599 and under = F



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Communication and Media Studies	4/25/2025

Title	Signature	Date
Department Head David J. Eshelman		4/25/2025
Dean Jeffrey Cass		4/25/2025 6/3/25
Assessment		7/1/25
Registrar		7/22/25
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:
DCC / TH	2293	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Social Media Influencing I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
SOCIAL MEDIA INFLUENCING 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 TH 4393 / DCC 4393

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?

Yearly or biyearly

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

N/A

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

N/A

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- b. If this course is required for the major or minor, complete the following.
 1. Provide the program level learning outcome(s) it addresses.
This course will introduce skills. It pertains particularly to these goals: LO4 employ digital communication effectively and ethically; LO5 build, leverage, and monetize an online presence
 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Projects, including the Viral Marketing Proposal
- c. What is the rationale for adding this course? What evidence demonstrates this need?

See Program Change. This course strengthens student background in Digital Content Creation by offering expanded discipline-specific training. This sophomore-level course gets the students into digital content creation sooner.

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

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

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

TH 2293 Social Media Influencing I

- - - - COURSE SYLLABUS | SPRING 2024 - - -

COURSE INFORMATION

Catalogue description:

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

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

Where/When:

Brown 356

TR: 1:00 – 2:20 p.m.

Instructor:

Prof. Frances Roberson

froberson@atu.edu

Office Hours:

TR: 3:00 – 6:00 p.m. Techionery



WHAT WE'LL READ

YouTube Secrets
by Sean Cannell & Benji Travis
ISBN: 9781544511818

The YouTube Formula
by Derral Eves
ISBN: 9781119716020

SUPPLIES

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

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

ASSIGNMENTS AND GRADING

60%

Projects/final exam

40%

Participation/Discussion Posts

Your grade will be figured out of 1500 points.

1500-1350 = A ; 1349-1200 = B ; 1199-1050 = C ; 1049-900 = D ; 899 and under = F

Channel design: 100

Two social media pages: 100

12 videos: 600

Final Presentation of Viral Marketing

Proposals: 100

Participation/Discussion Posts: 600

EXPECTATIONS

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

IN THIS COURSE, YOU WILL

- Build and maintain an online community.
- Effectively market your digital content across multiple platforms.
- Leverage viral triggers to get your audience to engage and to share your content.
- Plan to monetize your digital content.

Student Academic Conduct Policies

As per the rules and regulations of Arkansas Tech University, an academic atmosphere must be maintained in the classroom in order "to enable all students enrolled to reach their academic potential. Students are expected to attend class, conduct themselves in a non-disruptive manner, and refrain from cheating, plagiarism, or other unfair and dishonest practices" (Faculty Handbook, p. 68). Academic misconduct and plagiarism in any form will not be tolerated.

Academic misconduct. "Academic misconduct concerns the student's classroom behavior. This includes the manner of interacting with the professor and other students in the class. For example, students may disrupt the learning environment in a classroom through inappropriate behavior, such as, talking to students, unnecessary interruptions, attempting to monopolize the professor's attention, or being chronically late to class. Misconduct also covers verbal and nonverbal harassment and/or threats in relation to classes. Student behavior should not infringe on the rights of other students or faculty during class" (Faculty Handbook, p. 69).

Plagiarism. "Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written work without acknowledgment to the true author. Any paper written by cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact that the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well" (Faculty Handbook, p. 69).

All work that you submit must be your own work. You may not do any of the following:

- 1) Turn in or copy someone else's work.
- 2) Copy someone's work and change a few of the words.
- 3) Copying words from a source without citing it and giving credit to the source.
- 4) Attempt to use any notes on a closed-note assignment.
- 5) Look at someone else's work during a quiz, test, or otherwise individual assessment.

If you are doing any of the above or anything else that constitutes cheating, you will receive a zero on that assignment. Per the university's academic integrity policy, incidents of plagiarism and cheating will be reported to the Office of Academic Affairs.

AI Policy: Permitted in this Course with Attribution

In this course, students are encouraged to use Generative AI Tools like ChatGPT to support their work. To maintain academic integrity, students must disclose any AI-generated material they use and properly attribute it, including in-text citations, quotations, and references.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

Policies

- - - COURSE SYLLABUS | SPRING 2024 - - -

HyFlex Course

This is a HyFlex course, meaning that students can attend class in the following ways:

- In person, face-to-face (F2F)
- Through virtual conference, attending class in real time via WebEx (VC)
- As a more traditional online class (TC)

Students can change modalities (F2F, VC, or TC) on a class-by-class basis, at their discretion. No matter how the student participates, the experience should be comparable.

Most assignments are the same regardless of modality. However, some assignments vary depending on modality. If a student attends the class session—either F2F or VC—then that student does not need complete the corresponding post-class discussion post.

If the student does not attend a given class period (either F2F or VC), then that student is considered TC and must watch the class recording (edited and released the day of the class) and complete the post-class post.

PRE-CLASS ASSIGNMENTS ARE DUE BEFORE CLASS AND MUST BE COMPLETED BY ALL STUDENTS. This is usually a discussion post.

POST-CLASS DISCUSSION POSTS ARE ONLY COMPLETED BY TC STUDENTS AND ARE DUE BEFORE THE NEXT SCHEDULED CLASS.

More specific deadlines can be found in Course Calendar.

Participation Credit

When a student attends class F2F or VC, then they earn credit according to the following rubric:

- 5 points --- on time, contributing out loud or through chat
- 3 points --- late
- 1-4 points --- non-participatory, disruptive, etc.

VC students should try their best to avoid being in situations where they cannot participate fully. Assisting the occasional noisy pet or child is perfectly understandable; however, students should not attend VC while, for instance, at work or out shopping. Under no circumstances should a VC student drive during class-time.

Participation credit for F2F/VC students will be marked under the corresponding post-class discussion board. Remember that you do not need to complete the post-class discussion posts that correspond with days that you attend F2F or VC: your attendance equals your participation on those days.

Policies

- - - - COURSE SYLLABUS | SPRING 2024 - - - -

DISABILITY SERVICES

Your instructor will willingly make accommodations for those requiring them. As soon as possible, students needing accommodations should first contact the ATU Office of Disability Services at 479-968-0302.



SENSITIVITY STATEMENT

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

NEEDS STATEMENT

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

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

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

TECHNOLOGY



We will be utilizing various resources to access the Internet to research, review materials, and submit assignments. You must hold yourselves to high expectations when you use these resources. Your time must be spent well.

I will ask you to use common courtesy in your phone usage. Please do not use your phone for unrelated activities while in class, particularly when I or your classmates are talking. Inappropriate cell phone usage will result in a deduction in classroom participation points.

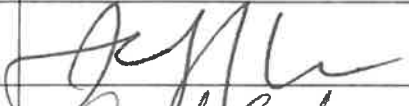


*Be respectful.
Be successful.*



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Communication and Media Studies	4/10/2025

Title	Signature	Date
Department Head David J. Eshelman		4/10/2025
Dean Jeffrey Cass		6/2/25
Assessment		7/1/25
Registrar		7/22/25
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)
COMM	2003
Official Catalog Title:	
Public Speaking	

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):

Eliminate ENGL 1013 as a prereq.

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.

b. 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 supports this action?

This is a cosmetic change. COMM 2003 previously required ENGL 1013 as a prereq. There was no reason for this, as its sister course COMM 2173 (Business & Professional Speaking) has no prereq and is therefore getting more students. We would always override students into the course without the prereq. The course is commonly taught concurrent without the prereq. Based on our own observations and requests from employees at the advising center, we request the change. It should not affect English as students have to take ENGL 1013 anyway.





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
Communication and Media Studies	4/10/2025

Title	Signature	Date
Department Head David J. Eshelman		4/10/2025
Dean Jeffrey Cass		6/3/25
Assessment		7/1/25
Registrar		7/22/25
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)
JOUR	3133
Official Catalog Title:	
Media Management and Diversity	

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)

Media Management Principles

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

MEDIA MANAGEMENT PRINCIPLES

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.

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.

b. 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 supports this action?
We have revised our learning objectives. This title no longer makes sense with the current PLOs.


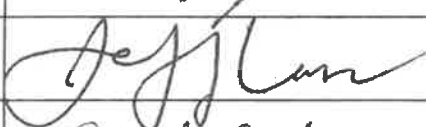

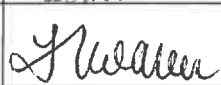
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Communication and Media Studies	7/1/2025

Title	Signature	Date
Department Head David J. Eshelman		7/1/2025
Dean Jeffrey Cass		7/1/25
Assessment		7/1/25
Registrar		7/22/25
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)
JOUR	3193
Official Catalog Title:	
New Media News Gathering	

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 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)

Multimedia Storytelling

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

Multimedia Storytelling

New Course Description:

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 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.
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.
 - b. 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 supports this action?
The proposed title change reflects both the content of the course and the evolving nature of journalism in a digital age.





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
Communication and Media Studies	7/1/2025

Title	Signature	Date
Department Head David J. Eshelman		7/1/2025
Dean Jeffrey Cass		7/1/25
Assessment		7/1/25
Registrar		7/22/25
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)
JOUR	4133
Official Catalog Title:	
Digital News Production	

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)

Advanced News Production

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

Advanced News Production

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.
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.
 - b. 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 supports this action?
The proposed title change reflects both the content of the course and the evolving nature of journalism in a digital age.

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
Communication and Media Studies	4/25/2025

Title	Signature	Date
Department Head David J. Eshelman		4/25/2025
Dean Jeffrey Cass		6/3/25
Assessment Amanda Gardner		7/1/25
Registrar Shuan		7/22/25
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)
TH	4293
Official Catalog Title:	
Social Media Influencing	

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)

DCC / TH 4293

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

Social Media Influencing II

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

Social Media Influencing II

New Course Description:

This course requires the student to use data-driven techniques in the creation of digital content and online community building strategies. Students will take a targeted approach to marketing content toward their intended audience. Prerequisite: Social Media Influencing I

New Cross List:

☒ Adding Cross-Listing

☐ Changing Cross-Listing

☐ Deleting Cross-Listing

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

DCC / TH 4293

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

TH/DCC 2293 Social Media Influencing I

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.

This course will now serve as the capstone and will measure all PLOs: LO1 demonstrate understanding of public relations principles and the ability to plan a campaign; LO2 employ fundamental film-making skills including plot structure, shot planning, camera work, and editing; LO3 use theories related to the functioning of

social media communication; LO4 employ digital communication effectively and ethically; LO5 build, leverage, and monetize an online presence

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

Students will be assessed based on portfolios of their social media channels

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

See program addition. We are adding a lower-division Social Media I, so this course becomes Social Media II.

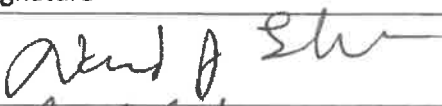
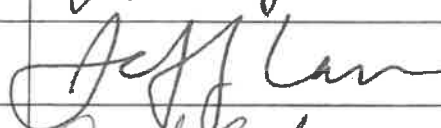


If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication and Media Studies	4/24/2025

Title	Signature	Date
Department Head David J. Eshelman		4/24/2025
Dean Jeffrey Cass		6/3/25
Assessment Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/22/25
Vice President for Academic Affairs Adolfo Santos		

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

Program Title:
BA Digital Content Creation

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)
Add three hours of DCC practicum (new courses DCC 1821, 3821, 4821)
Add new course (DCC/TH 2293 Social Media Influencing I)
Rename TH 4293 as DCC/TH 4293 Social Media Influencing II
Replace COMM/JOUR 4823 Capstone DCC/TH 4293 Social Media Influencing II
Make COMM 3133 Digital Civility an elective instead of a requirement
From DCC electives, eliminate TH 3803 Directing Theories and Techniques
To DCC electives, add MKT 3063 Social Media Marketing

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?
The DCC program is part of the university's mission to create cutting-edge programs that lead to the jobs of today and tomorrow.
- 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?
Because the DCC program was pieced together from previously existing programs with previously hired faculty, we feel that it gives a strong background in DCC but needs more discipline specific classes. By turning the signature course--Social Media Influencing into a two-course sequence, we give the students a stronger background in that particular area. The new practicums are designed to keep the students active in content creation. Even when they are not in video or other creation classes, they will be forced to update their channels and engage in the larger social media community.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Anecdotally, we feel that students are excited about the program when they enter. These efforts aim to keep them engaged throughout.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
This program is the first of its kind, so we keep enhancing it as the field develops.
- 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 _____ Digital Content Creation (BA) _____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours: 16,	Freshman Spring Semester Add/Change: DCC 1821 Delete: Total Hours: 17
Sophomore Fall Semester Add/Change: Delete: Total Hours: 16	Sophomore Spring Semester Add/Change: DCC/TH 2293 Delete: 3 hours elective Total Hours: 15
Junior Fall Semester Add/Change: DCC 3821 Delete: Total Hours: 16	Junior Spring Semester Add/Change: DCC 4821, 6 hours elective Delete: COMM 3133, DCC/TH 4293 Total Hours: 16
Senior Fall Semester Add/Change: DCC/TH 4293 Delete: 3 hours elective Total Hours: 15	Senior Spring Semester Add/Change: Delete: COMM/JOUR 4823 Total Hours: 9

BA in DCC assessment map

BA in Digital Content Creation	COMM/JOUR 1023	DCC/TH 2293	JOUR 3173	TH 3263	JOUR 4023	DCC/TH 4293	Performance course	Practicum
LO1 demonstrate understanding of public relations principles and the ability to plan a campaign		I	I			M		
LO2 employ fundamental film-making skills including plot structure, shot planning, camera work, and editing	I			R		M		R
LO3 use theories related to the functioning of social media communication				I	R	M		
LO4 employ digital communication effectively and ethically					R	M	I	R
LO5 build, leverage, and monetize an online presence		I				M		R

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Marketing (DCC program change)	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: <i>The School of Business supports this change.</i>	

Department Head Signature: 

Date: 5-27-25

DIGITAL CONTENT CREATION, BACHELOR OF ARTS

Dr. David Eshelman, Department Head

Energy Center, Room 124

(479) 964-0890

deshelman@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
COMM/JOUR 1023	Exploration of Media and Communication	3	_____
ENGL 1013	Composition I	3	_____
MATH XXXX	Mathematics ¹	3	_____
TECH 1001	Orientation to the University	1	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Elective		3	_____
Hours		16	
Spring DEC 1821			
ENGL 1023	Composition II	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ^{1,3}	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
SS 1XXX	Social Science Courses ¹	3	_____
Elective		3	_____
Hours		16 17	
Sophomore			
Fall DEC/TH 2293			
SCIL 1XXX	Science with Laboratory ¹	4	_____
SS 1XXX	Social Science Courses ¹	3	_____
Select one of the following:		3	_____
TH 2703	Acting Theories and Techniques		_____
COMM 2003	Public Speaking ³		_____
COMM 2013	Voice and Diction		_____
COMM 3063	Oral Interpretation		_____
TH 3263	Narrative Film Production	3	_____
Elective		3	_____
Hours		16	
Spring			
Digital Content Creation Elective ²		3	_____
FAH 1XXX	Fine Arts and Humanities Courses ^{1,3}	3	_____
SS 1XXX or FAH 1XXX	Social Science Courses ^{1,3} or Fine Arts and Humanities Courses	3	_____
Elective		6	_____
Hours		15	
Junior			
Fall DEC 3821			
Digital Content Creation Elective ²		3	_____
JOUR 3173	Public Relations Principles	3	_____

Elective		9	
	Hours	15 16	
Spring DCC 4821		1	
COMM 3133	Digital Civility	3	
TH 4293	Social Media Influencing	3	
Elective (3000-4000 Level)		4	
Elective		5 11	
	Hours	15 16	
Senior			
Fall DCC/TH 4293		3	
JOUR 4023	Social Media	3	
Elective (3000-4000 Level)		9	
Elective		3	
	Hours	15	
Spring			
COMM 4823	Communication Capstone	3	
or JOUR 4823	or Journalism Capstone		
Elective (3000-4000 Level)		6	
Elective		3	
	Hours	12 9	
	Total Hours	120	

- ¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".
- ² Digital Content Creation Electives include: COMM/JOUR/TH Internship or Practicum, JOUR 2143 Media Writing, JOUR 4073 Graphic Communication, COMM 3003 Interpersonal Communication, COMM 3163 Writing for Performance, COMM 3263 Podcast/Radio Theatre Writing, TH 4563 Sound Design for Moving Image, TH 3803 Directing Theories and Techniques, and other courses approved by advisor.
- ³ COMM 2003 Public Speaking will not be used to satisfy the general education Fine Arts and Humanities requirement if used to satisfy performance elective.

DEGREE AUDIT CHECK LIST

(BA-DCC) Digital Content Creation

~~2025-26~~ **2026-2027**

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	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		15
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
(35 LD)		
(19 UD)		
TOTAL ELECTIVE HOURS		54

Student's Name		
DCC/TH 2293 4293		6
T#		
DCC 1821 3821 4821		3
Major Requirements		Hrs
COMM/JOUR	1023 4823	6 3
COMM	3133	3
JOUR	3173 4023	6
TH	3263 4293	6 3
Perf Elect	COMM 2003*** 2013 3063 or TH 2703	3
DCC Elec	COMM 3003 3163 3263	6
6 (3UD)	JOUR 2143 4073 TH 3803 4563	
	COMM 1111 1121 2111	
	3133 2121 3111 3121 4111 4121	
	4171 4172 4173 4174	
	JOUR 1411 1421 1811 1821 1911	
	1921 2411 2421 2511 2521 2811 2821	
	2911 2921 3411 3421 3811 3821 3911	
	3921 4091 4092 4093 4094 4411 4421	
	4811 4821 4911 4921 MKT 3063	
	TH 2611 2621 3711 3721 4091 4092	
	4093 4094 4711 4721	
TOTAL MAJOR HOURS		30
TOTAL HOURS		

Final Check:

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

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

**** Satisfying Gen Ed**

♦ **Satisfying Institutional Requirement**

C or better must be earned for Gen Ed

*****If student takes COMM 2003, must select another FAH**

DEGREE AUDIT CHECK LIST

(BA-DCC) Digital Content Creation

2026-27

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	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		15
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
(35 LD)		
(19 UD)		
TOTAL ELECTIVE HOURS		54

Student's Name		
T#		
Major Requirements		Hrs
COMM/JOUR	1023	3
DCC	1821 3821 4821	3
DCC/TH	2293 4293	6
JOUR	3173 4023	6
TH	3263	3
Perf Elect	COMM 2003*** 2013 3063 or TH 2703	3
DCC Elec	COMM 1111 1121 2111 2121 3003 3111	6
6 (3UD)	3121 3133 3163 3263 4111 4121 4171	
	4172 4173 4174	
	JOUR 1411 1421 1811 1821 1911 1921	
	2143 2411 2421 2511 2521 2811 2821	
	2911 2921 3411 3421 3811 3821	
	3911 3921 4073 4091 4092 4093 4094	
	4411 4421 4811 4821 4911 4921	
	MKT 3063	
	TH 2611 2621 3711 3721 4901 4092	
	4093 4094 4563 4711 4721	
TOTAL MAJOR HOURS		30
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


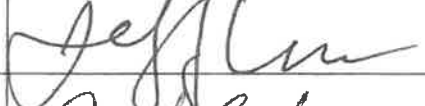


***If student takes COMM 2003, must select another FAH



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication and Media Studies	5/15/2025

Title	Signature	Date
Department Head David J. Eshelman		5/15/2025
Dean Jeff Cass		6/3/25
Assessment		7/1/25
Registrar		7/22/25
Vice President for Academic Affairs		

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

Program Title:
CP in Digital Content Creation

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)

Replace performance course requirement with DCC/TH 2293 Social Media Influencing I

Replace Th 4293 Social Media Influencing with DCC/TH 4293 Social Media Influencing II (this is a cosmetic change based on the course change related to the addition of an additional course in Social Media Influencing)

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?
The DCC program is part of the university's mission to create cutting-edge programs that lead to the jobs of today and tomorrow.
- 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 represents the addition of another more discipline-specific course.
Students will now graduate with two courses in Social Media Influencing.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
As stated in our BA in DCC program change proposal, we are working to make the DCC program more specific to the field, while building off courses in other areas.
- 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.
Our program is the first of its kind, so we keep finding ways to perform.
- 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.

CP in DCC assessment map

CP in Digital Content Creation				
LEARNING OUTCOME	DCC/TH 4293	TH 3263	JOUR 4023	DCC/TH 4293
LO1 employ fundamental film-making skills including plot structure, shot planning, camera work, and editing	I	R		M
LO2 use theories related to the functioning of social media communication			I	M
LO3 build, leverage, and monetize an online presence	I			M

DIGITAL CONTENT CREATION, CERTIFICATE IN PROFICIENCY

Dr. David Eshelman, Department Head
 Energy Center, Room 124
 (479) 964-0890
 deshelman@atu.edu

Curriculum

Code	Title	Hours
JOUR 4023	Social Media	3
TH 3263	Narrative Film Production	3
TH 4293 DCC/TH 4293	Social Media Influencing	3
Select one of the following: DCC/TH 2293		3
COMM 2003	Public Speaking	
COMM 2013	Voice and Diction	
COMM 3063	Oral Interpretation	
TH 2703	Acting Theories and Techniques	
Total Hours		12

~~2025-26~~ 2024-27

Student's Name		
T#		
Minor Requirements		Hrs
JOUR	4023	3
TH	3263 4293	3 6
Elective	COMM 2003 2013 3063	
	TH 2703	3
DCC/TH	2293, 4293	6
	TOTAL HOURS (12)	
	TOTAL HOURS	

Min. hours required	12
Earned Hrs	
to be completed	
TOTAL	

Must have minimum of 8 hours in residence
Must use same catalog for both major and minor

2026-27

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

Student's Name		
T#		
DCC/TH	Minor Requirements	Hrs
JOUR	2293 4293	6
TH	4023	3
	3263	3
	TOTAL HOURS (12)	
	TOTAL HOURS	

Final Check:

Min. hours required 12
 Earned Hrs _____
 to be completed _____
 TOTAL _____

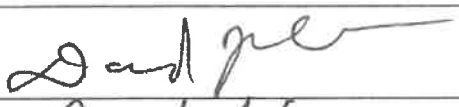
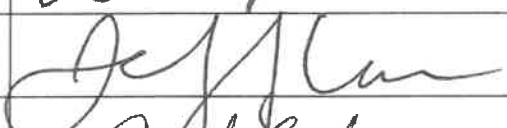


Must have 2.00 in minor
Must have minimum of 8 hours in residence
Must use same catalog for both major and minor



ARKANSAS TECH UNIVERSITY

Request for Title Change

Department Initiating Proposal	Date
Communication and Media Studies	5/14/2025

Title	Signature	Date
Department Head David J. Eshelman		5/14/2025
Dean		6/3/25
Assessment		7/1/25
Registrar		7/22/25
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:
CP in Print Journalism -> CP in Digital News

adhe
ARKANSAS DIVISION OF
HIGHER EDUCATION

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Dr. Adolfo Santos

Signature

Date _____

Board of Trustee Approval/Notification Date

Contact Person's Title: Department Head Communication & Media Studies

Contact Email Address deshleman@atu.edu

☒ Title or CIP change

☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*

☐ Program reconfiguration **attach copy of before & after curriculum*

☐ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*

☐ Existing program offered by distance technology

☐ Existing certificate or degree program offered at an existing off-campus location

☐ New option, emphasis, concentration, or minor

☐ New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date (optional):

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

Change the title for Certificate of Proficiency in Print Journalism to Certificate of Proficiency in Digital News. See attached.

Category 2: Program Deletion/Inactive or Reactivation☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status (*inactive for less than 5 years*)Effective Term: Effective Academic Year: Effective Date (optional):

Program/Certificate/Option	CIP Code	Degree Code

Reason for Proposed Action (*attach additional pages as needed*)**Category 3: Instruction/Research/Service Centers and Administrative/Organization Units**☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*☐ Deletion of instruction, research, or service institute/center.☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs.

**attach copy of before and after organization chart*

☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*Effective Term: Effective Academic Year: Effective Date (optional): Reason for Proposed Action (*attach additional pages as needed*)

SAVE

ATTACH

SUBMIT

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

LETTER OF NOTIFICATION

Title Change

Change of name only for an existing degree, certificate, major, option, track, or organizational unit where curriculum will not be modified. Can be combined with CIP Change, Curriculum Revision or Existing Program Offered by Distance Technology. Note: words such as certified, licensed, or registered will not be permitted as they imply licensure or certification by an entity outside of the institution is guaranteed.

Required information:

- 1. Current degree title**
CP in Print Journalism
- 2. Degree code**
1061
- 3. CIP code**
09.0401
- 4. Proposed title**
CP in Digital News
- 5. Effective date, term, and academic year**
Fall 2026
- 6. Reason for change**
The term “print journalism” does not cover the breadth of news reporting skills covered in this program. Also, most graduates will be writing for non-print (online) sources; so this new name better expresses what students are learning and what the jobs are and will be.

Delete
Title Change

CE AUDIT CH
RNT Print Jo
2025-26

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

[illegible]

Final Check:

Min. hours required 13
 Earned Hrs
 to be completed
 TOTAL

Must have 2.00 in minor
Must have minimum of 8 hours in residence
Must use same catalog for both major and minor

DEGREE AUDIT CHECK LIST

(CP-DNC Digital News)

2026-27

Date			Student's Name		
Grade Point		Graduation Date			
General Education Requirements		Hrs		Minor Requirements	
ENGL #			JOUR		3143 3153 3714 4143
MATH #					13
SCIENCE					
US HIST/GOVT					
SOC SCI					
FINE ART/HUM					
COMM					
TECH 1001 ♦					
TOTAL GEN ED HOURS					
TOTAL ELECTIVE HOURS (0)				TOTAL HOURS (13)	
				TOTAL HOURS	

Final Check:

Min. hours required 13
 Earned Hrs
 to be completed
 TOTAL

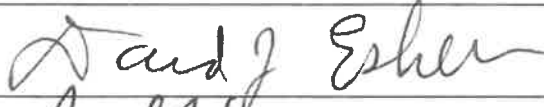
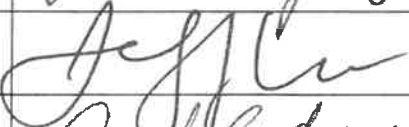


Must have 2.00 in minor
Must have minimum of 8 hours in residence
Must use same catalog for both major and minor



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Communication and Media Studies	5/15/2025

Title	Signature	Date
Department Head David J. Eshelman		5/15/2025
Dean		6/3/25
Assessment		7/1/25
Registrar		7/22/25
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:
Social Media 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)
Replace TH 4293 with DCC/Th 2293 Social Media Influencing I.

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

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This change is necessary because of changes to the Digital Content Creation (DCC) BA program. A new course exists.
- 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?
We are proposing to add Social Media Influencing I, making our current course into Social Media Influencing II. It is only appropriate that students take the first course instead of the second, hence the change.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
See BA in DCC 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.
This is really a cosmetic 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 will not change.

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

SOCIAL MEDIA MINOR

Dr. David Eshelman, Department Head
 Energy Center, Room 124
 (479) 964-0890
 deshelman@atu.edu

Curriculum

Code	Title	Hours
JOUR 2163	Introduction to Multimedia	3
JOUR 2253	Basic Video Production	3
JOUR 4023	Social Media	3
JOUR 4563	Sound Design for Moving Image	3
MKT 3063	Social Media Marketing	3
MKT 3163	Consumer Behavior	3
or PSY 2023	Consumer Psychology	
TH 4293 PCC/TH 2293	Social Media Influencing	3
Total Hours		21

DEGREE AUDIT CHECK LIST

(MINOR-SM) Social Media

~~2025-26~~ **2024-25**

Date			Student's Name		
Grade Point		Graduation Date			
T#		T#			
General Education Requirements		Hrs		Minor Requirements	
Hrs		Hrs		Hrs	
ENGL #				JOUR 2163 2253 4023 4563 12	
MATH #				MKT 3063 3	
SCIENCE				MKT 3163 or PSY 2023 3	
US HIST/GOVT				TH 4293 3	
SOC SCI				DECLTH 2293	
FINE ART/HUM					
COMM					
TECH 1001 ♦					
TOTAL GEN ED HOURS					
TOTAL ELECTIVE HOURS (0)				TOTAL MINOR HOURS (21)	
				TOTAL HOURS	

Final Check: Min. hours required 21

 Earned Hrs

 to be completed

 TOTAL

Must have 2.00 in minor

Must have minimum of 6 hours in residence

Must use same catalog for both major and minor

DEGREE AUDIT CHECK LIST

(MINOR-SM) Social Media

2026-27

Date			Student's Name		
Grade Point		Graduation Date			
General Education Requirements		Hrs		T#	
ENGL #				Minor Requirements	
MATH #				DCC/TH 2293	
SCIENCE				JOUR 2163 2253 4023 4563	
US HIST/GOVT				MKT 3063	
SOC SCI				MKT 3163 or PSY 2023	
FINE ART/HUM					
COMM					
TECH 1001 ♦					
TOTAL GEN ED HOURS					
TOTAL ELECTIVE HOURS (0)				TOTAL MINOR HOURS (21)	
				TOTAL HOURS	

Final Check:

Min. hours required 21

Earned Hrs

to be completed

TOTAL

Must have 2.00 in minor

Must have minimum of 6 hours in residence

Must use same catalog for both major and minor



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE/Emergency Management & Homeland Security	12/3/24

Title	Signature	Date
Department Head Dr. Rene Couture	<i>Rene Couture</i>	12/3/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	1/31/25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	6/30/25
Registrar Ms. Tammy Weaver	<i>T. Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:
Accelerated BA Communication to MS Emergency Management and Homeland Security

Outline change in program: Accelerated BA Communication to MS Emergency Management and Homeland Security

This change would allow Communication majors to complete a master's degree in EMHS in accelerated fashion.

Students would substitute up to 12 cr. hours of graduate level Emergency Management and Homeland Security courses (EMHS 6203, EMHS 6153, EMHS 6063, and/or any approved EMHS core or EMHS elective) for an equivalent number of upper division electives in fall and spring semesters of the senior year.

The admission criteria include completing 90 hours toward the bachelor's degree with an earned GPA of 3.0 or higher at the time of application to the program. If a student is enrolled in one of these courses at the time of application, the student may be conditionally admitted until grades are submitted for that semester. If a B or better was earned, they may begin the program. If not, their admission will be deferred until the required grade is obtained.

A maximum of 12 credit hours from the following graduate courses can be used to replace 12 hours of upper-division undergraduate elective coursework to fulfill requirements for the BA in Communication:

a. Graduate Core courses – 6 hours total

EMHS 6063: Principles of Emergency Management

EMHS 6103: Research Design & Methods

EMHS 6033: Leadership and Management

EMHS 5023: Technology for Comprehensive Emergency Management

EMHS 6133: Ethical, Legal, Political Considerations in Emergency Management and Homeland Security

b. Electives – 6 hours maximum from this list

Electives to choose from:

EMHS 6203: Crisis Communications

EMHS 6153: Disaster Films and Media

~~EMHS 6243: Intelligence in Emergency Management and Homeland Security~~

~~EMHS 6253: Information Security for Public Managers~~

EMHS 5003: Principles of Disaster Relief and Recovery

EMHS 6143: Social Vulnerability

Any other EMHS Elective Course

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

It should have no impact on other programs other than potentially decreasing enrollment in upper division elective courses.

Answer the following Assessment questions:

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

The university's mission includes "student success, access, and excellence" which this program change directly addresses by encouraging high-achieving undergraduate students to continue their pursuit of academic excellence with taking accessible emergency management and homeland security graduate courses that will encourage their success. Also, providing a more economical (& accessible) path for an EMHS Master's degree serves for the benefit of "Arkansas, the nation, and the world." This will also allow the EMHS program to become stackable with other university degrees, provide for progressive intellectual development, and provide another employment option for the 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?

Students will have to adjust to graduate-level work more quickly than they might otherwise. However, only those students who meet the admission criteria will be accepted into the accelerated program. This should lead to students having an adequate level of preparation.

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

There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a graduate degree during the senior year of their undergraduate degree.

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

ATU is offering accelerated programs. This would be an accelerated program providing streamlined entry into a graduate EMHS degree. This is a natural pairing since many communication bachelor's students find the EMHS masters to be a good fit to their undergraduate education.

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

Please see the assessment plan at the end of this document.

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.

Department Affected:
Communication & Media Studies

This department

☒ supports

☐ does not support the change.

Comments:

Yes to ABLM in EMHS, HESA, OLL

Department Head Signature



Date:

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

Curriculum Matrix for Catalog Curriculum in BA Communication	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester Footnote 3</p> <p>Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute EMHS approved core courses/or approved EMHS Electives.</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester Footnote 3</p> <p>Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute EMHS approved core courses/or approved EMHS Electives.</p> <p>Delete:</p> <p>Total Hours: 15</p>

Emergency Management and Homeland Security Curriculum Map – Required Courses Covering PLOs

Vision: Our students will lead the discipline and field of emergency management and homeland security by bridging theory and practice.

Mission: Empowering students to become world-changers by equipping them with the education, critical thinking, and experience needed as scholars and practitioners in emergency management and homeland security.

Definition of the Emergency Management Discipline: The discipline of emergency management is the scientific study of how humans and their institutions interact and cope with hazards and vulnerabilities and resulting events and consequences.

Required Courses	DQP Competency I, Specialized Knowledge <i>by meeting the following Program Learning Outcomes (PLOs):</i>		DQP Competency II, Broad & Integrative Knowledge <i>by meeting the following Program Learning Outcomes (PLOs):</i>				DQP Competency III, Intellectual Skills <i>by meeting the following Program Learning Outcomes (PLOs):</i>		DQP Competency IV, Applied & Collaborative Learning <i>by meeting the following Program Learning Outcomes (PLOs):</i>		DQP Competency V, Civic & Global Learning <i>by meeting the following Program Learning Outcomes (PLOs):</i>		
	Operates within the EMHS framework, principles, and body of knowledge	Disaster and Homeland Security Risk Management	Scientific Literacy	Geographic Literacy	Sociocultural Literacy	Technological Literacy	Possess Critical Thinking	Abide by Professional Ethics	Systems Literacy	Leadership	Continual Learning	Community Engagement	Governance & Civics
EMHS 6033 Leadership & Mgmt.							R	R	R	R/M	R		
EMHS 6063 Principles of EM	I	I			I/R				I	I		I	
EMHS 6093 Fund of HS	I/R	R		I				R	R				I
EMHS 6133 Ethical & Legal Cons				R	R			R/M		R	R	R	R/M
EMHS 5023 Technology in EM			R	R/M		R/M	R						

[illegible]

Course	Learning Objective	Competency	Assessment Measure
EMHS 6203 Crisis Communication	Demonstrate an understanding of communication processes, principles, and models that are applicable to crisis communication.	Operates in the EM Framework/Principles/ Body of Knowledge (R)	Discussion Board
	Effectively observe, analyze, create, and respond to a variety of communication behaviors related to crisis events.	Disaster Risk Management (R)	Case Analysis #1
	Analyze the important elements of crisis communication plan.	Critical Thinking (R)	Term Paper
	Adopt problem-solving skills and techniques in order to achieve success in communication relative to crisis-related contexts.	Continual Learning (R)	Case Analysis #2

Course	Learning Objective	Competency	Assessment Measure
EMHS 6153 Disaster Films and Media	Compare cinematic recreations of emergency management related films with the actual events and discuss accuracies and discrepancies.	Critical Thinking (R)	Written Assignment
	Assess application of EM theories and phases to emergency management related films.	Operates in the EM Framework/Principles/Body of Knowledge (R)	Discussion Board
	Evaluate knowledge of films and critical perspectives as well as the application of analytical skills.	Systems Literacy (R)	Final Project

Course	Learning Objective	Competency	Assessment Measure
EMHS 6063 Principles of Emergency Management	Apply appropriate theories, concepts, policies, and emergency management measures to multiple emergency and disaster context.	Sociocultural Literacy (I) (R) Leadership (I) Operates in the EM Framework/Principles/Body of Knowledge (I)	Exam Reflection Assignment Written Assignment
	Differentiate and interpret emergency management policies, the types of hazards that threaten the United States, and the measures to mitigate, prepare, respond, and recover from such hazards.	Systems Literacy (I)	Written Assignment
	Distinguish among the many organizations and communities involved in the multiple aspects of emergency management.	Introduce Community Engagement (I)	Case Study
	Examine the future challenges and opportunities pertaining to the emergency management field	Introduce Disaster Risk Management (I)	Written Assignment

Course	Learning Objective	Competency	Assessment Measure
EMHS 6103 Research Methods and Design	Apply the systematic process of scientific research to a personal research project	Disaster/ Risk Management (R)	Final Paper
	Analyze and evaluate quality peer-reviewed research articles. Differentiate scientific research from other forms of publications	Scientific Literacy (I/R)	Article Critique Assignment
	Identify a research topic area and develop a feasible research question	Operates within the EM framework, principles, and body of knowledge (R)	Research Question/ Introduction Assignment
	Analyze and evaluate quality peer-reviewed research articles. Differentiate scientific research from other forms of publications	Possess Critical Thinking. (I)	Article Critique Assignment
	Apply research ethics to research process and the use of human subjects	Abide by Professional Ethics (I)	CITI Training
	Demonstrate graduate collegiate writing skills and apply APA 7 formatting to all written work with appropriate in-text citations, empirical support, and no plagiarism	Continual Learning (I)	Final Paper

COMMUNICATION, BACHELOR OF ARTS

Dr. David Eshelman, Department Head
Energy Center, Room 124
(479) 964-0890
deshelman@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
COMM 1003	Introduction to Communication	3	_____
COMM 1023 or JOUR 1023	Exploration of Media and Communication or Exploration of Media and Communication	3	_____
ENGL 1013	Composition I ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
TECH 1001	Orientation to the University	1	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Hours		17	
Spring			
ENGL 1023	Composition II ¹	3	_____
MATH XXXX	Mathematics ¹	3	_____
SS 1XXX	Social Science Courses ^{1,2}	3	_____
Elective		6	_____
Hours		15	
Sophomore			
Fall			
COMM 2003	Public Speaking	3	_____
COMM Elective		3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Elective		6	_____
Hours		16	
Spring			
COMM 3123 or COMM 3133	Argumentation or Digital Civility	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
SS 1XXX	Social Science Courses ^{1,2}	3	_____
Elective		6	_____
Hours		15	
Junior			
Fall			
COMM 3003	Interpersonal Communication	3	_____
COMM 3513	Media Criticism	3	_____
COMM Elective (3000-4000 level)		3	_____
Elective		6	_____
Hours		15	
Spring			
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
COMM Elective (3000-4000 level)		3	_____
Elective (3000-4000 level)		6	_____

Elective		3
	Hours	15
Senior		
Fall		
COMM 4823	Communication Capstone	3
Elective (3000-4000 level) 3, 4, 5		12
	Hours	15
Spring		
COMM Elective		3
COMM Elective (3000-4000 level)		3
Elective (3000-4000 level) 3, 4, 5		1
Elective 3, 4, 5		5
	Hours	12
	Total Hours	120

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".

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

3 Accelerated BA Communication
MS Emergency Management & Homeland Security

4 Accelerated BA Communication
MS Higher Education & Student Affairs

5 Accelerated BA Communication
MA Organizational Leadership & Learning

EMERGENCY MANAGEMENT AND HOMELAND SECURITY, MASTER OF SCIENCE

Dr. Rejina Manandhar, Program Director

Dean Hall, Room 107A

(479) 356-2014

rmanandhar@atu.edu

Curriculum Degree Requirements

Code	Title	Hours
Required Courses		
EMHS 5023	Technology for Comprehensive Emergency Management	3
EMHS 6033	Leadership and Management	3
EMHS 6063	Principles of Emergency Management	3
EMHS 6093	Principles of Homeland Security	3
EMHS 6103	Research Design and Methods	3
EMHS 6133	Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security	3
EMHS Electives		
Elective EMHS or non-EMHS graduate courses tailored to each student's interests and career objectives		6
Options		
Select one of the following Options:		6
Comprehensive Examination Option:		
EMHS 6413	Capstone	
EMHS Elective		
Thesis Option:		
EMHS 6123	Applied Data Analysis	
EMHS 6943	Master's Thesis	
Practicum Option:		
EMHS 6423	Professional Practical Experience and Project Development	
EMHS 6413	Capstone	
Total Hours		30



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE/Higher Education & Student Affairs	12/3/24

Title	Signature	Date
Department Head Dr. Rene Couture	<i>Rene Couture</i>	12/3/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	1/31/25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	6/30/25
Registrar Ms. Tammy Weaver	<i>T. Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:
Accelerated BA in Communication to MS Higher Education & Student Affairs

Outline change in program:

- This program partners with the BA in Communication and allows Communication majors to complete the MS in Higher Education & Student Affairs in an accelerated fashion.
- A maximum of 12 graduate level credit hours can be double-counted towards the BA in Communication and the MS in HESA.
- A maximum of 12 credit hours from the following graduate courses can be used to replace 12 hours of upper-division undergraduate elective coursework to fulfill requirements for the BA in Communication:
 - a. Graduate Core Courses (students choose 3-12 hours)
 - i. SAA 6033 Student Development Theory
 - ii. SAA 6043 College Students and Diversity
 - iii. SAA 6053 Legal Issues in Higher Education
 - iv. SAA 6073 Counseling Theories and Helping Skills
 - v. SAA 6123 Assessment and Evaluation in Higher Education
 - vi. SAA 6143 Administration in HESA
 - vii. SAA 6113 Research Design and Analysis
 - b. Graduate Electives to choose from (no more than 6 hours)
 - i. SAA 6013 College Athletes
 - ii. SAA 6163 Academic Advising
 - iii. SAA 6173 Career Advising
- Students will take no more than six hours of graduate courses per semester.
- Students may apply in their junior year for admission into the Accelerated Bachelor's to MS in HESA program. The student must complete a minimum of 90 credit hours towards the BA in Communication and have earned a minimum grade point average of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's to MS in HESA program.
- A course used toward an undergraduate degree cannot be counted or used later for graduate credit except in the case of enrollment in an approved accelerated master's program.
- Only courses with grades of B or better will be eligible to count toward graduate credit.
- The curriculum will follow the existing curriculum in the undergraduate and graduate degree programs comprising the Accelerated Bachelor's to MS in HESA program.
- All other general requirements for the Bachelor's and Master's degree programs that comprise the Accelerated Bachelor's to MS in HESA program apply and must be satisfied.
- Upon completion of the BA in Communication degree requirements, students will be accepted into the Graduate College at a status consistent with the Graduate College and individual program guidelines. Students must meet all the graduate requirements for dual credit courses to receive graduate credit for these courses to contribute toward their Master's degree.
- Students in the Accelerated Bachelor's to MS in HESA program will apply for graduation with the BA in Communication on the schedule delineated in the undergraduate catalog and will receive their BA in Communication upon completion of all the requirements for the undergraduate degree. The Master's degree will be awarded when the student has completed the remaining requirements for the MS in HESA.

New wording for the Course Catalog:

Students seeking admission into the Accelerated BA in Communication to the MS in HESA program must have completed a minimum of 90 credit hours towards the BA in Communication and have earned a minimum GPA of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's to MS in HESA Degree program.

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

This should have no impact on other programs other than potentially decreasing enrollment in some upper division elective courses and replacing those with graduate courses.

Answer the following Assessment questions:

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

This will allow the HESA program to become stackable with other university degrees, provide for progressive intellectual development, and provide another employment option for graduates of the undergraduate program.

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

Not applicable.

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

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

Students will have to adjust to graduate-level work more quickly than they might otherwise. However, only those students who meet the admission criteria will be accepted into the accelerated program. This should lead to students having an adequate level of preparation.

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

There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a graduate degree during the senior year of their undergraduate degree.

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

Without a natural undergraduate program in HESA, it is quite unique to permit undergraduate students to take HESA courses. We are unaware of this occurring elsewhere in the state. However, at ATU, we have seen tremendous success with other AB2M students in the HESA program. Communication majors may be a natural pairing since many of these students find the HESA masters to be a good fit to their undergraduate education.

- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success

which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Assessment plan is included at the end of this document.

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 https://www.atu.edu/registrar/curriculum/forms/departmental_support.pdf

Department Affected:
Communication & Media Studies

This department

☒ supports

☐ does not support the change.

Comments:

Yes to ABLM in EMHS, HESA, OLL

Department Head Signature: _____



Date:

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

Curriculum Matrix for Catalog Curriculum in <u>BA in Communication</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>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: Footnote 4</p> <p>Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute SAA approved core courses /or approved SAA electives.</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: Footnote 4</p> <p>Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute SAA approved core courses /or approved SAA electives.</p> <p>Total Hours: 15</p>

MS Higher Education and Student Affairs				
Professionalism: Demonstrate professional behavior in carrying out student services work.	Overall Quality of Work	Site host Survey	SAA 6083	Practicum I in Student Affairs Administration
	Elements:		SAA 6183	Advising Practicum
	Assignment Completion		SAA 6283	Practicum II in Student Affairs Administration
	Punctuality			
	Individual Growth			
	Professional Promise			
	Initiative			
	Communication Skills			
	Professional Interaction			
	Willingness to Learn			
Content Knowledge: Demonstrate mastery and application of foundational and professional studies.	Overall Content Knowledge	Comprehensive Exam	SAA 6063	Capstone
	Elements:	ePortfolio		
	Administrative knowledge		SAA 6143	Administration in Student Affairs
			SAA 6053	Legal Issues in Higher Education
	Assessment/Research Skills		SAA 6123	Assessment and Evaluation in Higher Education
			SAA 6113	Research Design and Analysis
	Student Development Theory		SAA 6033	Student Development Theory
			SAA 6043	College Students and Diversity

	Counseling/Helping Skills		SAA 6073	Counseling Theories and Helping Skills
--	---------------------------	--	----------	--

COMMUNICATION, BACHELOR OF ARTS

Dr. David Eshelman, Department Head

Energy Center, Room 124

(479) 964-0890

deshelman@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
COMM 1003	Introduction to Communication	3	_____
COMM 1023 or JOUR 1023	Exploration of Media and Communication or Exploration of Media and Communication	3	_____
ENGL 1013	Composition I ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
TECH 1001	Orientation to the University	1	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
	Hours	17	
Spring			
ENGL 1023	Composition II ¹	3	_____
MATH XXXX	Mathematics ¹	3	_____
SS 1XXX	Social Science Courses ^{1,2}	3	_____
Elective		6	_____
	Hours	15	
Sophomore			
Fall			
COMM 2003	Public Speaking	3	_____
COMM Elective		3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Elective		6	_____
	Hours	16	
Spring			
COMM 3123 or COMM 3133	Argumentation or Digital Civility	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
SS 1XXX	Social Science Courses ^{1,2}	3	_____
Elective		6	_____
	Hours	15	
Junior			
Fall			
COMM 3003	Interpersonal Communication	3	_____
COMM 3513	Media Criticism	3	_____
COMM Elective (3000-4000 level)		3	_____
Elective		6	_____
	Hours	15	
Spring			
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
COMM Elective (3000-4000 level)		3	_____
Elective (3000-4000 level)		6	_____

Elective		3
	Hours	15
Senior		
Fall		
COMM 4823	Communication Capstone	3
Elective (3000-4000 level) 3,4,5		12
	Hours	15
Spring		
COMM Elective		3
COMM Elective (3000-4000 level)		3
Elective (3000-4000 level) 3,4,5		1
Elective 3,4,5		5
	Hours	12
	Total Hours	120

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".

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

3 Accelerated BA Communication
MS Emergency Management & Homeland Security

4 Accelerated BA Communication
MS Higher Education & Student Affairs

5 Accelerated BA Communication
MA Organizational Leadership & Learning

HIGHER EDUCATION AND STUDENT AFFAIRS, MASTER OF SCIENCE

Dr. Rene Couture, Department Head

Dean Hall, Room 201

(479) 356-2007

rcouture@atu.edu

Curriculum Degree Requirements

Code	Title	Hours
Required Courses		
SAA 6033	Student Development Theory	3
SAA 6043	College Students and Diversity	3
SAA 6053	Legal Issues in Higher Education	3
SAA 6073	Counseling Theories and Helping Skills	3
SAA 6113	Research Design and Analysis	3
SAA 6123	Assessment and Evaluation in Higher Education	3
SAA 6143	Administration in Higher Education and Student Affairs	3
SAA 6063	Capstone Seminar	3
Elective Courses		
SAA or approved non-SAA elective		6
Total Hours		30



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE/Organizational Studies	12/15/24

Title	Signature	Date
Department Head Dr. Rene Couture	<i>Rene Couture</i>	1/30/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	2/3/25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	6/30/25
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:

Accelerated BA in Communication to MA in Organizational Leadership and Learning

Outline change in program:

- This program partners with the BA in Communication and allows Communication majors to complete MA in Organizational Leadership and Learning in an accelerated fashion.
- A maximum of 12 graduate level credit hours can be double counted towards the BA in Communication and the MAOLL.
- A maximum of 12 credit hours from the following graduate courses can be used to replace 12 hours of upper-division undergraduate elective coursework to fulfill requirements for the BA in Communication:
 - a. Graduate Core Courses (6 hours total)
 - i. OL 5043 Ethical Leadership
 - ii. OL 5643 Organizational Globalization and Diversity
 - iii. OL 6003: Foundations of Adult Learning & Org Development
 - iv. OL 6043 Leading Organizational Change
 - v. OL 6143 Consultation, Coaching, and Leadership Development
 - vi. OL 6883: Special Topics in ODL
 - b. Graduate Electives to choose from (6 hours total)
 - i. OL 5143 Nonprofit Governance
 - ii. OL 5343 Community Development
- Students will take no more than six hours of graduate courses per semester.
- Students may apply in their junior year for admission into the Accelerated Bachelor's Plus OL Master's Degree program. The student must complete a minimum of 90 credit hours towards the BA in Communication and have earned a minimum grade point average of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus OL Master's Degree program.
- A course used toward an undergraduate degree cannot be counted or used later for graduate credit except in the case of enrollment in an approved accelerated master's program.
- Only courses with grades of B or better will be eligible to count toward graduate credit.
- The curriculum will follow the existing curriculum in the undergraduate and graduate degree programs comprising the Accelerated Bachelor's Plus OL Master's Degree program.
- All other general requirements for the Bachelor's and Master's degree programs that comprise the Accelerated Bachelor's Plus OL Master's Degree program apply and must be satisfied.
- Upon completion of the BA in Communication degree requirements, students will be accepted into the Graduate College at a status consistent with the Graduate College and individual program guidelines. Students must meet all the graduate requirements for dual credit courses to receive graduate credit for these courses to contribute toward their Master's degree.
- Students in the Accelerated Bachelor's Plus OL Master's Degree program will apply for graduation with the BA in Communication on the schedule delineated in the undergraduate catalog and will receive their BA in Communication upon completion of all the requirements for the undergraduate degree. The Master's degree will be awarded when the student has completed the remaining requirements for the MAOLL.

New wording for the Course Catalog:

Students seeking admission into the Accelerated BA in Communication to the MAOLL program must have completed a minimum of 90 credit hours towards the BA in Communication and have earned a minimum GPA of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus OL Master's Degree program.

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

There is no impact on staffing or space allocation. This program would reduce enrollment in undergraduate, upper-division electives.

Answer the following Assessment questions:

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

The University's mission includes "student success, access, and excellence" which this program change directly addresses by encouraging high-achieving undergraduate students to continue their pursuit of academic excellence with taking accessible organizational development and learning graduate courses that will encourage their success. Also, this program provides a more economical and accessible path for an OL Master's degree serves for the benefit of "Arkansas, the nation, and the world."

This program aligns with Arkansas Tech strategic plan Goal 1: Student access and opportunity, Goal 4: Programs and deliveries, and Goal 5: Partnerships and innovation.

- 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?

It is University policy to offer qualified undergraduate students the opportunity to register for graduate level credit hours as undergraduates to receive dual credit toward both undergraduate and graduate degrees within the designated accelerated bachelor to master degree programs. This program change aligns the undergraduate and graduate programs with University policy and the mission of the institution to increase access and innovation.

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

Students enrolled in the Accelerated Bachelor's Plus OLL Master's Degree program will engage in advanced, graduate-level learning while enrolled in an undergraduate program. The program allows accelerated students to attain a deeper, more specialized understanding of program content within the field of organizational leadership. There is limited research regarding the impact on student learning for students in an accelerated program. The primary benefits listed among similar programs are time and costs savings.

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

There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a

3. graduate degree during the senior year of their undergraduate degree.

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

Although there is not a similar graduate program in the state/region, programs within our institution, as well as programs across the state, have an accelerated option. Some

examples of these are: University of Arkansas, Little Rock (Department of Information Science), Arkansas State University, Jonesboro (Accounting, Agriculture, Chemistry, Computer Science, Disaster Preparedness & EM, History, Political Science, and Special Education), Saint Louis University (Leadership and Organizational Development).

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

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

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

Curriculum Matrix for Catalog Curriculum in Sociology	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute OL approved core courses /or approved OL Electives.</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute OL approved core courses and/or approved OL Electives.</p> <p>Delete:</p> <p>Total Hours: 15</p>

Department Affected:
Communication & Media Studies

This department

☒ supports

☐ does not support the change.

Comments:

Yes to ABLM in EMHS, HESA, OLL

Department Head Signature



Date:

MA – Organizational Leadership and Learning Assessment

The MA in Organizational Leadership and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 30 credit-hour degree includes instruction in organizational planning, dynamics of leadership, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

Program Mission: To empower individuals with the knowledge and skills necessary to effectively lead within complex organizational environments through academic inquiry, practical application, and project-based learning. Our program aims to develop leaders who drive positive organizational change, cultivate a culture of innovation and inclusivity, and strive to develop leadership in others.

COURSE	PO1	PO2	PO3	PO4
OL 5043: Ethical Decision-Making and Development	R	I	R	R
OL 5353: Project Management	I	R	R	
OL 5643: Organizational Globalization and Diversity	R	R/M	R	I/R
OL 6043: Leadership in Organizational Change	I	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R		R	R/M
OL 6093: ODL Capstone	M		M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes & Proficiency Criteria

1. **Adult Learning, Leadership, and Organizational Development Theory and Practice**
Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
 - a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
 - b. identifies evidence-based practices in leadership, followership, and leadership ethics
 - c. evaluates the application of theory in various organizational and/or cultural contexts
 - d. articulates the links between effective leadership and lifelong learning
 - e. develops theory-based plans for strategic training, human development, and organizational change
2. **Ethical and Cultural Competency, Global Understanding, and Social Responsibility**
Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
 - a. apply ethical principles to decision-making, team building, and conflict resolution within teams and organizations
 - b. articulate insights into own cultural rules and biases and effectively recognize and respond to cultural biases
 - c. analyze and apply the complexity of elements important to members or another culture, including history, values, politics,

communication style, beliefs, and practices in organizational culture

- d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
- e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

3. Strategic Verbal and Written Communication in Leadership

Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.

- a. apply basic communication theory, the communication process, and organizational models to leadership, motivation, and change
- b. apply principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
- c. develop strategies for use of storytelling and other communication techniques to motivate and/or gain compliance
- d. create strategic communication plans to influence organizational culture, direction, and change

4. Human Resources, Personnel Development, and Change

Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.

- a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
- b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions
- c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI
- d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change
- e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

MAOLL Data Pull Chart

Course	Objective	Proficiency Criteria	Assessment
OL 5043: Ethical Leadership & Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, d	Ethical Leadership Self-Assessment Log I & II
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Ethical Decision-Making Case Study
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c	Corporate Social Responsibility Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Ethics Program Proposal
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Performance Improvement Plan – AI Simulation
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Module 4 Quiz
	PO2: Ethical and Cultural Competency, Global Understanding, and Social	b, d	Cultural Self-

Culture	Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		Assessment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, e	Cultural Competency Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, c	Module 1 Workbook Exercises
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Strategic Communication Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Personal Bias Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, d, e	Module 2 Workbook Exercises
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	e	Equity and Inclusion Strategy Assignment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Project

OL 5353: Project Management	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	d, c, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.		Module 3 Workbook Exercises
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, d	Leadership Theory Reflection Paper
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		Ethical Decision-Making Simulation: Project Budget and Timeline Discussion
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.		Conflict Resolution AI Simulation
OL 6043: Leadership in Organizational Change	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, c, e	Case Study Analysis – Module Discussions 4, 6, 7, 8, 9, and 10
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-		Module 5 Quiz, Module 6 Quiz

OL 6143: Coaching & Leadership Development	making, team building, and social and cultural diversity.			
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b		Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	d		Case Analysis Discussion 6
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d		Change Project Proposal
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c		Module 8 Discussion – Change Communication
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e		Org Change – Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, e		Organizational Development Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	c		Storytelling Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change	a, b, c, d, e		Final Exam

OL 6093: ODL Capstone	management to increase organizational effectiveness.			
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	d		Leadership Competency Development Plan
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	b		Coaching Annotated Bibliography
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c		Employee Learning Needs Assessment
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, d, e		Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d		Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d		Comprehensive Exam Questions 1 - 4
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d		Applied Project

COMMUNICATION, BACHELOR OF ARTS

Dr. David Eshelman, Department Head

Energy Center, Room 124

(479) 964-0890

deshelman@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
COMM 1003	Introduction to Communication	3	_____
COMM 1023 or JOUR 1023	Exploration of Media and Communication or Exploration of Media and Communication	3	_____
ENGL 1013	Composition I ¹	3	_____
SCIL 1XXX	Science with Laboratory	4	_____
TECH 1001	Orientation to the University	1	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Hours		17	
Spring			
ENGL 1023	Composition II ¹	3	_____
MATH XXXX	Mathematics ¹	3	_____
SS 1XXX	Social Science Courses ^{1, 2}	3	_____
Elective		6	_____
Hours		15	
Sophomore			
Fall			
COMM 2003	Public Speaking	3	_____
COMM Elective		3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Elective		6	_____
Hours		16	
Spring			
COMM 3123 or COMM 3133	Argumentation or Digital Civility	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
SS 1XXX	Social Science Courses ^{1, 2}	3	_____
Elective		6	_____
Hours		15	
Junior			
Fall			
COMM 3003	Interpersonal Communication	3	_____
COMM 3513	Media Criticism	3	_____
COMM Elective (3000-4000 level)		3	_____
Elective		6	_____
Hours		15	
Spring			
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
COMM Elective (3000-4000 level)		3	_____
Elective (3000-4000 level)		6	_____

Elective		3
	Hours	15
Senior		
Fall		
COMM 4823	Communication Capstone	3
Elective (3000-4000 level)	3, 4, 5	12
	Hours	15
Spring		
COMM Elective		3
COMM Elective (3000-4000 level)		3
Elective (3000-4000 level)	3, 4, 5	1
Elective	3, 4, 5	5
	Hours	12
	Total Hours	120

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".

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

3 Accelerated BA Communication
MS Emergency Management & Homeland Security

4 Accelerated BA Communication
MS Higher Education & Student Affairs

5 Accelerated BA Communication
MA Organizational Leadership & Learning

ORGANIZATIONAL LEADERSHIP AND LEARNING, MASTER OF ARTS

Dr. Jeremy Schwehm, Program Director
 Dean Hall, Room 107C
 (479) 356-2095
 jschwehm@atu.edu

Curriculum Degree Requirements

Code	Title	Hours
Required Core Courses		
MGMT 5203	Project Management	3
or OL 5353	Project Management	
MGMT 6103	Organizational Management and Leadership	3
OL 5043	Ethical Decision-Making and Development	3
OL 5643	Organizational Culture	3
OL 6043	Leadership in Organizational Change	3
OL 6093	Organizational Development and Learning Capstone	3
OL 6143	Consultation, Coaching, and Leadership Development	3
Select one of the following:		3
SAA 6113	Research Design and Analysis	
EMHS 6103	Research Design and Methods	
Graduate Level Electives		
Select 6 hours of 5000-6000 Approved Graduate Level Electives		6
Total Hours		30

- Successful completion of thesis or comprehensive exam is required for degree completion.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
English & World Languages	06-24-25

Title	Signature	Date
Department Head Emily Hoffman	<i>Emily Hoffman</i>	06-24-25
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	06/24/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	8/15/25
Registrar Tammy Weaver	<i>Tammy Weaver</i>	8/15/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Adolfo Santos		

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) 2303
Official Catalog Title: Spanish for Medical Interpretation I	

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

☐ Yes ☒ No

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

X Title

X Course Description

☐ Cross-Listing

X Pre-requisite

☐ 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)

Spanish for Health/Social Science Professions I

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

Span Health/Soc Sci Prof I

New Course Description:

Useful terminology, expressions, and cultural contexts for healthcare and social service situations with a minimum of grammar.

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):

Permission of the department head

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.

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

- Demonstrate oral proficiency with terminology and expressions common in medical and social science professional contexts. (PLO 1)
- Communicate empathetically in a medically specialized and culturally sensitive manner with Spanish-speaking patients. (PLO 2)

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

PLO 1, PLO 2: Oral presentations (interviews and conversations)

PLO 2: Written exam covering cultural contexts

- c. What is the rationale for adding this course? What evidence supports this action?
While students already possess general proficiency in Spanish, they will need to acquire specialized vocabulary and cultural information to act as translators in these settings.

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
English & World Languages	06-24-25

Title	Signature	Date
Department Head Emily Hoffman	<i>Emily Hoffman</i>	06-24-25
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	06/24/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	8/15/25
Registrar Tammy Weaver	<i>T Weaver</i>	8/15/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Adolfo Santos		

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) 2313
Official Catalog Title: Spanish for Medical Interpretation I	

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

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

X Title

X Course Description

☐ Cross-Listing

X Pre-requisite

☐ 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)

Spanish for Health/Social Science Professions II

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

Span Health/Soc Sci Prof II

New Course Description:

Useful terminology, expressions, and cultural contexts for healthcare and social service situations with a minimum of grammar

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):

Permission of department head

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.
Provide the program level learning outcome(s) it addresses.
 - Demonstrate oral proficiency with terminology and expressions common in medical and social science professional contexts. (PLO 1)
 - Communicate empathetically in a medically specialized and culturally sensitive manner with Spanish-speaking patients. (PLO 2)

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

PLO 1, PLO 2: Oral presentations (interviews and conversations)

PLO 2: Written exam covering cultural contexts

- c. What is the rationale for adding this course? What evidence supports this action?
While students already possess general proficiency in Spanish, they will need to acquire specialized vocabulary and cultural information to act as translators in these settings.

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
English & World Languages	06-24-25

Title	Signature	Date
Department Head Emily Hoffman	<i>Emily Hoffman</i>	06-24-25
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	06/24/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	8/15/25
Registrar Tammy Weaver	<i>Tammy Weaver</i>	8/15/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Adolfo Santos		

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) 3383
Official Catalog Title: Principles of Interpretation	

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

☒ Pre-requisite

☐ 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:

Theory and practice based course on English-Spanish interpretation for healthcare and social service situations.

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):

Delete the prerequisite: Completion of or concurrent enrollment in SPAN 3003

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.

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

Demonstrate oral proficiency with terminology and expressions common in medical and social science profession contexts. (PLO 1)

Communicate empathetically in a medically specialized and culturally sensitive manner with Spanish-speaking patients. (PLO 2)

Demonstrate the cognitive and language skills necessary for consecutive and simultaneous interpretation. (PLO 3)

Demonstrate awareness of interpreting as a profession: training needed, job opportunities, business practices, and ethical standards. (PLO 4)

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

PLO 1, 2, and 3: Graded oral presentations

PLO 4: Written exam

- c. What is the rationale for adding this course? What evidence supports this action?
Translation is a specialized skill that requires significant oral practice beyond general conversation.

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

Department Initiating Proposal	Date
English and World Languages	8/14/2025

Title	Signature	Date
Department Head	<i>Emily Hoffman</i>	08-14-25
Dean	<i>Jeffrey Cass</i>	08/14/25
Assessment	<i>Amanda Gardner</i>	8/15/25
Registrar	<i>Heaven</i>	8/15/25
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 Spanish Health and Social Science Translation

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Name of Provost/Chief Academic Officer

 Signature

 Date

President/Chancellor Approval Date:

Board of Trustee Approval/Notification Date:

Contact Person:

Contact Person's Title:

Contact Phone Number:

Contact Email Address:

Category 1: New or Existing Program Modification *(select all that apply)*

- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*
- ☐ CIP code change
- ☐ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*
- ☐ Existing program offered by distance technology
- ☐ Existing program offered at an existing off-campus location
- ☒ New certificate program (CP, TC or GC made primarily of existing coursework) **attach copy of curriculum*
- ☐ New degree program (undergraduate or graduate made primarily of existing coursework) **attach copy of curriculum*
- ☐ New option, emphasis, concentration, or minor
- ☐ Title Change

Effective Term:

Effective Year:

Before Proposed Changes			
Title:	<input type="text"/>		
CIP Code:	<input type="text"/>	Degree Code:	<input type="text"/>
		% Online:	<input type="text"/>
After Proposed Changes/New Program			
Title:	<input type="text" value="Certificate of Proficiency in Spanish Health and Social Science Translation"/>		
CIP Code:	<input type="text" value="16.0908"/>	% Online:	<input type="text" value="100%"/>

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

Certificate of Proficiency in Spanish Health and Social Science Translation

9 Hours in the following:

SPAN 2303: Spanish for Medical Interpretation I;
 SPAN 2313: Spanish for Medical Interpretation II; and
 SPAN 3833: Principles of Interpretation

Category 2: Program Deletion/Inactive or Reactivation

☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status (*inactive for less than 5 years*)

Effective Term:

Effective Year:

Effective date should reflect the date in which the deletion/inactivation should begin, not the anticipated date of zero enrolled students.

Title	CIP Code	Degree Code

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

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

☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*

☐ Deletion of instruction, research, or service institute/center.

☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs.
**attach copy of before and after organization chart*

☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Term:

Effective Year:

Administrative/Organizational Unit Title	Department Code

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

SAVE

ATTACH

SUBMIT

SHOW
ATTACHMENTS

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

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), Advanced Certificate ((21-45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title: CP in Spanish Health and Social Science Translation**
- 2. CIP code: 16.0908**
- 3. % online (if applicable): 100%**
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
SPAN 2303 Health/Social Science Professions I
SPAN 2313 Health/Social Science Professions II
SPAN 3383 Principles of Interpretation
- 5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

JUSTIFICATION

The rising number of Hispanics in the region are now necessitating an increased number of linguistic interventions, so truly accurate information, either within medical and health fields or within social services, can be collected, interpreted, and applied to people requiring medical or social services. A truly bilingual person in English/Spanish is needed more than ever, with 18% of the population in Russellville and 39% of the population in Dardanelle identifying as Hispanic or Latino.

This certificate addresses a dearth of professional bilingual personnel in hospitals, clinic, and other field operations who can ensure that the needs of Hispanic individuals are met. Since 57% of Hispanics living in Arkansas are not fluent in English and more than 60% lack health insurance, it becomes increasingly critical to develop linguistically accessible and culturally competent personnel for health and social services. This certificate would provide that.

It is true that Arkansas Tech dropped its Spanish Medical Interpretation certificate due to lack of enrollment, but that outcome may be attributed to the fact that students had to take the majority of the required courses in a face-to-

face format. This online certificate reduces the number of hours to 9 (instead of 21) and incorporates the cultural contexts of various groups of Spanish speakers to the curriculum within each required course, thereby permitting those with very tightly fixed schedules, in, for example, such areas as nursing and rehabilitation science to complete the coursework at more convenient times. This type of certificate also works for those who are working or volunteering in the field who might want to embed this certificate in their degree program but would not normally have the time to attend classes face-to-face as they did previously. This certificate would close, therefore, the gap between Spanish-speaking healthcare needs and available services, both in physical and mental health areas.

PROGRAM GOALS & LEARNING OUTCOMES

Students who successfully complete the certificate will:

- Demonstrate oral proficiency with terminology and expressions common in medical and social science profession contexts.
- Communicate empathetically in a medically specialized and culturally sensitive manner with Spanish-speaking patients.
- Demonstrate the cognitive and language skills necessary for consecutive and simultaneous interpretation.
- Demonstrate awareness of interpreting as a profession: training needed, job opportunities, business practices, and ethical standards.

PROJECTED ENROLLMENT FOR FIRST 3-5 YEARS

During the first year the certificate is available, we expect 5-8 students might declare it given student enrollment in a special problems course on medical translation in Fall 2025. Once we are able to promote the program's 100% online delivery and streamlined course requirements, that enrollment may increase to 10-12 students in the following year. Department faculty have a pre-existing network of community contacts that will facilitate recruitment.

Selected Bibliography:

American Medical Association Journal of Ethics. (2017, March). Clinicians' obligations to use qualified medical interpreters when caring for patients with limited English proficiency. *AMA Journal of Ethics*, 19(3), 245–252. <https://journalofethics.ama-assn.org/article/clinicians-obligations-use-qualified-medical-interpreters-when-caring-patients-limited-english/2017-03>

American Medical Association Journal of Ethics. (2019, March). Medical students as certified interpreters. *AMA Journal of Ethics*, 21(3), E258–E265. <https://journalofethics.ama-assn.org/article/medical-students-certified-interpreters/2019-03>

Arkansas Center for Health Improvement. (n.d.). *Arkansas healthcare workforce*. ACHI. <https://achi.net/arkansas-healthcare-workforce/>

Association of American Medical Colleges. (2023, October 24). The United States needs more Spanish-speaking physicians. *AAMC News*. <https://www.aamc.org/news/united-states-needs-more-spanish-speaking-physicians>

Centers for Medicare & Medicaid Services. (2022). *Lessons from the field: Promising practices for advancing health equity by reducing health disparities*. CMS Office of Minority Health. <https://www.cms.gov/About-CMS/Agency-Information/OMH/Downloads/Lessons-from-the-Field.pdf>

Hawkins, D., & Tran, D. (2025, May 15). Language service cutbacks raise fear of medical errors, misdiagnoses, deaths. *KFF Health News*. <https://www.sfchronicle.com/health/article/language-assistance-federal-cuts-20340700.php>

Journal of Ethics. (2019, March). Medical students as certified interpreters. *AMA Journal of Ethics*, 21(3), E258–E265. <https://journalofethics.ama-assn.org/article/medical-students-certified-interpreters/2019-03>

LWW Journals. (2023, June). The effects of interpreter utilization on patient outcomes: A systematic review. *Ethnicity & Health Policy Forum*, 18(2), 101–115. https://journals.lww.com/ehpf/fulltext/2023/06020/the_effects_of_interpreter_utilization_on_patient.1.aspx

Pro, G. (2022). Spanish language services in specialty mental health treatment facilities in the United States, 2014–2019. *Psychiatric Services*, 73(8), 829–837. <https://doi.org/10.1176/appi.ps.202100614>

Rhodes, S. D., Mann, L., Simán, F. M., Song, E., Alonzo, J., Downs, M., Lawlor, E., Martinez, O., Sun, C. J., & O'Brien, M. C. (2012). Hispanic/Latino immigrant adults in the southern

United States: A qualitative analysis of common barriers to health care and mental health care. *Journal of Immigrant and Minority Health*, 14(5), 915-922. <https://doi.org/10.1007/s10903-011-9558-x>

University of Arkansas for Medical Sciences. (2024, August 14). UAMS, community partners work together to increase Spanish-language breastfeeding support. <https://news.uams.edu/2024/08/14/uams-community-partners-work-together-to-increase-spanish-language-breastfeeding-support/>

University of Michigan College of Pharmacy. (2024, July 8). Health education materials need better translations, study shows. *University of Michigan News*. <https://pharmacy.umich.edu/stories/health-education-materials-need-better-translations-study-shows>

VanHoof, S. (2007). *The Northwest Arkansas nursing workforce*. Center for Business & Economic Research, University of Arkansas. <https://scholarworks.uark.edu/cberpub/19>

VanHoof, S., & Nelson, J. (2004). *Nursing workforce shortages in Northwest Arkansas*. Center for Business & Economic Research, University of Arkansas. <https://scholarworks.uark.edu/cberpub/30>

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

7. Effective date, term, and academic year
June 1, 2026, 2026 Summer, 2026-27 academic year



ARKANSAS TECH UNIVERSITY

REQUEST FOR DELETION OF MINOR

Department Initiating Proposal	Date
English & World Languages	03-31-25

Title	Signature	Date
Department Head	<i>Emily Hoffman</i>	03-31-25
Dean	<i>Jeffrey Cass</i>	03-31-25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	3/31/25
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	3/31/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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 Studies/Latino Studies with Language Proficiency

1. What is the last term the minor will be awarded? *May 2026*
2. Number of students still enrolled in program: *0*
3. Reason for deletion and evidence to support action: *There are currently no students pursuing the minor, and no minors have been completed for several semesters.*

Delete

AUDIT CHECKLIST
American with
2025-26

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

[illegible]

Final Check:

Min. hours required	<u>18</u>
Earned Hrs	<u> </u>
to be completed	<u> </u>
TOTAL	<u> </u>

Must have 2.00 in minor
Must have minimum of 6 hours in residence
Must use same catalog for both major and minor



ARKANSAS TECH UNIVERSITY

REQUEST FOR DELETION OF MINOR

Department Initiating Proposal	Date
English & World Languages	03-31-25

Title	Signature	Date
Department Head	<i>Emily Hoffman</i>	03-31-25
Dean	<i>Jeffrey Cass</i>	03-31-25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	3/31/25
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	3/31/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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 Studies/Latino Studies without Language Proficiency

1. What is the last term the minor will be awarded? *May 2026*
2. Number of students still enrolled in program: *0*
3. Reason for deletion and evidence to support action: *There are currently no students pursuing the minor, and no minors have been completed for several semesters.*

Delete

AUDIT CHECK
ican without
2025-26

Date			Student's Name		
Grade Point		Graduation Date		T#	
General Education Requirements		Hrs		Minor Requirements	
ENGL #				GEOG	3303
MATH #				HIST	3313 3323 4133
SCIENCE				SPAN	1013 1023
US HIST/GOVT					
SOC SCI					
FINE ART/HUM					
COMM					
TECH 1001 ♦					
TOTAL GEN ED HOURS					
TOTAL ELECTIVE HOURS (0)				TOTAL MINOR HOURS (18)	
				TOTAL HOURS	

Final Check:

Min. hours required	18
Earned Hrs	
to be completed	
TOTAL	

Must have 2.00 in minor

Must have minimum of 6 hours in residence

Must use same catalog for both major and minor



ARKANSAS TECH UNIVERSITY

REQUEST FOR DELETION OF MINOR

Department Initiating Proposal	Date
English & World Languages	03-31-25

Title	Signature	Date
Department Head	<i>Emily Hoffman</i>	03-31-25
Dean	<i>Jeffrey Cass</i>	03-31-25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	3/31/25
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	3/31/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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:
Teaching English as a Second Language

1. What is the last term the minor will be awarded? *May 2026*
2. Number of students still enrolled in program: 3
3. Reason for deletion and evidence to support action: *There are currently only 3 students pursuing the minor. Those interested in TESL are more inclined to choose the TESOL certificate of proficiency, which requires fewer credit hours.*

Delete

CREDIT CH
g English
2025-26

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

Student's Name		
T#		
Minor Requirements	Hrs	
ENGL	4023 4703 4713 4723	12
	6 HRS FROM: ENGL 3013 4733 ENGL , FR, GER, SPAN, COMM 3023 FR, GER, SPAN 4703	6
	TOTAL MINOR HOURS (18)	
	TOTAL HOURS	

Final Check:

Min. hours required	18
Earned Hrs	
to be completed	
TOTAL	

Must have 2.00 in minor
Must have minimum of 6 hours in residence
Must use same catalog for both major and minor



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE	5/15/25

Title	Signature	Date
Department Head Dr. Couture	<i>Rene Couture</i>	6/4/25
Dean Dr. Carter	<i>Tim Carter</i>	6/18/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/7/25
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Santos		

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

Program Title:
Bachelor of Arts in Organizational Leadership – Agricultural Business ~~Concentration~~ *Option*

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

1. Delete the following: AGBU 3233, AGBU 4013, AGBU 4023, AGBU 4003
2. Add the following: 12 credit hours of upper division AGBU coursework

What impact will the change have on staffing, on other programs and space allocation? This change does not have any projected impact on staffing or space allocation. As many of the AGBU courses currently listed in the Agricultural Business concentration are not offered online, most BAOL students do not enroll in them and we substitution AGBU courses that are offered online for the ones listed in the concentration.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? This program change increases access to the Agricultural Business concentration for students who want to complete agricultural business courses within the BAOL program. The change will allow us to market the BAOL-Agricultural Business program to more students outside of our geographical area because we will be able to guarantee students they can complete the program 100% online. This is a win for students, the BAOL program, and the agricultural business program/courses, and the institution.
- 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? This program change will not impact student learning, but will increase access to the Agricultural Business concentration because it can be offered 100% online.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Students currently enrolled in the BAOL – Agricultural Business concentration are either required to take courses face-to-face, or we have to substitute online AGBU courses for those we cannot attend courses face-to-face. This program change will allow students to complete the program 100% online and remove the needs to course substitutions.
- 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. U of A Grantham and ASU both offer 100% online programs in Agricultural Business or Agricultural Studies. Although the BAOL – Agricultural Business concentration is not a discipline-specific degree in agricultural business, it will provide us with a 100% online option that will allow us to recruit students who want a leadership-focused degree with an agricultural business component.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

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

Curriculum Matrix for Catalog	
Curriculum in: <u>BAOL – Agri Business</u>	
(enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change: 9 credit hours upper division AGBU</p> <p>Delete: AGBU 3233, AGBU 4013, AGBU 4023</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: 3 credit hours upper division AGBU</p> <p>Delete: AGBU 4003</p> <p>Total Hours: 12</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>

Bachelor of Arts in Organizational Leadership Assessment

Program Outcomes

1. Leadership – Theory, Context, and Application

Description: students will describe, analyze, evaluate, and apply leadership theories in various and diverse contexts; students will demonstrate basic competencies in leadership and supervision, including skills in oral and written communication, ethical problem solving, research, and evidence-based decision-making; students will apply HROD concepts to selection and hiring.

Associated Core Courses: LEAD 1003/3003; OL 3023; OL 3133; LEAD 2003/OL 4043; OL 4443, OL 4543; OL 4963

Assessment:

- Leadership theory – evidence of student competency in knowledge and application of leadership theory
- Oral/Written communication – evidence of student competence in oral/written communication in leadership context
- Research and evidence-based decision making – evidence of student competency in application of research and evidence-based decision making
- HROD concept application – evidence of student competency in application of human resource and organizational development principles in context of leadership

2. 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.

Associated Core Courses: LEAD 1003/3003; OL 3133; LEAD 2003/OL 4043; OL 4243; OL 4543; OL 4963

Associated Elective Courses: OL 4243; OL 4743; OL 4843

Assessment:

- Adult learning theory – evidence of student competency in knowledge and application of adult learning theory, organizational learning, and workforce development
- HROD concept application – evidence of student competency in the application of adult learning theory, organizational development theory, coaching, and mentoring in hiring, developing, and retaining employees

- Change management – evidence of student competency in application of change management theory and models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.

3. Leadership –Organizational Culture, Equity, Inclusion, and Social Responsibility

Description: students will define organizational culture and articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership; students will evaluate personal power and positionality, demonstrate openness to diverse perspectives, and model effective intercultural communication skills; students will examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.

Associated Core Courses: LEAD 1003/3003; LEAD 2003/OL 4043; OL 3023; OL 3133; OL 4543; OL 4643; OL 4963

Associated Elective Courses: OL 4053; OL 4143; OL 4343; OL 4843

Assessment:

- Cultural competence – evidence of student competency in cultural diversity and inclusivity, effectively leading and engaging with diverse groups
- Intercultural communication – evidence of student competency in communicating effectively across cultures, resolving conflict, and building effective, diverse teams
- Perspective taking – evidence of student competency in building openness to diverse perspectives in self and others, understanding of power and positionality in relation to leading self and others, and use of diverse perspectives to solve complex interpersonal and organizational problems
- Social responsibility – evidence of student competency in building ethical organizations, applying ethical decision-making models, and facilitating both individual and organizational ethical development

4. Leadership – Leading People, Organizations, and Communities

Description: students will explain the importance of motivation, empowerment, persuasion, and ethics in leadership; students will demonstrate the ability to effectively function in multiple roles as part of a team and community; students will apply concepts of community development; students will analyze and evaluate their role and the role of leadership in nonprofit organizations and community building.

Associated Core Courses: LEAD 1003/3003; OL 3023; LEAD 2003/OL 4043; OL 4443; OL 4543; OL 4643; OL 4963

Associated Elective Courses: OL 3233; OL 4053; OL 4143; OL 4343; LEAD 4003

Assessment:

Strategic planning – evidence of student competency in goal setting, action plans, outcome evaluation and assessment, and application of the VMOSA process

Ethical decision-making – evidence of student competency in critical thinking, problem solving, and informed, ethical decision-making

Team and community building – evidence of student competency in fostering collaborative environments, effective management of team dynamics, conflict resolution, and community collaboration

Motivation and advocacy – evidence of student competency in storytelling, engaging stakeholders, building community partnerships, and integrating volunteers into organizational mission and operations

BAOL Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4
LEAD 1003/3003	I	I	I	I
LEAD 2003/OL 4043	R	R	R	R
LEAD 4003	R	R	R	R/M
BAS 4453		R		R
BAS 4353		R		R
BAS 4363		R		R
BAS 4373		R		R
OL 3023	R		R	R
OL 3133	R	R	R	
OL 3233	R	R	R	R
OL 4053	R	R		
OL 4143	R		R	R
OL 4243		R		
OL 4343	R		R	R
OL 4443	R			R
OL 4543	R	R	R	R
OL 4643			R	R
OL 4743		R		
OL 4843		R	R	
OL 4963	M	M	M	M

Annual Academic Assessment Summary Report

Complete this template to report annual program assessment.

Academic Year Assessed:	2024
College:	Education and Health
Department:	School of Professional and Community Education (PACE)

Program(s) Assessed:

Indicate all majors, minors, certificates and/or options that are included in this assessment:

Majors/ Certificates	PLO
Master of Arts - Organizational Leadership and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Graduate Certificate – Organizational Development and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Bachelor of Arts in Organizational Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Bachelor of Applied Science	Outcome 7: Technical Expertise: project management, computer literacy, technology, financial management, and knowledge application
Bachelor of Professional Studies	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Nonprofit Leadership	Outcome 1: Governance, Leadership, and Advocacy
Certificate of Proficiency – Professional Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Project Management	Outcome 1: Upon completion, 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.
Certificate of Proficiency – Training & Org Development	Outcome 1: Outcome: Leadership - Lifelong Learning and Development of Self, Others, and Organizations
Certificate of Proficiency – Workplace Supervision	Outcome 1: Outcome: 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.

Program Accreditation/Program Review:

What specialized accreditation does the program have? Has this changed in the last year or are there plans for change?

NA

Did your program complete a program review in the last year? If so, what's one or two key pieces of feedback from that program review that you're working to address, and how are you approaching it?

NA

When is the next program review?

Program	Program Review Date
BAS	2026-2027
BAOL (all concentrations)	2028-2029
MAOLL	2032-2033
GC – ODL	2032-2033
CP – Nonprofit Leadership	2033-2034
CP – Professional Leadership	2026-2027
CP – Project Management	2033-2034
CP – Training and Organizational Development	2033-2034
CP – Workplace Supervision	2028-2029

Program Learning Outcomes:

Program	Learning Outcomes	Associated Courses
MAOLL	PO1: Adult Learning, Leadership, and Org Development Theory and Practice	OL 5043, 5353, 5643, 6043, 6143, 6093
	PO2: Ethical and Cultural Competency, Global Understanding, & Social Responsibility	OL 5043, 5353, 5643, 6043
	PO3: Strategic Verbal & Written Communication in Leadership	OL 5043, 5353, 5643, 6043, 6143
	PO4: Human Resources, Personnel Development, & Change	OL 5043, 5643, 6043, 6143, 6093
GCODL	PO1: Adult Learning, Leadership, and Org Development Theory and Practice	OL 5043, 5643, 6043
	PO2: Ethical and Cultural Competency, Global Understanding, & Social Responsibility	OL 5043, 5643, 6043
	PO3: Human Resources, Personnel Development, & Change	OL 5043, 5643, 6043
BPS	PO1: Leadership – Theory, Context, & Application	OL 3023, 3133, 4443, 4543, 4643, 4963
	PO2: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	OL 3023, 3133, 4443, 4543, 4643, 4963
	PO3: Leadership – Leading People, Organizations, & Communities	OL 3023, 3133, 4443, 4543, 4643, 4963
BAOL	PO1: Leadership – Theory, Context, & Application	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO2: Leadership – Lifelong Learning & Development of Self, Others, & Organizations	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO3: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO4: Leadership – Leading People, Organizations, & Communities	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
BAS	PO1: Communication	BAS 4353, 4363, 4373, 4453
	PO2: Critical Thinking & Problem Solving	BAS 4353, 4363, 4373, 4453
	PO3: Analytical Skills	BAS 4353, 4363, 4373, 4453
	PO4: Ethics	BAS 4353, 4363, 4373, 4453
	PO5: Organizational Culture	BAS 4353, 4363, 4373, 4453
	PO6: Teamwork	BAS 4353, 4363, 4373, 4453
	PO7: Technical Expertise	BAS 4353, 4363, 4373, 4453
	PO8: Leadership & Management	BAS 4353, 4363, 4373, 4453
CPNL	PO1: Governance, Leadership, & Advocacy	OL 3233, 4053, 4143, 4343
CPPL	PO1: Leadership – Theory, Context, & Application	OL 3023, 3133, 4443, 4543, 4643
	PO2: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	OL 3023, 3133, 4443, 4543, 4643
	PO3: Leadership – Leading People, Organizations, & Communities	OL 3023, 3133, 4443, 4543, 4643
CPPM	PO1: Application of PM Principles	BAS 4353, 4363, 4373, 4453
CPTD	PO1: Leadership – Theory, Context, & Application	OL 3133, 4243, 4743, 4843

	PO2: Leadership – Lifelong Learning & Development of Self, Others, & Organizations	OL 3133, 4243, 4743, 4843
CPWS	PO1: Leadership – Theory, Context, & Application	OL 3133, 4443, 4543, 4643
	PO2: Leadership – Leading People, Organizations, & Communities	OL 3133, 4443, 4543, 4643

Assessment 10-Year Schedule:

Indicate the schedule for assessing the program's learning outcomes and list the course(s) where each outcome is assessed. All details of data sources, assessment methods, and evidence files are to be included in your Weave project.

MAOLL				
	PLO 1	PLO 2	PLO 3	PLO 4
2024		OL 5043, 5353, 5643, 6043		
2025			OL 5043, 5353, 5643, 6043, 6143	
2026				OL 5043, 5643, 6043, 6143, 6093
2027	OL 5043, 5353, 5643, 6043, 6143, 6093			
2028		OL 5043, 5353, 5643, 6043		
2029			OL 5043, 5353, 5643, 6043, 6143	
2030				OL 5043, 5643, 6043, 6143, 6093
2031	OL 5043, 5353, 5643, 6043, 6143, 6093			
2032		OL 5043, 5353, 5643, 6043		
2033			OL 5043, 5353, 5643, 6043, 6143	
2034				OL 5043, 5643, 6043, 6143, 6093

GCODL				
	PLO 1	PLO 2	PLO 3	
2024		OL 5043, 5643, 6043		
2025			OL 5043, 5643, 6043	
2026	OL 5043, 5643, 6043			
2027		OL 5043, 5643, 6043		
2028			OL 5043, 5643, 6043	
2029	OL 5043, 5643, 6043			
2030		OL 5043, 5643, 6043		
2031			OL 5043, 5643, 6043	
2032	OL 5043, 5643, 6043			
2033		OL 5043, 5643, 6043		
2034			OL 5043, 5643, 6043	
BPS				
	PLO 1	PLO 2	PLO 3	
2024		OL 3023, 3133, 4443, 4543, 4643, 4963		
2025			OL 3023, 3133, 4443, 4543, 4643, 4963	
2026	OL 3023, 3133, 4443, 4543, 4643, 4963			
2027		OL 3023, 3133, 4443, 4543, 4643, 4963		
2028			OL 3023, 3133, 4443, 4543, 4643, 4963	
2029	OL 3023, 3133, 4443, 4543, 4643, 4963			
2030		OL 3023, 3133, 4443, 4543, 4643, 4963		
2031			OL 3023, 3133, 4443, 4543, 4643, 4963	
2032	OL 3023, 3133, 4443, 4543, 4643, 4963			

2033		OL 3023, 3133, 4443, 4543, 4643, 4963		
2034			OL 3023, 3133, 4443, 4543, 4643, 4963	
BAOL				
	PLO 1	PLO 2	PLO 3	PLO 4
2024		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		
2025			LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	
2026				LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
2027	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963			
2028		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		
2029			LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	
2030				LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
2031	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963			
2032		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		

2033					LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963			
2034							LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	
BAS								
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	
2024							BAS 4353, 4363, 4373, 4453	
2025	BAS 4353, 4363, 4373, 4453							
2026		BAS 4353, 4363, 4373, 4453						
2027			BAS 4353, 4363, 4373, 4453					
2028				BAS 4353, 4363, 4373, 4453				
2029					BAS 4353, 4363, 4373, 4453			
2030						BAS 4353, 4363, 4373, 4453		
2031							BAS 4353, 4363, 4373, 4453	

2032	BAS 4353, 4363, 4373, 4453							
2033		BAS 4353, 4363, 4373, 4453						
2034			BAS 4353, 4363, 4373, 4453					
CP – Professional Leadership								
	PLO 1	PLO 2		PLO 3				
2024		OL 3023, 3133, 4443, 4543, 4643						
2025				OL 3023, 3133, 4443, 4543, 4643				
2026	OL 3023, 3133, 4443, 4543, 4643							
2027		OL 3023, 3133, 4443, 4543, 4643						
2028				OL 3023, 3133, 4443, 4543, 4643				
2029	OL 3023, 3133, 4443, 4543, 4643							
2030		OL 3023, 3133, 4443, 4543, 4643						
2031				OL 3023, 3133, 4443, 4543, 4643				
2032	OL 3023, 3133, 4443, 4543, 4643							
2033		OL 3023, 3133, 4443, 4543, 4643						
2034				OL 3023, 3133, 4443, 4543, 4643				
CP Nonprofit Leadership								

	PLO 1	
2024	OL 3233, 4053, 4143, 4343	
2025	OL 3233, 4053, 4143, 4343	
2026	OL 3233, 4053, 4143, 4343	
2027	OL 3233, 4053, 4143, 4343	
2028	OL 3233, 4053, 4143, 4343	
2029	OL 3233, 4053, 4143, 4343	
2030	OL 3233, 4053, 4143, 4343	
2031	OL 3233, 4053, 4143, 4343	
2032	OL 3233, 4053, 4143, 4343	
2033	OL 3233, 4053, 4143, 4343	
2034	OL 3233, 4053, 4143, 4343	
CP – Project Management		
	PLO 1	
2024	BAS 4353, 4363, 4373, 4453	
2025	BAS 4353, 4363, 4373, 4453	
2026	BAS 4353, 4363, 4373, 4453	
2027	BAS 4353, 4363, 4373, 4453	
2028	BAS 4353, 4363, 4373, 4453	
2029	BAS 4353, 4363, 4373, 4453	
2030	BAS 4353, 4363, 4373, 4453	
2031	BAS 4353, 4363, 4373, 4453	
2032	BAS 4353, 4363, 4373, 4453	
2033	BAS 4353, 4363, 4373, 4453	
2034	BAS 4353, 4363, 4373, 4453	
CP – Training and Development		
	PLO 1	PLO 2
2024	OL 3133, 4243, 4743, 4843	
2025		OL 3133, 4243, 4743, 4843
2026	OL 3133, 4243, 4743, 4843	
2027		OL 3133, 4243, 4743, 4843
2028	OL 3133, 4243, 4743, 4843	
2029		OL 3133, 4243, 4743, 4843
2030	OL 3133, 4243, 4743, 4843	

2031		OL 3133, 4243, 4743, 4843
2032	OL 3133, 4243, 4743, 4843	
2033		OL 3133, 4243, 4743, 4843
2034	OL 3133, 4243, 4743, 4843	
CP – Workplace Supervision		
	PLO 1	PLO 2
2024	OL 3133, 4443, 4543, 4643	
2025		OL 3133, 4443, 4543, 4643
2026	OL 3133, 4443, 4543, 4643	
2027		OL 3133, 4443, 4543, 4643
2028	OL 3133, 4443, 4543, 4643	
2029		OL 3133, 4443, 4543, 4643
2030	OL 3133, 4443, 4543, 4643	
2031		OL 3133, 4443, 4543, 4643
2032	OL 3133, 4443, 4543, 4643	
2033		OL 3133, 4443, 4543, 4643
2034	OL 3133, 4443, 4543, 4643	

Annual Findings:

List the learning outcome(s) assessed this year:

Majors/ Certificates	PLO
Master of Arts - Organizational Leadership and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Graduate Certificate – Organizational Development and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Bachelor of Arts in Organizational Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Bachelor of Applied Science	Outcome 7: Technical Expertise: project management, computer literacy, technology, financial management, and knowledge application
Bachelor of Professional Studies	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Nonprofit Leadership	Outcome 1: Governance, Leadership, and Advocacy
Certificate of Proficiency – Professional Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Project Management	Outcome 1: Upon completion, 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.

Certificate of Proficiency – Training & Org Development	Outcome 1: Outcome: Leadership - Lifelong Learning and Development of Self, Others, and Organizations
Certificate of Proficiency – Workplace Supervision	Outcome 1: Outcome: 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.

Summarize actions taken in the previous review cycle to improve the results of the learning outcome(s) this review cycle.

Learning outcome attainment for the 2023 cycle met target criteria for success with 85% of students meeting 75% +/- 5% on success metrics at the undergraduate level and 85% +/- 5% at the graduate level. Actions taken to address issues identified in 2023 assessment cycle include a) updated data pull procedures to improve efficiency, b) curricular updates to BAOL to increase credentialing and improve degree customization, c) updated assessment measures to include student attitude assessment of program, d) individual course updates to align outcomes with current industry trends, e) refinement of program outcomes to allow more focused assessment, f) increased diversity of assessment measures within courses and across programs.

Summarize the key findings from the current assessment data. Did past actions described above improve the results?

Learning outcome attainment for the 2024 cycle met target criteria for success with 85% of students meeting 75% +/- 5% on success metrics at the undergraduate level and 85% +/- 5% at the graduate level. Target actions from the 2023 cycle improved efficiency of assessment process. Program updates to the BAOL, although new, have improved scheduling and student customization of programs.

Faculty Review and Actions Taken/Planned:

When did program faculty review and discuss assessment data and make recommendations for improvement? Are meeting minutes uploaded to Weave?

Organizational Studies faculty meeting monthly and as needed to discuss course delivery and program improvement. The first faculty meeting of each spring term is devoted to organizing our data collection and assessment procedures for assessment. Meeting minutes are uploaded in Weave.

Are there any unexpected findings or areas of concern? [100 words max]

There were no unexpected findings or significant areas of concern. Additional opportunities for improvement were identified for each program and are listed in the individual assessment summaries in Weave. Faculty identified the importance of being more skilled all aspects of AI.

After faculty review of assessment results, select all actions taken or planned and briefly describe.

X	Recommended Actions	Briefly Describe
	Course Outcomes Review: Review course learning outcomes and consider alignment with program learning outcomes	This is a continuing process that occurs regardless of the previous year's assessment results.
	Refine Assessments: Develop or adjust assignments and assessments to better measure learning outcomes (e.g. evaluate rubrics, reconsider thresholds, select different assignments)	Consider redevelopment of rubrics, integration and policing of AI, types of assessment measures (reflection, multiple choice, open-ended responses).
	Enhance Student Support: Improve access to tutoring, mentoring, and other support services.	Incorporate student resource Blackboard sites for each program. Use space for increased communication, mentoring, and student/faculty engagement.
	Engage in Professional Development: Participate in training related to assessment and program improvement.	Faculty participation in AI training.
	Communicate with Stakeholders: Share assessment results and improvement plans with students, faculty, and stakeholders.	Develop a process to share meaningful results with students. Increase student engagement in program assessment and improvement.

Use of Assessment Data:

Briefly summarize how assessment data has been used to improve student learning. [200 words max]

Assessment data is used to analyze and improve every aspect of the student experience. We use student satisfaction survey results to inform new opportunities for student interaction through peer review while reducing student anxiety with group work. In courses with more peer review elements, course satisfaction improved, as well as

assignment and overall grades. Assessment data is used to better align course content with learning objectives and learning/program objectives with industry trends. This leads to both course and program improvements designed to increase relevancy of content, which enhances student learning. We also use assessment data to analyze and improve problem areas in individual courses, including updates to assignments, tests, assigned readings, etc. These changes help increase relevancy, application, and knowledge retention. Our programs cater to adult students completing courses online. Our retention and graduation rates exceed national averages for online programs AND exceed retention rates of many face-to-face programs at ATU. We feel our use of assessment plays a direct role in this success.

ORGANIZATIONAL LEADERSHIP - AGRICULTURE BUSINESS OPTION, BACHELOR OF ARTS

Dr. Jeremy Schwehm, Program Director

Dean Hall, Room 107C

(479) 356-2095

jschwehm@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
CM 1XXX	Communication ¹	3	_____
ENGL 1013	Composition I	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
SS 1XXX	Social Science Courses ¹	3	_____
TECH 1001	Orientation to the University	1	_____
Elective ²		3	_____
	Hours	17	
Spring			
ENGL 1023	Composition II	3	_____
MATH XXXX	Mathematics ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Elective ²		3	_____
	Hours	16	
Sophomore			
Fall			
AGBU 2063	Principles of Agricultural Macroeconomics	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
Elective ²		9	_____
	Hours	15	
Spring			
AGBU 2073	Principles of Agricultural Microeconomics	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
LEAD 1003 or LEAD 3003	Introduction to Leadership or Leading Teams	3	_____
SS 1XXX	Social Science Courses	3	_____
Elective ²		3	_____
	Hours	15	
Junior			
Fall			
AGBU 3233	International Agricultural Trade	3	_____
AGBU 4013	Agricultural Marketing	3	_____
AGBU 4023	Agricultural Finance	3	_____
OL 3133	Principles of Personnel Management	3	_____
Elective ²		3	_____
	Hours	15	

AGBU Elective (3000-4000)

Spring		3	
AGBU 4003	Agri-Business Management	3	
OL 3023	Professional Communications	3	
Organizational Leadership Elective ⁴		6	
Hours		12	
Senior			
Fall			
OL 4443	Professional Leadership ⁵	3	
OL 4543	Workplace Supervision ⁵	3	
OL 4643	Organizational Culture ⁵	3	
Organizational Leadership Elective ^{4,5}		6	
Hours		15	
Spring			
OL 4043 or LEAD 2003	Ethical Decision-Making and Development ⁵ or Ethics in Leadership	3	
OL 4963	Organizational Leadership Capstone ₃	3	
Organizational Leadership Elective ^{4,5}		6	
Elective ^{2,5}		3	
Hours		15	
Total Hours		120	

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)"

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

³ Must earn a 'C' or better.

⁴ 18 credit hours of Organizational Leadership electives are required from the following: BAS 4253 Quality Control, BAS 4353 Project Management, BAS 4363 Project Risk Analysis and Mitigation, BAS 4373 Leading Agile Projects, BAS 4453 Root Cause Analysis, BAS 4553 Occupational Safety, LEAD 4003 Leadership Internship/Capstone Seminar, LEAD 4103 Special Problems in Leadership, OL 3233 Volunteer Leadership and Development, OL 4053 Philanthropy and Fundraising, OL 4143 Nonprofit Organizations, OL 4243 Adult Learning in Organizations, OL 4343 Community Development, OL 4743 Organizational Change, OL 4843 Training and Organizational Development, and/or OL 4993 Special Problems in Organizational Leadership.

⁵ This program partners the Organizational Leadership undergraduate degree with the Master of Arts (MA) Organizational Leadership and Learning degree. A maximum of twelve (12) graduate level credit hours can be counted towards both the Bachelor of Arts degree in Organizational Leadership and the MA Organizational Leadership and Learning degree. Students can choose from any 5000-6000 level OL course offered in the MA Organizational Leadership and Learning degree, with the exception of OL 6093 Organizational Development and Learning Capstone.

DEGREE AUDIT CHECK LIST

(BA-OLAB) Organizational Leadership - Agriculture Business Concentration

2025-26 ~~2026-27~~

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

Student's Name		
T#		
Major Requirements		Hrs
AGBU	2063 2073 3033 4003 4013 4023	18 6
AGBU Elective	UD	12
Professional Core		
LEAD	1003 OR 3003	3
	LEAD 2003 OR OL 4043	3
OL	3023 3133 4443 4543 4643 4963*	18
BAS/OL/LEAD	BAS 4253 4353 4363 4373 4453 4553	
	LEAD 4003 4103	
	OL 3233 4053 4143 4243 4343 4743	
	4843 4993	18
TOTAL MAJOR HOURS		60
TOTAL HOURS		

Final Check:

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

Earned Hrs
 minus P/C HRS
 to be completed
TOTAL

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed

DEGREE AUDIT CHECK LIST

(BA-OLAB) Organizational Leadership - Agriculture Business Concentration

2026-27

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

Student's Name		
T#		
Major Requirements		Hrs
AGBU	2063 2073	6
AGBU Elective	(12 HRS UD)	12
Professional Core		
LEAD	1003 OR 3003	3
	LEAD 2003 OR OL 4043	3
OL	3023 3133 4443 4543 4643 4963*	18
BAS/OL/LEAD	BAS 4253 4353 4363 4373 4453 4553 LEAD 4003 4103 OL 3233 4053 4143 4243 4343 4743 4843 4993	18
TOTAL MAJOR HOURS		60
TOTAL HOURS		

Final Check:

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

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

** Satisfying Gen Ed

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE	5/15/25

Title	Signature	Date
Department Head Dr. Couture	<i>Rene Couture</i>	6/4/25
Dean Dr. Carter	<i>Tim Carter</i>	6/18/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/7/25
Registrar Tammy Weaver	<i>T. Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Santos		

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

Program Title:

Bachelor of Arts in Organizational Leadership – Criminal Justice Concentration *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)

- 3103
1. Delete the following: CJ/SOC 3083, CJ/POLS 3023, CJ/PSY 3033, CJ/SOC 3013
 2. Add the following: CJ 2033, 9 credit hours upper division CJ electives

What impact will the change have on staffing, on other programs and space allocation? This change does not have any projected impact on staffing or space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? This program change aligns the BAOL-CJ concentration with degree requirements for the Associate of Science in Criminal Justice (AS-CJ). Students completing the BAOL-CJ will now be eligible to complete the AS-CJ. This supports our institutional mission to provide students with stackable credentials.
- 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? This program change will not impact student learning, but will increase access to the AS-CJ program for BAOL-CJ students.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Students currently enrolled in the BAOL – CJ concentration currently require substitution approval to complete courses aligned with the AS-CJ. This program change will align both programs and eliminate the need for substitutions.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. This program change fits with similar stackable credentials offered online that integrate associate's degree programs with aligned bachelor's programs. The majority of these programs include two-year associate degrees in criminal justice or a similar field with a bachelor's program in criminal justice (ASU, UofA Grantham, 2+2 programs with various Arkansas community colleges). This program aligns an associate degree in criminal justice with a leadership-focused program that has a criminal justice concentration.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

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

Curriculum Matrix for Catalog Curriculum in: <u>BAOL – CJ</u> (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: CJ 2033</p> <p>Soc Delete: CJ 3083</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change: 6 credit hours upper division CJ</p> <p>Delete: CJ/POLS 3023, CJ/PSY 3033</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: 3 credit hours upper division CJ</p> <p>Delete: CJ/SOC 3103</p> <p>Total Hours: 12</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>

Bachelor of Arts in Organizational Leadership Assessment

Program Outcomes

1. Leadership – Theory, Context, and Application

Description: students will describe, analyze, evaluate, and apply leadership theories in various and diverse contexts; students will demonstrate basic competencies in leadership and supervision, including skills in oral and written communication, ethical problem solving, research, and evidence-based decision-making; students will apply HROD concepts to selection and hiring.

Associated Core Courses: LEAD 1003/3003; OL 3023; OL 3133; LEAD 2003/OL 4043; OL 4443, OL 4543; OL 4963

Assessment:

- Leadership theory – evidence of student competency in knowledge and application of leadership theory
- Oral/Written communication – evidence of student competence in oral/written communication in leadership context
- Research and evidence-based decision making – evidence of student competency in application of research and evidence-based decision making
- HROD concept application – evidence of student competency in application of human resource and organizational development principles in context of leadership

2. 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.

Associated Core Courses: LEAD 1003/3003; OL 3133; LEAD 2003/OL 4043; OL 4243; OL 4543; OL 4963

Associated Elective Courses: OL 4243; OL 4743; OL 4843

Assessment:

- Adult learning theory – evidence of student competency in knowledge and application of adult learning theory, organizational learning, and workforce development
- HROD concept application – evidence of student competency in the application of adult learning theory, organizational development theory, coaching, and mentoring in hiring, developing, and retaining employees

- Change management – evidence of student competency in application of change management theory and models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.

3. Leadership –Organizational Culture, Equity, Inclusion, and Social Responsibility

Description: students will define organizational culture and articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership; students will evaluate personal power and positionality, demonstrate openness to diverse perspectives, and model effective intercultural communication skills; students will examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.

Associated Core Courses: LEAD 1003/3003; LEAD 2003/OL 4043; OL 3023; OL 3133; OL 4543; OL 4643; OL 4963

Associated Elective Courses: OL 4053; OL 4143; OL 4343; OL 4843

Assessment:

- Cultural competence – evidence of student competency in cultural diversity and inclusivity, effectively leading and engaging with diverse groups
- Intercultural communication – evidence of student competency in communicating effectively across cultures, resolving conflict, and building effective, diverse teams
- Perspective taking – evidence of student competency in building openness to diverse perspectives in self and others, understanding of power and positionality in relation to leading self and others, and use of diverse perspectives to solve complex interpersonal and organizational problems
- Social responsibility – evidence of student competency in building ethical organizations, applying ethical decision-making models, and facilitating both individual and organizational ethical development

4. Leadership – Leading People, Organizations, and Communities

Description: students will explain the importance of motivation, empowerment, persuasion, and ethics in leadership; students will demonstrate the ability to effectively function in multiple roles as part of a team and community; students will apply concepts of community development; students will analyze and evaluate their role and the role of leadership in nonprofit organizations and community building.

Associated Core Courses: LEAD 1003/3003; OL 3023; LEAD 2003/OL 4043; OL 4443; OL 4543; OL 4643; OL 4963

Associated Elective Courses: OL 3233; OL 4053; OL 4143; OL 4343; LEAD 4003

Assessment:

Strategic planning – evidence of student competency in goal setting, action plans, outcome evaluation and assessment, and application of the VMOSA process

Ethical decision-making – evidence of student competency in critical thinking, problem solving, and informed, ethical decision-making

Team and community building – evidence of student competency in fostering collaborative environments, effective management of team dynamics, conflict resolution, and community collaboration

Motivation and advocacy – evidence of student competency in storytelling, engaging stakeholders, building community partnerships, and integrating volunteers into organizational mission and operations

BAOL Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4
LEAD 1003/3003	I	I	I	I
LEAD 2003/OL 4043	R	R	R	R
LEAD 4003	R	R	R	R/M
BAS 4453		R		R
BAS 4353		R		R
BAS 4363		R		R
BAS 4373		R		R
OL 3023	R		R	R
OL 3133	R	R	R	
OL 3233	R	R	R	R
OL 4053	R	R		
OL 4143	R		R	R
OL 4243		R		
OL 4343	R		R	R
OL 4443	R			R
OL 4543	R	R	R	R
OL 4643			R	R
OL 4743		R		
OL 4843		R	R	
OL 4963	M	M	M	M

Annual Academic Assessment Summary Report

Complete this template to report annual program assessment.

Academic Year Assessed:	2024
College:	Education and Health
Department:	School of Professional and Community Education (PACE)

Program(s) Assessed:

Indicate all majors, minors, certificates and/or options that are included in this assessment:

Majors/ Certificates	PLO
Master of Arts - Organizational Leadership and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Graduate Certificate – Organizational Development and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Bachelor of Arts in Organizational Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Bachelor of Applied Science	Outcome 7: Technical Expertise: project management, computer literacy, technology, financial management, and knowledge application
Bachelor of Professional Studies	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Nonprofit Leadership	Outcome 1: Governance, Leadership, and Advocacy
Certificate of Proficiency – Professional Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Project Management	Outcome 1: Upon completion, 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.
Certificate of Proficiency – Training & Org Development	Outcome 1: Outcome: Leadership - Lifelong Learning and Development of Self, Others, and Organizations
Certificate of Proficiency – Workplace Supervision	Outcome 1: Outcome: 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.

Program Accreditation/Program Review:

What specialized accreditation does the program have? Has this changed in the last year or are there plans for change?

NA

Did your program complete a program review in the last year? If so, what's one or two key pieces of feedback from that program review that you're working to address, and how are you approaching it?

NA

When is the next program review?

Program	Program Review Date
BAS	2026-2027
BAOL (all concentrations)	2028-2029
MAOLL	2032-2033
GC – ODL	2032-2033
CP – Nonprofit Leadership	2033-2034
CP – Professional Leadership	2026-2027
CP – Project Management	2033-2034
CP – Training and Organizational Development	2033-2034
CP – Workplace Supervision	2028-2029

Program Learning Outcomes:

Program	Learning Outcomes	Associated Courses
MAOLL	PO1: Adult Learning, Leadership, and Org Development Theory and Practice	OL 5043, 5353, 5643, 6043, 6143, 6093
	PO2: Ethical and Cultural Competency, Global Understanding, & Social Responsibility	OL 5043, 5353, 5643, 6043
	PO3: Strategic Verbal & Written Communication in Leadership	OL 5043, 5353, 5643, 6043, 6143
	PO4: Human Resources, Personnel Development, & Change	OL 5043, 5643, 6043, 6143, 6093
GCODL	PO1: Adult Learning, Leadership, and Org Development Theory and Practice	OL 5043, 5643, 6043
	PO2: Ethical and Cultural Competency, Global Understanding, & Social Responsibility	OL 5043, 5643, 6043
	PO3: Human Resources, Personnel Development, & Change	OL 5043, 5643, 6043
BPS	PO1: Leadership – Theory, Context, & Application	OL 3023, 3133, 4443, 4543, 4643, 4963
	PO2: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	OL 3023, 3133, 4443, 4543, 4643, 4963
	PO3: Leadership – Leading People, Organizations, & Communities	OL 3023, 3133, 4443, 4543, 4643, 4963
BAOL	PO1: Leadership – Theory, Context, & Application	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO2: Leadership – Lifelong Learning & Development of Self, Others, & Organizations	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO3: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO4: Leadership – Leading People, Organizations, & Communities	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
BAS	PO1: Communication	BAS 4353, 4363, 4373, 4453
	PO2: Critical Thinking & Problem Solving	BAS 4353, 4363, 4373, 4453
	PO3: Analytical Skills	BAS 4353, 4363, 4373, 4453
	PO4: Ethics	BAS 4353, 4363, 4373, 4453
	PO5: Organizational Culture	BAS 4353, 4363, 4373, 4453
	PO6: Teamwork	BAS 4353, 4363, 4373, 4453
	PO7: Technical Expertise	BAS 4353, 4363, 4373, 4453
	PO8: Leadership & Management	BAS 4353, 4363, 4373, 4453
CPNL	PO1: Governance, Leadership, & Advocacy	OL 3233, 4053, 4143, 4343
CPPL	PO1: Leadership – Theory, Context, & Application	OL 3023, 3133, 4443, 4543, 4643
	PO2: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	OL 3023, 3133, 4443, 4543, 4643
	PO3: Leadership – Leading People, Organizations, & Communities	OL 3023, 3133, 4443, 4543, 4643
CPPM	PO1: Application of PM Principles	BAS 4353, 4363, 4373, 4453
CPTD	PO1: Leadership – Theory, Context, & Application	OL 3133, 4243, 4743, 4843

	PO2: Leadership – Lifelong Learning & Development of Self, Others, & Organizations	OL 3133, 4243, 4743, 4843
CPWS	PO1: Leadership – Theory, Context, & Application	OL 3133, 4443, 4543, 4643
	PO2: Leadership – Leading People, Organizations, & Communities	OL 3133, 4443, 4543, 4643

Assessment 10-Year Schedule:

Indicate the schedule for assessing the program's learning outcomes and list the course(s) where each outcome is assessed. All details of data sources, assessment methods, and evidence files are to be included in your Weave project.

MAOLL				
	PLO 1	PLO 2	PLO 3	PLO 4
2024		OL 5043, 5353, 5643, 6043		
2025			OL 5043, 5353, 5643, 6043, 6143	
2026				OL 5043, 5643, 6043, 6143, 6093
2027	OL 5043, 5353, 5643, 6043, 6143, 6093			
2028		OL 5043, 5353, 5643, 6043		
2029			OL 5043, 5353, 5643, 6043, 6143	
2030				OL 5043, 5643, 6043, 6143, 6093
2031	OL 5043, 5353, 5643, 6043, 6143, 6093			
2032		OL 5043, 5353, 5643, 6043		
2033			OL 5043, 5353, 5643, 6043, 6143	
2034				OL 5043, 5643, 6043, 6143, 6093

GCODL				
	PLO 1	PLO 2	PLO 3	
2024		OL 5043, 5643, 6043		
2025			OL 5043, 5643, 6043	
2026	OL 5043, 5643, 6043			
2027		OL 5043, 5643, 6043		
2028			OL 5043, 5643, 6043	
2029	OL 5043, 5643, 6043			
2030		OL 5043, 5643, 6043		
2031			OL 5043, 5643, 6043	
2032	OL 5043, 5643, 6043			
2033		OL 5043, 5643, 6043		
2034			OL 5043, 5643, 6043	
BPS				
	PLO 1	PLO 2	PLO 3	
2024		OL 3023, 3133, 4443, 4543, 4643, 4963		
2025			OL 3023, 3133, 4443, 4543, 4643, 4963	
2026	OL 3023, 3133, 4443, 4543, 4643, 4963			
2027		OL 3023, 3133, 4443, 4543, 4643, 4963		
2028			OL 3023, 3133, 4443, 4543, 4643, 4963	
2029	OL 3023, 3133, 4443, 4543, 4643, 4963			
2030		OL 3023, 3133, 4443, 4543, 4643, 4963		
2031			OL 3023, 3133, 4443, 4543, 4643, 4963	
2032	OL 3023, 3133, 4443, 4543, 4643, 4963			

2033		OL 3023, 3133, 4443, 4543, 4643, 4963		
2034			OL 3023, 3133, 4443, 4543, 4643, 4963	
BAOL				
	PLO 1	PLO 2	PLO 3	PLO 4
2024		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		
2025			LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	
2026				LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
2027	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963			
2028		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		
2029			LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	
2030				LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
2031	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963			
2032		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		

2033					LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		
2034						LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	
BAS							
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
2024							BAS 4353, 4363, 4373, 4453
2025	BAS 4353, 4363, 4373, 4453						
2026		BAS 4353, 4363, 4373, 4453					
2027			BAS 4353, 4363, 4373, 4453				
2028				BAS 4353, 4363, 4373, 4453			
2029					BAS 4353, 4363, 4373, 4453		
2030						BAS 4353, 4363, 4373, 4453	
2031							BAS 4353, 4363, 4373, 4453

2032	BAS 4353, 4363, 4373, 4453							
2033		BAS 4353, 4363, 4373, 4453						
2034			BAS 4353, 4363, 4373, 4453					
CP – Professional Leadership								
	PLO 1		PLO 2		PLO 3			
2024			OL 3023, 3133, 4443, 4543, 4643					
2025					OL 3023, 3133, 4443, 4543, 4643			
2026	OL 3023, 3133, 4443, 4543, 4643							
2027			OL 3023, 3133, 4443, 4543, 4643					
2028					OL 3023, 3133, 4443, 4543, 4643			
2029	OL 3023, 3133, 4443, 4543, 4643							
2030			OL 3023, 3133, 4443, 4543, 4643					
2031					OL 3023, 3133, 4443, 4543, 4643			
2032	OL 3023, 3133, 4443, 4543, 4643							
2033			OL 3023, 3133, 4443, 4543, 4643					
2034					OL 3023, 3133, 4443, 4543, 4643			
CP Nonprofit Leadership								

	PLO 1	
2024	OL 3233, 4053, 4143, 4343	
2025	OL 3233, 4053, 4143, 4343	
2026	OL 3233, 4053, 4143, 4343	
2027	OL 3233, 4053, 4143, 4343	
2028	OL 3233, 4053, 4143, 4343	
2029	OL 3233, 4053, 4143, 4343	
2030	OL 3233, 4053, 4143, 4343	
2031	OL 3233, 4053, 4143, 4343	
2032	OL 3233, 4053, 4143, 4343	
2033	OL 3233, 4053, 4143, 4343	
2034	OL 3233, 4053, 4143, 4343	
CP – Project Management		
	PLO 1	
2024	BAS 4353, 4363, 4373, 4453	
2025	BAS 4353, 4363, 4373, 4453	
2026	BAS 4353, 4363, 4373, 4453	
2027	BAS 4353, 4363, 4373, 4453	
2028	BAS 4353, 4363, 4373, 4453	
2029	BAS 4353, 4363, 4373, 4453	
2030	BAS 4353, 4363, 4373, 4453	
2031	BAS 4353, 4363, 4373, 4453	
2032	BAS 4353, 4363, 4373, 4453	
2033	BAS 4353, 4363, 4373, 4453	
2034	BAS 4353, 4363, 4373, 4453	
CP – Training and Development		
	PLO 1	PLO 2
2024	OL 3133, 4243, 4743, 4843	
2025		OL 3133, 4243, 4743, 4843
2026	OL 3133, 4243, 4743, 4843	
2027		OL 3133, 4243, 4743, 4843
2028	OL 3133, 4243, 4743, 4843	
2029		OL 3133, 4243, 4743, 4843
2030	OL 3133, 4243, 4743, 4843	

2031		OL 3133, 4243, 4743, 4843
2032	OL 3133, 4243, 4743, 4843	
2033		OL 3133, 4243, 4743, 4843
2034	OL 3133, 4243, 4743, 4843	
CP – Workplace Supervision		
	PLO 1	PLO 2
2024	OL 3133, 4443, 4543, 4643	
2025		OL 3133, 4443, 4543, 4643
2026	OL 3133, 4443, 4543, 4643	
2027		OL 3133, 4443, 4543, 4643
2028	OL 3133, 4443, 4543, 4643	
2029		OL 3133, 4443, 4543, 4643
2030	OL 3133, 4443, 4543, 4643	
2031		OL 3133, 4443, 4543, 4643
2032	OL 3133, 4443, 4543, 4643	
2033		OL 3133, 4443, 4543, 4643
2034	OL 3133, 4443, 4543, 4643	

Annual Findings:

List the learning outcome(s) assessed this year:

Majors/ Certificates	PLO
Master of Arts - Organizational Leadership and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Graduate Certificate – Organizational Development and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Bachelor of Arts in Organizational Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Bachelor of Applied Science	Outcome 7: Technical Expertise: project management, computer literacy, technology, financial management, and knowledge application
Bachelor of Professional Studies	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Nonprofit Leadership	Outcome 1: Governance, Leadership, and Advocacy
Certificate of Proficiency – Professional Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Project Management	Outcome 1: Upon completion, 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.

Certificate of Proficiency – Training & Org Development	Outcome 1: Outcome: Leadership - Lifelong Learning and Development of Self, Others, and Organizations
Certificate of Proficiency – Workplace Supervision	Outcome 1: Outcome: 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.

Summarize actions taken in the previous review cycle to improve the results of the learning outcome(s) this review cycle.

Learning outcome attainment for the 2023 cycle met target criteria for success with 85% of students meeting 75% +/- 5% on success metrics at the undergraduate level and 85% +/- 5% at the graduate level. Actions taken to address issues identified in 2023 assessment cycle include a) updated data pull procedures to improve efficiency, b) curricular updates to BAOL to increase credentialing and improve degree customization, c) updated assessment measures to include student attitude assessment of program, d) individual course updates to align outcomes with current industry trends, e) refinement of program outcomes to allow more focused assessment, f) increased diversity of assessment measures within courses and across programs.

Summarize the key findings from the current assessment data. Did past actions described above improve the results?

Learning outcome attainment for the 2024 cycle met target criteria for success with 85% of students meeting 75% +/- 5% on success metrics at the undergraduate level and 85% +/- 5% at the graduate level. Target actions from the 2023 cycle improved efficiency of assessment process. Program updates to the BAOL, although new, have improved scheduling and student customization of programs.

Faculty Review and Actions Taken/Planned:

When did program faculty review and discuss assessment data and make recommendations for improvement? Are meeting minutes uploaded to Weave?

Organizational Studies faculty meeting monthly and as needed to discuss course delivery and program improvement. The first faculty meeting of each spring term is devoted to organizing our data collection and assessment procedures for assessment. Meeting minutes are uploaded in Weave.

Are there any unexpected findings or areas of concern? [100 words max]

There were no unexpected findings or significant areas of concern. Additional opportunities for improvement were identified for each program and are listed in the individual assessment summaries in Weave. Faculty identified the importance of being more skilled all aspects of AI.

After faculty review of assessment results, select all actions taken or planned and briefly describe.

X	Recommended Actions	Briefly Describe
	Course Outcomes Review: Review course learning outcomes and consider alignment with program learning outcomes	This is a continuing process that occurs regardless of the previous year's assessment results.
	Refine Assessments: Develop or adjust assignments and assessments to better measure learning outcomes (e.g. evaluate rubrics, reconsider thresholds, select different assignments)	Consider redevelopment of rubrics, integration and policing of AI, types of assessment measures (reflection, multiple choice, open-ended responses).
	Enhance Student Support: Improve access to tutoring, mentoring, and other support services.	Incorporate student resource Blackboard sites for each program. Use space for increased communication, mentoring, and student/faculty engagement.
	Engage in Professional Development: Participate in training related to assessment and program improvement.	Faculty participation in AI training.
	Communicate with Stakeholders: Share assessment results and improvement plans with students, faculty, and stakeholders.	Develop a process to share meaningful results with students. Increase student engagement in program assessment and improvement.

Use of Assessment Data:

Briefly summarize how assessment data has been used to improve student learning. [200 words max]

Assessment data is used to analyze and improve every aspect of the student experience. We use student satisfaction survey results to inform new opportunities for student interaction through peer review while reducing student anxiety with group work. In courses with more peer review elements, course satisfaction improved, as well as


assignment and overall grades. Assessment data is used to better align course content with learning objectives and learning/program objectives with industry trends. This leads to both course and program improvements designed to increase relevancy of content, which enhances student learning. We also use assessment data to analyze and improve problem areas in individual courses, including updates to assignments, tests, assigned readings, etc. These changes help increase relevancy, application, and knowledge retention. Our programs cater to adult students completing courses online. Our retention and graduation rates exceed national averages for online programs AND exceed retention rates of many face-to-face programs at ATU. We feel our use of assessment plays a direct role in this success.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Behavioral Sciences	This department x supports <input type="checkbox"/> does not support the change.
Comments: The proposed program change will revise the BAOL-CJ concentration to: CJ 2003, CJ 2043, CJ 2033, and 9 credit hours of upper division CJ electives.	

Department Head Signature:



Date: June 2, 2025

ORGANIZATIONAL LEADERSHIP - CRIMINAL JUSTICE OPTION, BACHELOR OF ARTS

Dr. Jeremy Schwehm, Program Director

Dean Hall, Room 107C

(479) 356-2095

jschwehm@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
CJ 2003	Introduction to Criminal Justice	3	_____
ENGL 1013	Composition I	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
SS 1XXX	Social Science Courses ¹	3	_____
TECH 1001	Orientation to the University	1	_____
Elective ²		3	_____
	Hours	17	
Spring			
CJ 2043	Crime and Delinquency	3	_____
ENGL 1023	Composition II	3	_____
MATH XXXX	Mathematics ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Elective ²		3	_____
	Hours	16	
Sophomore			
Fall			
CM 1XXX	Communication ¹	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
Elective ²		9	_____
	Hours	15	
Spring <i>cd 2033</i>			
CJ/SOC 3083	Social Deviance	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
LEAD 1003 or LEAD 3003	Introduction to Leadership or Leading Teams	3	_____
SS 1XXX	Social Science Courses	3	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
	Hours	15	
Junior			
Fall <i>CJ Elective (3000-4000)</i>			
OL 3133	Principles of Personnel Management	3	_____
CJ/POLS 3023	Judicial Process	3	_____
CJ/PSY 3033	Criminal Psychology	3	_____
Elective ²		6	_____
	Hours	15	
Spring <i>CJ Elective (3000-4000)</i>			
CJ/SOC 3103	The Juvenile Justice System	3	_____
OL 3023	Professional Communications	3	_____

Organizational Leadership Elective ⁴		6	
	Hours	12	
Senior			
Fall			
OL 4443	Professional Leadership ⁵	3	_____
OL 4543	Workplace Supervision ⁵	3	_____
Organizational Leadership Elective ^{4,5}		6	
Elective ^{2,5}		3	
	Hours	15	
Spring			
OL 4043 or LEAD 2003	Ethical Decision-Making and Development ⁵ or Ethics in Leadership	3	_____
OL 4643	Organizational Culture ⁵	3	_____
OL 4963	Organizational Leadership Capstone ₃	3	_____
Organizational Leadership Elective ^{4,5}		6	
	Hours	15	
	Total Hours	120	

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".

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

³ Must earn a 'C' or better.

⁴ 18 credit hours of Organizational Leadership electives are required from the following: BAS 4253 Quality Control, BAS 4353 Project Management, BAS 4363 Project Risk Analysis and Mitigation, BAS 4373 Leading Agile Projects, BAS 4453 Root Cause Analysis, BAS 4553 Occupational Safety, LEAD 4003 Leadership Internship/Capstone Seminar, LEAD 4103 Special Problems in Leadership, OL 3233 Volunteer Leadership and Development, OL 4053 Philanthropy and Fundraising, OL 4143 Nonprofit Organizations, OL 4243 Adult Learning in Organizations, OL 4343 Community Development, OL 4743 Organizational Change, OL 4843 Training and Organizational Development, and/or OL 4993 Special Problems in Organizational Leadership.

⁵ This program partners the Organizational Leadership undergraduate degree with the Master of Arts (MA) Organizational Leadership and Learning degree. A maximum of twelve (12) graduate level credit hours can be counted towards both the Bachelor of Arts degree in Organizational Leadership and the MA Organizational Leadership and Learning degree. Students can choose from any 5000-6000 level OL course offered in the MA Organizational Leadership and Learning degree, with the exception of OL 6093 Organizational Development and Learning Capstone.

DEGREE AUDIT CHECK LIST

(BA-OLCJ) Organizational Leadership - Criminal Justice Concentration

~~2025-26~~ **2026-27**

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

Student's Name		
T#		
Major Requirements		Hrs
CJ	2003 2043 2033	9
CJ/POLS	3023	
CJ/PSY	3033	
CJ/SOC	3083 3103	18
Elective UD		18 9
Professional Core		
LEAD	1003 OR 3003	3
	LEAD 2003 OR OL 4043	3
OL	3023 3133 4443 4543 4643 4963*	18
BAS/OL/LEAD	BAS 4253 4353 4363 4373 4453 4553 LEAD 4003 4103 OL 3233 4053 4143 4243 4343 4743 4843 4993	18
*Must earn C or better		
TOTAL MAJOR HOURS		60
TOTAL HOURS		

Final Check:

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

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

**** Satisfying Gen Ed**

◆ Satisfying Institutional Requirement
C or better must be earned for Gen Ed

DEGREE AUDIT CHECK LIST

(BA-OLCJ) Organizational Leadership - Criminal Justice Concentration

2026-27

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

Student's Name		
T#		
Major Requirements		Hrs
CJ	2003 2033 2043	9
CJ Elec	(9 HRS UD)	9
Professional Core		
LEAD	1003 OR 3003	3
	LEAD 2003 OR OL 4043	3
OL	3023 3133 4443 4543 4643 4963*	18
BAS/OL/ LEAD	BAS 4253 4353 4363 4373 4453 4553 LEAD 4003 4103 OL 3233 4053 4143 4243 4343 4743 4843 4993	18
*Must earn C or better		
TOTAL MAJOR HOURS		60
TOTAL HOURS		

Final Check:

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

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

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed



ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
PACE	5/1/025

Title	Signature	Date
Department Head Dr. Couture	<i>Rene Couture</i>	6/4/25
Dean Dr. Carter	<i>Tim Carter</i>	6/18/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/7/25
Registrar Tammy Weaver	<i>Stu Weaver</i>	7/31/25
Graduate College (if appropriate)		
Vice President for Academic Affairs Dr. Santos		

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

Program Title:
Bachelor of Arts in Organizational Leadership – add 90 credit hour option

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution: Arkansas Tech University

Dr. Adolfo Santos

Name of Provost/Chief Academic Officer

Signature

Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Dr. Rene Couture

Contact Person's Title: Department Head School of Professional & Comm

Contact Phone Number: (479) 356-2007

Contact Email Address rcouture@atu.edu

Category 1: New or Existing Program Modification (select all that apply)

- ☐ Title or CIP change
- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*
- ☐ Program reconfiguration **attach copy of before & after curriculum*
- ☒ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*
- ☐ Existing program offered by distance technology
- ☐ Existing certificate or degree program offered at an existing off-campus location
- ☐ New option, emphasis, concentration, or minor
- ☐ New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Term: Summer I

Effective Academic Year: 2026-27

Effective Date (optional): 06/01/2026

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Bachelor of Arts in Organizational Leadership	Bachelor of Arts in Organizational Leadership (90-hour option)
Degree Code	5335	
CIP Code	52.0213	
% Online (if applicable)	100%	

Reason for Proposed Action (attach additional pages as needed)

Add the 90-hour option for the Bachelor of Arts in Organizational Leadership. See attached.

Category 2: Program Deletion/Inactive or Reactivation

☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status (*inactive for less than 5 years*)

Effective Term:

Effective Academic Year:

Effective Date (optional):

Program/Certificate/Option	CIP Code	Degree Code

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

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

☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*

☐ Deletion of instruction, research, or service institute/center.

☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs.

**attach copy of before and after organization chart*

☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Term:

Effective Academic Year:

Effective Date (optional):

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

SAVE

ATTACH

SUBMIT

SHOW
ATTACHMENTS

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

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 Arts in Organizational Leadership
2. Current degree code: 5335
3. Current CIP code: 52.0213
4. % online (if applicable): 100%
5. Current curriculum.

Bachelor of Arts in Organizational Leadership	
GENERAL EDUCATION	35
Composition I - ENGL1013	
Composition II - ENGL1023	
SCIENCE WITH LAB	
SCIENCE WITH LAB	
Fine Arts/Humanities	
Speech/Communication	
US History/Government/Social Sciences	
Math	
ORGANIZATIONAL LEADERSHIP	
Foundations	7
TECH 1001: Orientation to the University	
LEAD 1003: Introduction to Leadership or LEAD 3003: Leading Teams	
LEAD 2003: Ethics in Leadership or OL 4043: Ethical Leadership and Development	
Professional Leadership Certificate	15
OL 3023: Professional Communication	
OL 3133: Personnel Management	
OL 4443: Professional Leadership	
OL 4543: Workplace Supervision	
OL 4643: Organizational Culture	
OL Electives (select from the following)	18
BAS 4253: Quality Control & Continuous Improvement	
BAS 4353: Project Management	
BAS 4363: Project Risk Analysis & Mitigation	

BAS 4373: Leading Agile Projects	
BAS 4453: Root Cause Analysis	
BAS 4553: Workplace Health & Safety	
OL 3233: Volunteer Leadership	
OL 4053: Philanthropy and Fundraising	
OL 4143: Nonprofit Organizations	
OL 4243: Adult Learning in the Workplace	
OL 4343: Community Development	
OL 4743: Organizational Change	
OL 4843: Training and Organizational Development	
Special Topics in OL	
Capstone	3
OL 4963: Organizational Leadership Capstone	
Electives (including concentration courses)	42
TOTAL	120

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

Bachelor of Arts in Organizational Leadership – 90 Credit Hour Option Proposed Curriculum	
GENERAL EDUCATION	35
Composition I - ENGL1013 – 3 hours	
Composition II - ENGL1023 – 3 hours	
SCIENCE WITH LAB – 4 hours	
SCIENCE WITH LAB – 4 hours	
Fine Arts/Humanities – 3 hours	
Fine Arts/Humanities or LEAD 2003 – 3 hours	
Speech/Communication – 3 hours	
US History/Government – 3 hours	
Social Science – 3 hours	
Social Science or LEAD 1003 – 3 hours	
Math – 3 hours	
ORGANIZATIONAL LEADERSHIP	
Foundations	7
TECH 1001: Orientation to the University	
LEAD 1003: Introduction to Leadership or LEAD 3003: Leading Teams	
LEAD 2003: Ethics in Leadership or OL 4043: Ethical Decision-Making & Development	
Professional Leadership Certificate	15
OL 3023: Professional Communication*	
OL 3133: Personnel Management*	
OL 4443: Professional Leadership*	
OL 4543: Workplace Supervision*	
OL 4643: Organizational Culture*	
Capstone	3
OL 4963: Organizational Leadership Capstone	
OL Core (select from the following) - 15 credit hours must be in enhanced coursework*	30
BAS 4253: Quality Control & Continuous Improvement	
BAS 4353: Project Management	
BAS 4363: Project Risk Analysis & Mitigation	
BAS 4373: Leading Agile Projects	
BAS 4453: Root Cause Analysis	
BAS 4553: Workplace Health & Safety	
OL 3233: Volunteer Leadership	
OL 4053: Philanthropy and Fundraising	
OL 4143: Nonprofit Organizations	

* denotes enhanced curriculum

OL 4243: Adult Learning in the Workplace	
OL 4343: Community Development	
OL 4743: Organizational Change	
OL 4843: Training and Organizational Development	
OL 4993: Special Problems in Organizational Leadership	
LEAD 4003: Leadership Internship	
LEAD 4103: Special Problems in Leadership	
TOTAL	90

Bachelor of Arts Organizational Leadership 90-Hour Matrix					
First Year Fall (16 Hours)			First Year Spring (16 Hours)		
ENGL 1013	Composition I		ENGL 1023	Composition II	
SS 1/2XXX	Social Science		FAH 1/2XXX	Fine Arts/Humanities	
Or			Or		
LEAD 1003	Intro to Leadership		LEAD 2003	Ethics in Leadership	
FAH 1/2XXX	Fine Arts/Humanities		SS 1/2XXX	Social Science	
COMM11XXX	Speech Communication		MATH1XXX	Mathematics	
USHG 1XXX	US History or Government		SCIL 1XXX	Science with Lab	
TECH 1001	Orientation to University				
Second Year Fall (16 Hours)			Second Year Spring (15 Hours)		
LEAD 1003	Intro to Leadership		LEAD 2003	Ethics in Leadership	
or			or		
LEAD 3003	Leading Teams		OL 4043	Ethical Decision Making	
SCIL 1XXX	Science with Lab		OL 4643	Org Culture	
OL 3023	Professional Communication		OL/BAS 3/4X	OL/BAS Elective	
OL 3133	Personnel Management		OL/BAS 3/4X	OL/BAS Elective	
OL/BAS 3/4X	OL/BAS Elective		OL/BAS 3/4X	OL/BAS Elective	
Third Year Fall (15 Hours)			Third Year Spring (12 Hours)		
OL 4443	Professional Leadership		OL/BAS 3/4X	OL/BAS Elective	
OL 4543	Workplace Supervision		OL/BAS 3/4X	OL/BAS Elective	
OL/BAS 3/4X	OL/BAS Elective		OL/BAS 3/4X	OL/BAS Elective	
OL/BAS 3/4X	OL/BAS Elective		OL 4963	Org Leadership Capstone	
OL/BAS 3/4X	OL/BAS Elective				

Program Comparison				
BAOL		BAOL-90		
Content Area	CH	Content Area	CH	Enhanced*
General Education	35	General Education	35	
OL Core	43	OL Foundations	25	15
General Electives	42	OL Core	30	15
Total	120		90	
			90 + 30 = 120	

* enhanced courses include the credit hour calculation determined by workplace/experiential learning considered equivalent to traditional credit hours demonstrated through prior and experiential learning assessment procedures.

7. Effective date, term, and academic year.

Fall 2026

8. Reason for change.

Note: This proposal is to revise the BAOL to add a 90-credit hour option (while maintaining the 120-credit option for students on a more traditional pathway). All other BAOL pathways should remain as options for students.

The early success of the Bachelor of Professional Studies (BPS) program was due to the innovative nature of offering a 100% online degree completion option, the first of its kind in the state of Arkansas. The BPS met a need in the state by providing adult students with a streamlined path to completion of a bachelor's degree. The BPS degree primarily served a distinct population of individuals within our state, those with some college credit, but no bachelor's degree (SCND).

The state of Arkansas and the Arkansas Department of Higher Education are allowing each state

institution to pilot a 90-credit hour bachelor's degree program. Arkansas, including Pope County, continues to have a high population of individuals with some college credit, but no degree. Approximately 22.6% of those 25 years of age and older in the state of Arkansas fall into the some college, no degree category ([Statistical Atlas of the United States](#)). A 2019 report by the [National Student Clearinghouse](#) estimated the state's total SCND population to be 288,594 (see Appendix A below). However, many of these individuals possess extensive work experience that aligns with academic content covered in specific disciplines. We envision the 90-credit hour bachelor's degree program as an opportunity to integrate extensive work/practical experience with academic content to provide individuals with some college, but no degree a streamlined but rigorous path to degree completion. We feel strongly innovation is necessary to continue our success and to facilitate enrollment growth, and we feel we are uniquely positioned to capitalize on the potential of a reduced-credit hour degree program and the benefits it brings to both students and the institution. Our success in graduating adult students has helped Arkansas Tech University achieve and maintain its role as the best institution in the state for upward social mobility.

The proposed program meets many of the established educational needs in the current environment of higher education. One, the focus on leadership skills meets employer demand for graduates with proficiency in communication, critical thinking, problem-solving, teamwork, conflict resolution, and adaptability. Additionally, the program is streamlined, yet customizable, meeting the needs of modern students who want low cost, less time degree options while maintaining the ability to design their own curriculum. Perhaps most importantly, the program provides students with short-term certificates of proficiency, which can be used to advance in their career while working toward the completed bachelor's degree. The certificate options are particularly useful for students from lower-income backgrounds, as well as students who have irregular enrollment patterns with periods of stop-outs.

A 90-credit hour degree program is the next innovation in increasing access to higher education. This program can provide the 90-credit hour option in a 100% online format, with the potential to utilize the HyFlex modality for both online and face-to-face options, allowing us to market the program to both adult learners and students entering higher education directly from high school. We improved educational outcomes for the state of Arkansas with the innovative BPS by graduating over 2,200 adult students. We see the 90-credit hour degree program as another way for Arkansas Tech to increase educational attainment for both adult and traditional students alike.

APPENDIX A

Statistical Atlas of the United States – Some College, No Degree

State	Postsecondary Enrollment (2019)	SCND* Population (2018)	State Share of Nat'l Enrollment	State Share of Nat'l SCND
Alabama	288,000	426,336	1.7%	1.2%
Alaska	24,412	111,080	0.1%	0.3%
Arizona	439,805	589,661	2.6%	1.6%
Arkansas	148,969	288,594	0.9%	0.8%
California	2,404,485	5,737,962	14.0%	16.0%
Colorado	268,341	677,166	1.6%	1.9%
Connecticut	184,392	368,388	1.1%	1.0%
Delaware	54,510	56,637	0.3%	0.2%
Florida	904,696	1,540,460	5.3%	4.3%
Georgia	497,862	720,390	2.9%	2.0%
Hawaii	51,314	92,251	0.3%	0.3%
Idaho	100,836	164,692	0.6%	0.5%
Illinois	591,735	1,790,351	3.5%	5.0%
Indiana	338,012	794,070	2.0%	2.2%
Iowa	195,725	348,099	1.1%	1.0%
Kansas	183,428	345,035	1.1%	1.0%
Kentucky	232,341	557,533	1.4%	1.6%
Louisiana	223,860	441,476	1.3%	1.2%
Maine	63,868	120,904	0.4%	0.3%
Maryland	330,929	570,129	1.9%	1.6%
Massachusetts	426,371	636,107	2.5%	1.8%
Michigan	493,688	1,070,323	2.9%	3.0%
Minnesota	353,046	566,296	2.1%	1.6%
Mississippi	162,938	293,536	1.0%	0.8%
Missouri	328,083	653,151	1.9%	1.8%
Montana	44,559	102,090	0.3%	0.3%
Nebraska	126,055	306,540	0.7%	0.9%
Nevada	108,675	346,398	0.6%	1.0%
New Hampshire	151,457	94,986	0.9%	0.3%
New Jersey	367,658	736,761	2.1%	2.0%
New Mexico	106,096	271,815	0.6%	0.8%
New York	1,035,053	1,818,922	6.0%	5.1%
North Carolina	518,914	1,014,619	3.0%	2.8%
North Dakota	49,132	64,106	0.3%	0.2%
Ohio	590,723	1,318,364	3.4%	3.7%
Oklahoma	178,492	372,009	1.0%	1.0%
Oregon	199,927	742,386	1.2%	2.1%
Pennsylvania	633,886	1,033,617	3.7%	2.9%
Rhode Island	68,503	120,670	0.4%	0.3%
South Carolina	228,560	447,228	1.3%	1.2%
South Dakota	46,087	61,605	0.3%	0.2%
Tennessee	297,377	592,753	1.7%	1.6%
Texas	1,453,234	2,288,430	8.5%	6.4%
Utah	342,136	370,745	2.0%	1.0%
Vermont	38,686	63,401	0.2%	0.2%
Virginia	475,932	908,888	2.8%	2.5%
Washington	312,379	1,098,345	1.8%	3.1%
West Virginia	135,076	177,019	0.8%	0.5%
Wisconsin	303,260	662,167	1.8%	1.8%
Wyoming	28,904	89,553	0.2%	0.2%
US	17,132,407	35,952,051		

* Some College, No Degree

APPENDIX B

Bachelor of Arts in Organizational Leadership: 90-Credit Hour Option Description

The BAOL-90 integrates academic study with learning through experience in the workplace and/or other professional settings. Through a novel application of assessment like the credit for prior learning process, students pursuing the BAOL-90 will complete 30-credit hours of enhanced major coursework within the 90 credit hours required to complete the program. The enhanced major coursework combines traditional academic instruction with additional requirements designed to integrate academic content with demonstrated learning and growth in a professional environment. Students will demonstrate experiential learning in enhanced courses through completion of various assessments, including, but not limited to, the following:

- Reflective journals – weekly entries documenting application of course content and attainment of course objectives through past or current learning in a professional setting
- Portfolios – a compilation of work samples, projects, or other documentation that demonstrates application of content and attainment of objectives through application
- Self-Assessments – evaluation of one’s own performance relative to application of course content in a professional setting, demonstrating understanding of one’s own learning, strengths, and opportunities for improvement
- Presentations – presentation of knowledge and skills learned through the application of course content
- Professional project with report – completion of workplace/professional project aligned with course content, including assessment of project impact and critical reflection on lessons learned
- Critical incident analysis – analyze a critical incident in the workplace; apply course content to analyze incident, identify root causes, and recommend prevention and/or resolution strategies

Current 90-credit hour programs typically reduce the required general education and/or elective requirements of the traditional bachelor’s degree program. The BAOL-90 retains the same general education requirements as traditional bachelor’s degree programs in the state of Arkansas. Additionally, the reduction of elective credit hours in the BAOL-90 is counterbalanced with the addition of enhanced major coursework, which requires demonstrated application of academic content through experiential learning in the workplace or other professional settings. This approach maintains the spirit and rigor of a 120-credit hour program but packaged in a 90-credit hour delivery method.

The BAOL-90 would be the only 90-credit hour program in the state, and perhaps country, to replace the reduction of elective credit hours with enhanced coursework designed to prioritize workplace learning and application of course content in professional settings.

The BAOL-90 is a workforce development program designed to combine rigorous academic coursework with extensive learning that takes place in professional settings to enhance student capacity to meet the demands of the modern workforce.

APPENDIX C

Example Assessment in Enhanced Major Coursework

Enhanced Content Reflection Module: Leadership in Practice

Module Overview:

This module is designed to help you reflect on your prior and current professional experience through the lens of academic leadership concepts. You will demonstrate how your real-world experiences align with the course objectives by identifying specific examples from your work that showcase your leadership skills, decision-making, workplace impact, and personal growth.

Purpose:

To bridge theory and practice by validating the leadership competencies you've developed in professional settings and to deepen your learning through structured academic reflection.

Learning Goals:

By completing this module, you will:

- Connect your workplace responsibilities and experiences to module objectives.
- Articulate how your professional experiences reflect leadership theory and practice.
- Demonstrate critical thinking, self-awareness, and professional growth.
- Identify areas of strength and development in your leadership journey.

Module Instructions:

Part 1: Leadership Experience Overview (Page length: 1 to 2 pages)

1. Describe your current and/or most recent professional roles related to the course content and objectives. Include the following:
 - Your job title and organization.
 - Key responsibilities and tasks.
 - Length of time in the role.
 - Any supervisory or leadership responsibilities.
2. Submit your professionally formatted resume.

Part 2: Reflection of Course Concepts, Objectives, Career Growth and Future Development (Page length: 3+ pages)

- Reflect on how your experience aligns with at least **three** of the learning objectives listed in this module. Include the following:
 - o Clearly document the objective and your aligned experience for that objective or concept.
 - o Reflect on how your professional experience has shaped your understanding of the objective or concept.
 - o What strengths, related to the course objectives, have you developed through your career/role(s).
 - o What areas can you identify that will be improved through completion of this course in your current and future role(s).
 - o Provide relevant concrete examples (e.g., a project you led, a challenge you resolved, a team dynamic you influenced). Relate your experience to relevant theories or concepts from your course materials and ensure you cite any outside sources you use to support your documentation.

APPENDIX D

Admissions Requirements

The BAOL-90 integrates academic study with learning through experience in the workplace and/or other professional settings. To be admitted to the program, students must demonstrate employment history, be currently employed, or submit a workplace learning agreement which outlines responsibilities for securing suitable internships and/or volunteer opportunities to participate in the program.

1. Academic Requirements
 - a. High school diploma or equivalent
2. Application (confirmed with Admissions this could be done)
 - a. Include a question specific to work experience
 - b. Require submission of a resume or CV
 - c. Include workplace learning agreement
3. Admissions Decision
 - a. Meet admissions requirements, or permission of program director

Appendix E

Program Assessment

Bachelor of Arts in Organizational Leadership 90 Credit Hour Program Assessment	
Program Outcomes	
1. Leadership – Theory, Context, and Application	
<p>Description: students will describe, analyze, evaluate, and apply leadership theories in various and diverse contexts; students will demonstrate basic competencies in leadership and supervision, including skills in oral and written communication, ethical problem solving, research, and evidence-based decision-making; students will apply HROD concepts to selection and hiring.</p>	
<p>Associated Core Courses: LEAD 1003/3003; OL 3023; OL 3133; LEAD 2003/OL 4043; OL 4443, OL 4543; OL 4963</p>	
<p>Assessment:</p>	
<ul style="list-style-type: none"> • Leadership theory – evidence of student competency in knowledge and application of leadership theory • Oral/Written communication – evidence of student competence in oral/written communication in leadership context • Research and evidence-based decision making – evidence of student competency in application of research and evidence-based decision making • HROD concept application – evidence of student competency in application of human resource and organizational development principles in context of leadership 	

2. 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.

Associated Core Courses: LEAD 1003/3003; OL 3133; LEAD 2003/OL 4043; OL 4243; OL 4543; OL 4963

Associated Elective Courses: OL 4243; OL 4743; OL 4843

Assessment:

- Adult learning theory – evidence of student competency in knowledge and application of adult learning theory, organizational learning, and workforce development
 - HROD concept application – evidence of student competency in the application of adult learning theory, organizational development theory, coaching, and mentoring in hiring, developing, and retaining employees
-
- Change management – evidence of student competency in application of change management theory and models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.

3. Leadership –Organizational Culture, Equity, Inclusion, and Social Responsibility

Description: students will define organizational culture and articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership; students will evaluate personal power and positionality, demonstrate openness to diverse perspectives, and model effective intercultural communication skills; students will examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.

Associated Core Courses: LEAD 1003/3003; LEAD 2003/OL 4043; OL 3023; OL 3133; OL 4543; OL 4643; OL 4963

Associated Elective Courses: OL 4053; OL 4143; OL 4343; OL 4843

Assessment:

- Cultural competence – evidence of student competency in cultural diversity and inclusivity, effectively leading and engaging with diverse groups
- Intercultural communication – evidence of student competency in communicating effectively across cultures, resolving conflict, and building effective, diverse teams
- Perspective taking – evidence of student competency in building openness to diverse perspectives in self and others, understanding of power and positionality in relation to leading self and others, and use of diverse perspectives to solve complex interpersonal and organizational problems
- Social responsibility – evidence of student competency in building ethical organizations, applying ethical decision-making models, and facilitating both individual and organizational ethical development

4. Leadership – Leading People, Organizations, and Communities

Description: students will explain the importance of motivation, empowerment, persuasion, and ethics in leadership; students will demonstrate the ability to effectively function in multiple roles as part of a team and community; students will apply concepts of community development; students will analyze and evaluate their role and the role of leadership in nonprofit organizations and community building.

Associated Core Courses: LEAD 1003/3003; OL 3023; LEAD 2003/OL 4043; OL 4443; OL 4543; OL 4643; OL 4963

Associated Elective Courses: OL 3233; OL 4053; OL 4143; OL 4343; LEAD 4003

Assessment:

Strategic planning – evidence of student competency in goal setting, action plans, outcome evaluation and assessment, and application of the VMOSA process

Ethical decision-making – evidence of student competency in critical thinking, problem solving, and informed, ethical decision-making

Team and community building – evidence of student competency in fostering collaborative environments, effective management of team dynamics, conflict resolution, and community collaboration

Motivation and advocacy – evidence of student competency in storytelling, engaging stakeholders, building community partnerships, and integrating volunteers into organizational mission and operations

BAOL Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4
LEAD 1003/3003	I*	I	I	I
LEAD 2003/OL 4043	R	R	R	R
LEAD 4003	R	R	R	R/M
BAS 4453		R		R
BAS 4353		R		R
BAS 4363		R		R
BAS 4373		R		R
OL 3023	R		R	R
OL 3133	R	R	R	
OL 3233	R	R	R	R
OL 4053	R	R		
OL 4143	R		R	R
OL 4243		R		
OL 4343	R		R	R
OL 4443	R			R
OL 4543	R	R	R	R
OL 4643			R	R
OL 4743		R		
OL 4843		R	R	
OL 4963	M	M	M	M
*I = Introduce; R = Reinforce; M = Mastery				

BAOL Data Pull Checklist

1. Leadership – Theory, Context, and Application		
Course	Assignment	Purpose
LEAD 1003	Midterm Exam	Assesses knowledge and application of leadership theory, leadership styles, values and leadership, and emotional intelligence – introductory knowledge expected
	Final Exam	Assesses knowledge of leadership in organizations, leading teams, and leading change – introductory knowledge expected
LEAD 2003	Assignment: Leadership Definition	Assesses application of knowledge of leadership theory into personal definition of leadership – introductory knowledge expected (Module 4)
	Assignment: Storytelling	Assesses student competence in analyzing storytelling in leadership – introductory knowledge expected (Module 5)
	Assignment: Strategic Org Leadership	Assesses knowledge of characteristics of a strategic leader, analysis of leadership performance, and application of strategic leadership – introductory knowledge expected (Module 6)
OL 3023	Assignment: Final Project	Assesses knowledge and application of leadership communication skills in professional writing, team dynamics, technology application, public speaking, conducting meetings, and cultural factors.
	Assignment: Public Speaking Assignment	Assesses student competence in delivering prepared speeches.
OL 3133	Chapter 5 Assignment	Assesses knowledge and application of HRM skills in the selection process, including job applications, hiring timeline, interview techniques, interview questions, and hiring process analysis.
	Chapter 9 Assignment	Assesses knowledge and identification of listening styles, management styles path goal theory in organizations, and delegation.
OL 3143	Midterm Exam	Assesses knowledge and application of research, assessing needs, ethics in research, defining problems, and types of data
	Final Exam	Assesses knowledge of levels of data and measurement, data collection, and research methods
	SWOT Analysis	Assesses application of needs assessment process
	Introduction Assignment	Assesses student competence in identifying and defining a problem, including the use of authoritative sources to provide historical and current context
	Methods Section	Assesses knowledge and application of research process
OL 4043	Module 2 Quiz	assesses knowledge and application of ethical decision making
	Module 7 Quiz	Assesses knowledge and application of leadership and followership ethics
	Module 4 Quiz	Assesses knowledge and application of ethical interpersonal communication

OL 4443	Module 4 Analysis Paper	Assesses evidence of student competency in knowledge and application of leadership theory
	Module 7 Analysis Paper	Assesses evidence of student competency in knowledge and application of leadership theory
	Final Examination: Gender & Leadership	Assesses evidence of student competency in knowledge and application of leadership theory
OL 4543	Assignment: Leadership Communication Response Essay	Assesses evidence of student competency in knowledge and application of information flow when faced with workplace communication challenges.
	Module 1 Quiz	Assesses knowledge of management organizational skills.
	Module 2 Quiz	Assesses knowledge and application of effective communication as a leader
OL 4943	Final Presentation Recording	Assesses oral communication, evidence-based decision making
	Final Project Report	Assesses application of research, problem solving, evidence-based decision making
OL 4963	Final Portfolio	Assesses mastery of knowledge of professional communication and application of various leadership skills and principles learned throughout their degree path.

2. Leadership – Lifelong Learning for Development of Self, Others, and Organizations		
Course	Assignment	Purpose
LEAD 1003	Personal Leadership Philosophy	Assesses student understanding of personal leadership development through lifelong learning.
	Self-Assessment Summary	Assesses student application of self-assessments toward personal leadership development.
	Leadership and Perspectives Analysis	Assesses student definition and application of cultural intelligence and openness to new perspectives.
LEAD 2003	Ethical Leadership Development Plan	Assesses student application of individual ethical development strategies for lifelong learning and ethical development.
	Self-Assessment Log I and II	Assesses student application of self-assessments toward ethical development.
	Unit 3 Reflection – Empathy	Assesses student understanding and use of empathy in developing character, decision-making, ethical influence, and building groups.
OL 3133	Chapter 8 Assignment	Assesses student knowledge and application of orientation and training.
	Chapter 10 Assignment	Assesses student application of employee performance evaluation and remediation.

OL 4043	Personal Ethical Statement: Phase III	Assesses student application of content to lifelong ethical development of self and others.
	Self-Assessment Logs I and II	Assesses student application of self-assessments toward ethical development.
	Chapter 3 Quiz	Assesses student knowledge and application of personal ethical development.
OL 4243		
OL 4543	Module Three Quiz	Assesses student knowledge and application of coaching and mentoring in the development of employees.
	Workplace Culture Interview and Research Paper	Assesses student knowledge and application of cultural training protocol for organizations.
OL 4843	Midterm Exam	Assesses student knowledge of adult learning theory, strategic training, transfer of training, program design, training evaluation, and traditional training methods.
	Final Exam	Assesses student knowledge of technology-based training, employee development and career management, the future of training, coaching, mentoring, and consultancy.
	Module 12 Quiz 1 and 2	Assesses knowledge and application of coaching, mentoring, consultancy, and the directive non-directive continuum.
	Module 9 Application Discussion	Assesses application of coaching and mentoring to develop employee leadership capacity.
	Module 7 Application Discussion	Assesses application of specific training methods to leadership development.
	Module 6 Application Discussion	Assesses application of Kirkpatrick's model of training evaluation to evaluate an organization's training program.
	Module 3 Application Discussion	Assesses application of competency models to building leadership competencies through training and development.
OL 4963	Current Issues Paper	Assesses current issues in organizational settings and proposes solutions to issues for organizational change.
	Limbo Critical Book Review	Assesses competency in recognizing cultural issues and considering the impact of change within societal structures.

3. Leadership – Culture, Equity, Inclusion, and Social Responsibility

Course	Assignment	Purpose
LEAD 1003	Personal Mission Statement	Assesses ability to articulate values and apply values to personal mission for positive, ethical change
	Leadership and Perspectives Analysis	Assesses student knowledge of power and cultural intelligence

OL 3133	Chapter 3 Assignment	Assesses knowledge and application of EEOC policies and assessment of solutions to EEOC infractions
	Chapter 4 Quiz – question 3	Assesses application of EEOC laws in hiring
OL 4043	Chapter 12 Quiz	Assesses knowledge of methods to promote ethics in a global society
OL 4143	Course Under Revision (SP 2023)	
	Course Under Revision (SP 2023)	
	Course Under Revision (SP 2023)	
OL 4343	Module 4 Discussion	Assesses ability to articulate how labels impact community member standing
OL 4843	Module 10 Discussion	Assesses knowledge of implicit bias and application of training techniques to address implicit bias
	Chapter 10 Quiz	Assesses knowledge of the role of training and development in social responsibility
OL 4963	Final Portfolio	Assesses mastery of knowledge of professional communication and application of various leadership skills and principles learned throughout their degree path.

4. Leadership – Leading People, Organizations, and Communities

Course	Assignment	Purpose
OL 3133	Chapter 2 Assignment	Assesses knowledge and application of HROD strategic planning
	Chapter 5 Assignment	Assesses knowledge and application of hiring practices in organizations; evaluation of hiring practices
OL 4043	Chapter 5 Quiz	Assesses knowledge of methods to exercise ethical influence
	Chapter 8 Quiz	Assesses knowledge of methods to improve group ethical performance
	Chapter 9 Quiz	Assesses knowledge of methods to build an ethical organization
OL 4143	Module 2 Discussion Forum	Assesses the role of leadership in nonprofit organizations and community building.
	Module 3 Reflective Journal	Assesses the role of leadership in nonprofit organizations and community building.
	Module 7 Discussion Forum (Damberger/Failure)	Assesses the role of leadership in nonprofit organizations and community building.
OL 4343	Module 5 Quiz	Assesses knowledge and application of individual capacity in building communities
	Personal Community Leadership Plan	Assesses knowledge and application of understanding one's leadership role in their community

	Assessment, Strategic, and Financial Plan	Assesses application of concepts to apply a needs-based approach to community development
	Final Exam	Assesses student knowledge of asset- and need-based approaches to community development
OL 4443	Module 3 Case Study	Assesses the importance of motivation, empowerment, persuasion, and ethics in leadership
	Module 5 Analysis Assignment	Assesses the importance of motivation, empowerment, persuasion, and ethics in leadership
	Course Project: Dear Cousin Letter	Assesses the importance of motivation, empowerment, persuasion, and ethics in leadership
OL 4963	Final Portfolio	Assesses mastery of knowledge of professional communication and application of various leadership skills and principles learned throughout their degree path.

Annual Academic Assessment Summary Report

Complete this template to report annual program assessment.

Academic Year Assessed:	2024
College:	Education and Health
Department:	School of Professional and Community Education (PACE)

Program(s) Assessed:

Indicate all majors, minors, certificates and/or options that are included in this assessment:

Majors/ Certificates	PLO
Master of Arts - Organizational Leadership and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Graduate Certificate – Organizational Development and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Bachelor of Arts in Organizational Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Bachelor of Applied Science	Outcome 7: Technical Expertise: project management, computer literacy, technology, financial management, and knowledge application
Bachelor of Professional Studies	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Nonprofit Leadership	Outcome 1: Governance, Leadership, and Advocacy
Certificate of Proficiency – Professional Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Project Management	Outcome 1: Upon completion, 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.
Certificate of Proficiency – Training & Org Development	Outcome 1: Outcome: Leadership - Lifelong Learning and Development of Self, Others, and Organizations
Certificate of Proficiency – Workplace Supervision	Outcome 1: Outcome: 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.

Program Accreditation/Program Review:

What specialized accreditation does the program have? Has this changed in the last year or are there plans for change?

NA

Did your program complete a program review in the last year? If so, what's one or two key pieces of feedback from that program review that you're working to address, and how are you approaching it?

NA

When is the next program review?

Program	Program Review Date
BAS	2026-2027
BAOL (all concentrations)	2028-2029
MAOLL	2032-2033
GC – ODL	2032-2033
CP – Nonprofit Leadership	2033-2034
CP – Professional Leadership	2026-2027
CP – Project Management	2033-2034
CP – Training and Organizational Development	2033-2034
CP – Workplace Supervision	2028-2029

Program Learning Outcomes:

Program	Learning Outcomes	Associated Courses
MAOLL	PO1: Adult Learning, Leadership, and Org Development Theory and Practice	OL 5043, 5353, 5643, 6043, 6143, 6093
	PO2: Ethical and Cultural Competency, Global Understanding, & Social Responsibility	OL 5043, 5353, 5643, 6043
	PO3: Strategic Verbal & Written Communication in Leadership	OL 5043, 5353, 5643, 6043, 6143
	PO4: Human Resources, Personnel Development, & Change	OL 5043, 5643, 6043, 6143, 6093
GCODL	PO1: Adult Learning, Leadership, and Org Development Theory and Practice	OL 5043, 5643, 6043
	PO2: Ethical and Cultural Competency, Global Understanding, & Social Responsibility	OL 5043, 5643, 6043
	PO3: Human Resources, Personnel Development, & Change	OL 5043, 5643, 6043
BPS	PO1: Leadership – Theory, Context, & Application	OL 3023, 3133, 4443, 4543, 4643, 4963
	PO2: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	OL 3023, 3133, 4443, 4543, 4643, 4963
	PO3: Leadership – Leading People, Organizations, & Communities	OL 3023, 3133, 4443, 4543, 4643, 4963
BAOL	PO1: Leadership – Theory, Context, & Application	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO2: Leadership – Lifelong Learning & Development of Self, Others, & Organizations	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO3: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO4: Leadership – Leading People, Organizations, & Communities	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
BAS	PO1: Communication	BAS 4353, 4363, 4373, 4453
	PO2: Critical Thinking & Problem Solving	BAS 4353, 4363, 4373, 4453
	PO3: Analytical Skills	BAS 4353, 4363, 4373, 4453
	PO4: Ethics	BAS 4353, 4363, 4373, 4453
	PO5: Organizational Culture	BAS 4353, 4363, 4373, 4453
	PO6: Teamwork	BAS 4353, 4363, 4373, 4453
	PO7: Technical Expertise	BAS 4353, 4363, 4373, 4453
	PO8: Leadership & Management	BAS 4353, 4363, 4373, 4453
CPNL	PO1: Governance, Leadership, & Advocacy	OL 3233, 4053, 4143, 4343
CPPL	PO1: Leadership – Theory, Context, & Application	OL 3023, 3133, 4443, 4543, 4643
	PO2: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	OL 3023, 3133, 4443, 4543, 4643
	PO3: Leadership – Leading People, Organizations, & Communities	OL 3023, 3133, 4443, 4543, 4643

CPPM	PO1: Application of PM Principles	BAS 4353, 4363, 4373, 4453
CPTD	PO1: Leadership – Theory, Context, & Application	OL 3133, 4243, 4743, 4843
	PO2: Leadership – Lifelong Learning & Development of Self, Others, & Organizations	OL 3133, 4243, 4743, 4843
CPWS	PO1: Leadership – Theory, Context, & Application	OL 3133, 4443, 4543, 4643
	PO2: Leadership – Leading People, Organizations, & Communities	OL 3133, 4443, 4543, 4643

Assessment 10-Year Schedule:

Indicate the schedule for assessing the program's learning outcomes and list the course(s) where each outcome is assessed. All details of data sources, assessment methods, and evidence files are to be included in your Weave project.

MAOLL				
	PLO 1	PLO 2	PLO 3	PLO 4
2024		OL 5043, 5353, 5643, 6043		
2025			OL 5043, 5353, 5643, 6043, 6143	
2026				OL 5043, 5643, 6043, 6143, 6093
2027	OL 5043, 5353, 5643, 6043, 6143, 6093			
2028		OL 5043, 5353, 5643, 6043		
2029			OL 5043, 5353, 5643, 6043, 6143	
2030				OL 5043, 5643, 6043, 6143, 6093
2031	OL 5043, 5353, 5643, 6043, 6143, 6093			
2032		OL 5043, 5353, 5643, 6043		

2033			OL 5043, 5353, 5643, 6043, 6143	
------	--	--	------------------------------------	--

2034				OL 5043, 5643, 6043, 6143, 6093
------	--	--	--	------------------------------------

GCODL

	PLO 1	PLO 2	PLO 3	
2024		OL 5043, 5643, 6043		
2025			OL 5043, 5643, 6043	
2026	OL 5043, 5643, 6043			
2027		OL 5043, 5643, 6043		
2028			OL 5043, 5643, 6043	
2029	OL 5043, 5643, 6043			
2030		OL 5043, 5643, 6043		
2031			OL 5043, 5643, 6043	
2032	OL 5043, 5643, 6043			
2033		OL 5043, 5643, 6043		
2034			OL 5043, 5643, 6043	

BPS

	PLO 1	PLO 2	PLO 3	
2024		OL 3023, 3133, 4443, 4543, 4643, 4963		
2025			OL 3023, 3133, 4443, 4543, 4643, 4963	
2026	OL 3023, 3133, 4443, 4543, 4643, 4963			
2027		OL 3023, 3133, 4443, 4543, 4643, 4963		
2028			OL 3023, 3133, 4443, 4543, 4643, 4963	
2029	OL 3023, 3133, 4443, 4543, 4643, 4963			

2030		OL 3023, 3133, 4443, 4543, 4643, 4963		
2031			OL 3023, 3133, 4443, 4543, 4643, 4963	
2032	OL 3023, 3133, 4443, 4543, 4643, 4963			
2033		OL 3023, 3133, 4443, 4543, 4643, 4963		
2034			OL 3023, 3133, 4443, 4543, 4643, 4963	
BAOL				
	PLO 1	PLO 2	PLO 3	PLO 4
2024		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		
2025			LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	
2026				LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
2027	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963			
2028		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		
2029			LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	

2030				LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
2031	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963			

2032		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		
2033			LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	
2034				LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963

BAS

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	
2024							BAS 4353, 4363, 4373, 4453	
2025	BAS 4353, 4363, 4373, 4453							
2026		BAS 4353, 4363, 4373, 4453						
2027			BAS 4353, 4363, 4373, 4453					
2028				BAS 4353,				

				4363, 4373, 4453				
2029					BAS 4353, 4363, 4373, 4453			
2030						BAS 4353, 4363, 4373, 4453		
2031							BAS 4353, 4363, 4373, 4453	
2032	BAS 4353, 4363, 4373, 4453							
2033		BAS 4353, 4363, 4373, 4453						
2034			BAS 4353, 4363, 4373, 4453					
CP – Professional Leadership								
	PLO 1		PLO 2		PLO 3			
2024			OL 3023, 3133, 4443, 4543, 4643					
2025					OL 3023, 3133, 4443, 4543, 4643			
2026	OL 3023, 3133, 4443, 4543, 4643							
2027			OL 3023, 3133, 4443, 4543, 4643					
2028					OL 3023, 3133, 4443, 4543, 4643			

2029	OL 3023, 3133, 4443, 4543, 4643			
2030		OL 3023, 3133, 4443, 4543, 4643		
2031			OL 3023, 3133, 4443, 4543, 4643	
2032	OL 3023, 3133, 4443, 4543, 4643			
2033		OL 3023, 3133, 4443, 4543, 4643		

2034			OL 3023, 3133, 4443, 4543, 4643	
------	--	--	------------------------------------	--

CP Nonprofit Leadership

	PLO 1
2024	OL 3233, 4053, 4143, 4343
2025	OL 3233, 4053, 4143, 4343
2026	OL 3233, 4053, 4143, 4343
2027	OL 3233, 4053, 4143, 4343
2028	OL 3233, 4053, 4143, 4343
2029	OL 3233, 4053, 4143, 4343
2030	OL 3233, 4053, 4143, 4343
2031	OL 3233, 4053, 4143, 4343
2032	OL 3233, 4053, 4143, 4343
2033	OL 3233, 4053, 4143, 4343
2034	OL 3233, 4053, 4143, 4343

CP – Project Management

	PLO 1
2024	BAS 4353, 4363, 4373, 4453
2025	BAS 4353, 4363, 4373, 4453
2026	BAS 4353, 4363, 4373, 4453
2027	BAS 4353, 4363, 4373, 4453
2028	BAS 4353, 4363, 4373, 4453

2029	BAS 4353, 4363, 4373, 4453
2030	BAS 4353, 4363, 4373, 4453
2031	BAS 4353, 4363, 4373, 4453
2032	BAS 4353, 4363, 4373, 4453
2033	BAS 4353, 4363, 4373, 4453
2034	BAS 4353, 4363, 4373, 4453

CP – Training and Development

	PLO 1	PLO 2
2024	OL 3133, 4243, 4743, 4843	
2025		OL 3133, 4243, 4743, 4843
2026	OL 3133, 4243, 4743, 4843	
2027		OL 3133, 4243, 4743, 4843

2028	OL 3133, 4243, 4743, 4843	
2029		OL 3133, 4243, 4743, 4843
2030	OL 3133, 4243, 4743, 4843	
2031		OL 3133, 4243, 4743, 4843
2032	OL 3133, 4243, 4743, 4843	
2033		OL 3133, 4243, 4743, 4843
2034	OL 3133, 4243, 4743, 4843	

CP – Workplace Supervision

	PLO 1	PLO 2
2024	OL 3133, 4443, 4543, 4643	
2025		OL 3133, 4443, 4543, 4643
2026	OL 3133, 4443, 4543, 4643	
2027		OL 3133, 4443, 4543, 4643
2028	OL 3133, 4443, 4543, 4643	
2029		OL 3133, 4443, 4543, 4643
2030	OL 3133, 4443, 4543, 4643	
2031		OL 3133, 4443, 4543, 4643
2032	OL 3133, 4443, 4543, 4643	
2033		OL 3133, 4443, 4543, 4643
2034	OL 3133, 4443, 4543, 4643	

Annual Findings:

List the learning outcome(s) assessed this year:

Majors/ Certificates	PLO
Master of Arts - Organizational Leadership and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Graduate Certificate – Organizational Development and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Bachelor of Arts in Organizational Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Bachelor of Applied Science	Outcome 7: Technical Expertise: project management, computer literacy, technology, financial management, and knowledge application
Bachelor of Professional Studies	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Nonprofit Leadership	Outcome 1: Governance, Leadership, and Advocacy
Certificate of Proficiency – Professional Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Project Management	Outcome 1: Upon completion, 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.
Certificate of Proficiency – Training & Org Development	Outcome 1: Outcome: Leadership - Lifelong Learning and Development of Self, Others, and Organizations
Certificate of Proficiency – Workplace Supervision	Outcome 1: Outcome: 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.

Summarize actions taken in the previous review cycle to improve the results of the learning outcome(s) this review cycle.

Learning outcome attainment for the 2023 cycle met target criteria for success with 85% of students meeting 75% +/- 5% on success metrics at the undergraduate level and 85% +/- 5% at the graduate level. Actions taken to address issues identified in 2023 assessment cycle include a) updated data pull procedures to improve efficiency, b) curricular updates to BAOL to increase credentialing and improve degree customization, c) updated assessment measures to include student attitude assessment of program, d) individual course updates to align outcomes with current industry trends, e) refinement of program outcomes to allow more focused assessment, f) increased diversity of assessment measures within courses and across programs.

Summarize the key findings from the current assessment data. Did past actions described above improve the results?

Learning outcome attainment for the 2024 cycle met target criteria for success with 85% of students meeting 75% +/- 5% on success metrics at the undergraduate level and 85% +/- 5% at the graduate level. Target actions from the 2023 cycle improved efficiency of assessment process. Program updates to the BAOL, although new, have improved scheduling and student customization of programs.

Faculty Review and Actions Taken/Planned:

When did program faculty review and discuss assessment data and make recommendations for improvement? Are meeting minutes uploaded to Weave?

Organizational Studies faculty meeting monthly and as needed to discuss course delivery and program improvement. The first faculty meeting of each spring term is devoted to organizing our data collection and assessment procedures for assessment. Meeting minutes are uploaded in Weave.

Are there any unexpected findings or areas of concern? [100 words max]

There were no unexpected findings or significant areas of concern. Additional opportunities for improvement were identified for each program and are listed in the individual assessment summaries in Weave. Faculty identified the importance of being more skilled all aspects of AI.

After faculty review of assessment results, select all actions taken or planned and briefly describe.

X	Recommended Actions	Briefly Describe
	Course Outcomes Review: Review course learning outcomes and consider alignment with program learning outcomes	This is a continuing process that occurs regardless of the previous year's assessment results.
	Refine Assessments: Develop or adjust assignments and assessments to better measure learning outcomes (e.g. evaluate rubrics, reconsider thresholds, select different assignments)	Consider redevelopment of rubrics, integration and policing of AI, types of assessment measures (reflection, multiple choice, open-ended responses).
	Enhance Student Support: Improve access to tutoring, mentoring, and other support services.	Incorporate student resource Blackboard sites for each program. Use space for increased communication, mentoring, and student/faculty engagement.
	Engage in Professional Development: Participate in training related to assessment and program improvement.	Faculty participation in AI training.
	Communicate with Stakeholders: Share assessment results and improvement plans with students, faculty, and stakeholders.	Develop a process to share meaningful results with students. Increase student engagement in program assessment and improvement.

Use of Assessment Data:

Briefly summarize how assessment data has been used to improve student learning. [200 words max]

Assessment data is used to analyze and improve every aspect of the student experience. We use student satisfaction survey results to inform new opportunities for student interaction through peer review while reducing student anxiety with group work. In courses with more peer review elements, course satisfaction improved, as well as assignment and overall grades. Assessment data is used to better align course content with learning objectives and learning/program objectives with industry trends. This leads to both course and program improvements designed to increase relevancy of content, which enhances student learning. We also use assessment data to analyze and improve problem areas in individual courses, including updates to assignments, tests, assigned readings, etc. These changes help increase relevancy, application, and knowledge retention. Our programs cater to adult students completing courses online. Our retention and graduation rates exceed national averages for online programs AND exceed retention rates of many face-to-face programs at ATU. We feel our use of assessment plays a direct role in this success.

DEGREE AUDIT CHECK LIST

(BA-OL) Organizational Leadership - 90 Hour Program

2026-27

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
Major Requirements		Hrs
Professional Core		
LEAD	1003 OR 3003	3
	LEAD 2003 OR OL 4043	3
OL	3023 3133 4443 4543 4643 4963*	18
BAS/OL/LEAD	BAS 4253 4353 4363 4373 4453 4553 LEAD 4003 4103 OL 3233 4053 4143 4243 4343 4743 4843 4993	30
	*Must earn C or better	
TOTAL HOURS		54

Final Check:

Min. hours required 90
 40 hours upper level _____ thru _____
 # of "D" hours _____ thru _____
 Max activity hours 4 _____

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

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/20/25

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	6/23/2025
Dean Dr. John Jackson	<i>John Jackson</i>	6/23/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Tammy Weaver	<i>Tweaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMS	2013	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
AI Fundamentals		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
AI FUNDAMENTALS		

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?

Fall, Spring

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

Yes, AI lab is discussed in program change form for new Computer Science track.

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

Yes, AI lab is discussed in program change form for new Computer Science track.

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: See program change form for new Computer Science track.
 - 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? See program change form for new Computer Science track.

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

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

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

COMS 2013 AI Fundamentals - SAMPLE SYLLABUS

COURSE DESCRIPTION

Prerequisite(s): none

Offered: Fall, Spring

Catalog description: An introduction to the fundamental concepts, capabilities, and societal impacts of artificial intelligence. Topics include machine learning basics, prompt engineering, natural language processing, computer vision, ethical and responsible AI use, and the evaluation of AI tools and services. Students will explore real-world applications of AI across industries and gain hands-on experience with user-friendly AI platforms.

INSTRUCTOR INFORMATION

Abdus Salam Siddique

Office: Corley 251

Phone: 479 968 0627

Email: msiddique@atu.edu

Office hours: To be determined

COURSE OBJECTIVES

- Describe fundamental AI concepts, techniques, and their real-world significance.
- Interact with AI tools using intuitive or low-code interfaces.
- Design effective prompts for large language models (e.g., ChatGPT, Claude).
- Analyze the outputs and limitations of AI tools in decision-making.
- Evaluate ethical considerations and responsible AI use in society.

TEXTBOOK/SOFTWARE REQUIREMENTS & BIBLIOGRAPHY

(Optional) Prompt Engineering for Beginners: Making A.I. Work for You

By: Mrk J. Baars

BAARS Media

ISBN 13: 979-8329045666

Resources from open-source platforms

COURSE CONTENT/TOPICS

1. Introduction to Artificial Intelligence

→ History, key concepts, types of AI (narrow vs. general), and trends

- Role of AI in modern life and society
- Overview of intelligent systems and decision-making
- 2. AI in Everyday Applications**
 - Real-world use cases in business, education, healthcare, and marketing
 - Case studies: Netflix recommendations, Siri, Google Maps, Spotify, etc.
 - Non-programming tools for exploring AI functionality (e.g., Google Teachable Machine)
- 3. Machine Learning & AutoML**
 - Basics of supervised and unsupervised learning
 - Using low-code platforms like Google AutoML and Microsoft Azure ML Studio
 - Introduction to decision trees and visual ML model builders
- 4. Prompt Engineering & Generative AI**
 - Fundamentals of prompt design for large language models (LLMs)
 - Use of ChatGPT for summarization, question answering, creativity
 - Prompt patterns, structure, and fine-tuning for improved output
- 5. Natural Language Processing (NLP) & Computer Vision**
 - AI tools for text generation, translation, and chatbot creation
 - Image recognition and visual AI applications using no-code tools
 - Multimodal AI and real-life integrations (e.g., Canva Magic Write, DALL·E)
- 6. Ethics, Fairness, and Responsible AI**
 - Bias in AI systems, data ethics, and transparency
 - Deepfakes, misinformation, and copyright concerns in generative AI
 - Social impacts and the future of ethical AI development

ASSESSMENT METHODS

Grades will be calculated on a total point basis. At any point during the course, simply divide your earned points by the points possible to calculate your current grade. (NOTE: Blackboard should do this for you.)

The traditional grading scale will be used to determine final grades:

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

NOTE: Submitted assignments/exams in this course may be used to assess aspects of the course and/or the department and may be viewed by other faculty and/or members of an accreditation team. All such use will preserve the student's anonymity.

Any questions concerning your grade need to be voiced as soon as possible.

COURSE JUSTIFICATION / GENERAL EDUCATION REQUIREMENTS

This course provides foundational information and lays the groundwork for other courses in the department. This course does not meet any General Education requirements.

POLICIES

Course policies align with the most recent version of the Student Handbook.

1. ATTENDANCE

College success is directly linked to class attendance. You should make every effort to attend every class, as many programs will be completed DURING class/lab. You should also check Blackboard often for announcements and assignments, as well as monitor your email for clarification/changes.

During the first week of class, you must complete the Federal Initial Attendance and Participation Module to be considered as "actively participating" in the course. You may retake the assignment as often as you need to make 100%. Failure to make a 100% may result in being marked as "non-attended."

If, at any time during the term, you stop coming to class, stop logging into Blackboard, and/or fail to complete and submit assignments, you will receive a warning from the instructor. If you are still unresponsive, you may be dropped from the course by your instructor for excessive absences or non-performance.

2. COURSE ACTIVITIES / DUE DATES

This course may utilize several types of activities – programs, trainings, quizzes, exams, etc. All work assigned will be given a due date/time. Late work may be submitted up through the next due date for a 20% penalty if an answer key/solution has not been published. (For example, if the original deadline is Tuesday and the next deadline is Thursday, then anything due Tuesday may be submitted up through Thursday for a 20% penalty – again, as long as an answer key/solution has not been published.)

3. STUDENT ACCOMMODATIONS

A student must be registered with Disability Services in order to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, you should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

Related University Policy: <http://www.atu.edu/disabilities/index.php>

4. FAIRNESS / DISCRIMINATION

Every effort will be made to ensure that all students are treated equally and fairly. That being said, special treatment may be awarded for extenuating circumstances if sought in advance and some students may qualify for special services. If you ever feel that you are being treated unequally, please discuss with your instructor.

Related University Policy: <http://www.atu.edu/titleix/index.php>

5. ACADEMIC INTEGRITY

Arkansas Tech University prides itself on the academic integrity and ethical values of its students and faculty. Each student and employee involved in all aspects of the University is a direct reflection of the University itself. The University aims to provide an understanding throughout Arkansas Tech University of its Code of Academic Integrity and the high expectations for academic work that is expected from each individual throughout the University. Visit <https://www.atu.edu/academic-integrity/> for the complete policy.

Faculty are required to report academic dishonesty and associated penalties to the Associate Vice President for Academic Affairs, who will track incidents.

For this course, typically you will receive a grade of "0" on the assignment for the first incident. For the second offense, you may be dropped from the course with an "F."

Students typically use the excuses "I didn't know that was cheating" or "We were just helping each other." You are adults now; you know what dishonesty is. If in serious doubt, ask me. Otherwise, play it safe and don't risk getting caught. You may find that one cheating instance may haunt you for the rest of your college career.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/20/25

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	6/23/2025
Dean Dr. John Jackson	<i>John Jackson</i>	6/23/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Tammy Weaver	<i>T. Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMS	4613	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Natural Language Processing		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
NATURAL LANGUAGE PROCESSING		

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?

Fall

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

Yes, AI lab is discussed in program change form for new Computer Science track.

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

Yes, AI lab is discussed in program change form for new Computer Science track.

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: See program change form for new Computer Science track.
 - 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? See program change form for new Computer Science track.

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

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

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

COMS 4613 Course: Natural Language Processing - SAMPLE SYLLABUS

COURSE DESCRIPTION

Prerequisite(s): COMS 2013, COMS 2323, and a statistics course

Offered: Fall

Catalog description: An introduction to natural language processing techniques and their application in both traditional systems and modern large language models. Topics include text preprocessing, language modeling, word embeddings, sequence labeling, semantic search, transformer-based architectures, retrieval-augmented generation (RAG), and prompt engineering. The course also addresses evaluation methods and the ethical implications of deploying NLP systems.

INSTRUCTOR INFORMATION

Instructor: Dr. Robin Ghosh

Office hours: Wednesday (10 am to 2 pm), Virtual Friday (10 AM – 12 PM)

Email: rghosh@atu.edu

Phone: 479-964-3252

Video meeting link: <https://atu.webex.com/meet/rghosh>

COURSE OBJECTIVES

- Explain fundamental concepts in natural language processing, including tokenization, embeddings, language models, and sequence modeling
- Design and fine-tune large language models for downstream NLP tasks and apply prompt engineering techniques to optimize model performance on modest computing resources
- Build and evaluate NLP pipelines incorporating retrieval-augmented generation (RAG), semantic search, and standard performance metrics
- Analyze ethical and societal implications of NLP systems, including bias, hallucination, safety, and privacy concerns
- Communicate technical findings through well-documented code, written reports, and oral presentations

TEXTBOOK/SOFTWARE REQUIREMENTS & BIBLIOGRAPHY

SUPPLEMENTAL TEXTBOOK (Recommended, not Required) & ONLINE RESOURCES

1. *Speech & Language Processing* (Jurafsky & Martin, 4e draft)

2. *Natural Language Processing* (Eisenstein)

3. *Hands-On Large Language Models*—Jay Alammar & Maarten Grootendorst

Online Resources:

1. [Kaggle 5-Day GenAI Learn-Guide \(Days 1–5\)](#)
2. [Hugging Face LLM Course \(Ch. 1–6\)](#)
3. <https://www.kaggle.com/learn-guide/natural-language-processing>
4. <https://courses.analyticsvidhya.com/courses/Intro-to-NLP>

Software Requirements:

All notebooks run on [Google Colab](#) CPUs/GPUs, [Jupyter Notebook](#), or the department's AI lab.

COURSE CONTENT/TOPICS

1. Introduction to Natural Language Processing (NLP)
2. Learn to use Regular Expressions (RegEx)
3. Text Processing and Implementation using NLTK
4. Build a basic ML Model for Text Classification
5. Introduction to Large Language Models (LLM)
6. Tokens and Embeddings
7. Looking Inside Transformer LLMs
8. Prompt Engineering
9. Advanced Text Generation Tools and Techniques
10. Semantic Search and Retrieval Augmented Generation (RAG)
11. Creating a Text Embeddings Model
12. Fine-tuning Representation and Generation Models

ASSESSMENT METHODS

Grades will be calculated on a total point basis. At any point during the course, simply divide your earned points by the points possible to calculate your current grade. (NOTE: Blackboard should do this for you.)

The traditional grading scale will be used to determine final grades:

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

NOTE: Submitted assignments/exams in this course may be used to assess aspects of the course and/or the department and may be viewed by other faculty and/or members of an accreditation team. All such use will preserve the student's anonymity.

Any questions concerning your grade need to be voiced as soon as possible.

COURSE JUSTIFICATION / GENERAL EDUCATION REQUIREMENTS

This course provides foundational information and lays the groundwork for other courses in the department. This course does not meet any General Education requirements.

POLICIES

Course policies align with the most recent version of the Student Handbook.

1. ATTENDANCE

College success is directly linked to class attendance. You should make every effort to attend every class, as many programs will be completed DURING class/lab. You should also check Blackboard often for announcements and assignments, as well as monitor your email for clarification/changes.

During the first week of class, you must complete the Federal Initial Attendance and Participation Module to be considered as "actively participating" in the course. You may retake the assignment as often as you need to make 100%. Failure to make a 100% may result in being marked as "non-attended."

If, at any time during the term, you stop coming to class, stop logging into Blackboard, and/or fail to complete and submit assignments, you will receive a warning from the instructor. If you are still unresponsive, you may be dropped from the course by your instructor for excessive absences or non-performance.

2. COURSE ACTIVITIES / DUE DATES

This course may utilize several types of activities – programs, trainings, quizzes, exams, etc. All work assigned will be given a due date/time. Late work may be submitted up through the next due date for a 20% penalty if an answer key/solution has not been published. (For example, if the original deadline is Tuesday and the next deadline is Thursday, then anything due Tuesday may be submitted up through Thursday for a 20% penalty – again, as long as an answer key/solution has not been published.)

3. STUDENT ACCOMMODATIONS

A student must be registered with Disability Services in order to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, you should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

Related University Policy: <http://www.atu.edu/disabilities/index.php>

4. FAIRNESS / DISCRIMINATION

Every effort will be made to ensure that all students are treated equally and fairly. That being said, special treatment may be awarded for extenuating circumstances if sought in advance and some students may qualify for special services. If you ever feel that you are being treated unequally, please discuss with your instructor.

Related University Policy: <http://www.atu.edu/titleix/index.php>

5. ACADEMIC INTEGRITY

Arkansas Tech University prides itself on the academic integrity and ethical values of its students and faculty. Each student and employee involved in all aspects of the University is a direct reflection of the University itself. The University aims to provide an understanding throughout Arkansas Tech University of its Code of Academic Integrity and the high expectations for academic work that is expected from each individual throughout the University. Visit <https://www.atu.edu/academic-integrity/> for the complete policy.

Faculty are required to report academic dishonesty and associated penalties to the Associate Vice President for Academic Affairs, who will track incidents.

For this course, typically you will receive a grade of "0" on the assignment for the first incident. For the second offense, you may be dropped from the course with an "F."

Students typically use the excuses "I didn't know that was cheating" or "We were just helping each other." You are adults now; you know what dishonesty is. If in serious doubt, ask me. Otherwise, play it safe and don't risk getting caught. You may find that one cheating instance may haunt you for the rest of your college career.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/20/25

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	6/23/2025
Dean Dr. John Jackson	<i>John Jackson</i>	6/23/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Tammy Weaver	<i>T Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMS	4633	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Computer Vision		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
COMPUTER VISION		

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.?
 Yes, AI lab is discussed in program change form for new Computer Science track.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
 Yes, AI lab is discussed in program change form for new Computer Science track.

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: See program change form for new Computer Science track.
 - 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? See program change form for new Computer Science track.

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

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

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

COMS 4633 Computer Vision - SAMPLE SYLLABUS

COURSE DESCRIPTION

Prerequisite(s): COMS 2323, COMS 3613, STAT 4383

Offered: Spring

Catalog description: An in-depth study of foundational and modern techniques in computer vision. Topics include image formation and filtering, edge and feature detection, object recognition, motion tracking, and scene understanding. Emphasis is placed on both classical algorithms and learning-based approaches to solve visual tasks such as classification, detection, and segmentation. Students will design and implement vision systems using contemporary software frameworks.

INSTRUCTOR INFORMATION

Instructor: Dr. Robin Ghosh

Office hours: Wednesday (10 am to 2 pm), Virtual Friday (10 AM – 12 PM)

Email: rghosh@atu.edu

Phone: 479-964-3252

Video meeting link: <https://atu.webex.com/meet/rghosh>

COURSE OBJECTIVES

By the end of this course, students should be able to:

- Implement key computer vision algorithms such as edge detection, image filtering, and feature extraction, and demonstrate their use on sample image datasets.
- Apply machine learning and deep learning models (e.g., SVMs, CNNs) to solve vision tasks such as image classification, object detection, and image segmentation, using tools like OpenCV, TensorFlow, or PyTorch
- Evaluate the performance and limitations of computer vision systems by computing metrics such as accuracy, precision, recall, and F1-score, and by conducting comparative analyses on different models or datasets
- Design and develop a functional vision-based application that integrates image acquisition, processing, and decision-making, and effectively communicate results (e.g. through a technical report or live demonstration)

TEXTBOOK/SOFTWARE REQUIREMENTS & BIBLIOGRAPHY

- *Computer Vision: Algorithms and Applications* by Richard Szeliski. Available for free online.

- *Computer Vision: A Modern Approach (Second Edition)* by David Forsyth and Jean Ponce. Available for free online.

COURSE CONTENT/TOPICS

1. Introduction:

- Background, requirements and issues, human vision

2. Image formation: geometry and photometry

- Geometry, photometry (brightness and color), quantization, camera calibration

3. Image segmentation and Feature Extraction

- Various methods of image segmentation, edge detection, SIFT features

4. Multi-view Geometry

- Shape from stereo and motion, feature matching, surface fitting, Active ranging

5. Object Recognition: Traditional methods

- Image features, Various classifiers (Nearest Neighbor, Bayes, SVM)

6. Introduction to Neural Networks and Deep Learning

- Neural networks, loss functions, optimization methods

7. Image Classification and Object Detection

- LeNet, AlexNet, VGG, ResNet, Efficient Net, RCNN, Faster RCNN, YOLO, SSD, FPN

8. Semantic Segmentation

- Fully Convolutional Networks, Deep Lab, Mask RCNN

9. Adversarial Attacks

- Fast gradient sign method, projected gradient attack, poison attack

10. Activity Recognition

- Classification networks: 2-stream, C3D, I3D, SlowFast

11. Vision Transformers

- Transformer architecture, application to image classification and object detection

12. Vision and Language

- Grounding, zero-shot classification, detection and segmentation, Visual Question Answering

13. Neural Radiance Fields

- 3-D reconstruction and rendering

ASSESSMENT METHODS

Grades will be calculated on a total point basis. At any point during the course, simply divide your earned points by the points possible to calculate your current grade. (NOTE: Blackboard should do this for you.)

The traditional grading scale will be used to determine final grades:

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

NOTE: Submitted assignments/exams in this course may be used to assess aspects of the course and/or the department and may be viewed by other faculty and/or members of an accreditation team. All such use will preserve the student's anonymity.

Any questions concerning your grade need to be voiced as soon as possible.

COURSE JUSTIFICATION / GENERAL EDUCATION REQUIREMENTS

This course provides foundational information and lays the groundwork for other courses in the department. This course does not meet any General Education requirements.

POLICIES

Course policies align with the most recent version of the Student Handbook.

1. ATTENDANCE

College success is directly linked to class attendance. You should make every effort to attend every class, as many programs will be completed DURING class/lab. You should also check Blackboard often for announcements and assignments, as well as monitor your email for clarification/changes.

During the first week of class, you must complete the Federal Initial Attendance and Participation Module to be considered as "actively participating" in the course. You may retake the assignment as often as you need to make 100%. Failure to make a 100% may result in being marked as "non-attended."

If, at any time during the term, you stop coming to class, stop logging into Blackboard, and/or fail to complete and submit assignments, you will receive a warning from the instructor. If you are still unresponsive, you may be dropped from the course by your instructor for excessive absences or non-performance.

2. COURSE ACTIVITIES / DUE DATES

This course may utilize several types of activities – programs, trainings, quizzes, exams, etc. All work assigned will be given a due date/time. Late work may be submitted up through the next due date for a 20% penalty if an answer key/solution has not been published. (For example, if the original deadline is Tuesday and the next deadline is Thursday, then anything due Tuesday may be submitted up through Thursday for a 20% penalty – again, as long as an answer key/solution has not been published.)

3. STUDENT ACCOMMODATIONS

A student must be registered with Disability Services in order to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, you should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

Related University Policy: <http://www.atu.edu/disabilities/index.php>

4. FAIRNESS / DISCRIMINATION

Every effort will be made to ensure that all students are treated equally and fairly. That being said, special treatment may be awarded for extenuating circumstances if sought in advance and some students may qualify for special services. If you ever feel that you are being treated unequally, please discuss with your instructor.

Related University Policy: <http://www.atu.edu/titleix/index.php>

5. ACADEMIC INTEGRITY

Arkansas Tech University prides itself on the academic integrity and ethical values of its students and faculty. Each student and employee involved in all aspects of the University is a direct reflection of the University itself. The University aims to provide an understanding throughout Arkansas Tech University of its Code of Academic Integrity and the high expectations for academic work that is expected from each individual throughout the University. Visit <https://www.atu.edu/academic-integrity/> for the complete policy.

Faculty are required to report academic dishonesty and associated penalties to the Associate Vice President for Academic Affairs, who will track incidents.

For this course, typically you will receive a grade of "0" on the assignment for the first incident. For the second offense, you may be dropped from the course with an "F."

Students typically use the excuses "I didn't know that was cheating" or "We were just helping each other." You are adults now; you know what dishonesty is. If in serious doubt, ask me. Otherwise, play it safe and don't risk getting caught. You may find that one cheating instance may haunt you for the rest of your college career.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/20/25

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	6/23/2025
Dean Dr. John Jackson	<i>John Jackson</i>	6/23/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Tammy Weaver	<i>T. Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
COMS	4653	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Big Data and Cloud Computing		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
BIG DATA AND CLOUD COMPUTING		

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?

Spring

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

Yes, AI lab is discussed in program change form for new Computer Science track.

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

Yes, AI lab is discussed in program change form for new Computer Science track.

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: See program change form for new Computer Science track.
 - 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? See program change form for new Computer Science track.

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

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

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

COMS 4653 Big Data and Cloud Computing - SAMPLE SYLLABUS

COURSE DESCRIPTION

Prerequisite(s): COMS 2323, COMS 3233

Offered: Spring

Catalog Description: An introduction to the technologies and architectures that support large-scale data processing and cloud-based computing. Topics include characteristics and types of big data, distributed file systems, batch and stream processing, NoSQL databases, and scalable data analytics platforms. The course also explores cloud infrastructure and services for deploying big data applications in cloud environments.

INSTRUCTOR INFORMATION

Abdus Salam Siddique

Office: Corley 251

Phone: 479 968 0627

Email: msiddique@atu.edu

Office hours: To be determined

COURSE OBJECTIVES

- Explain the core concepts of big data and cloud computing, including their architectures and ecosystems, through written assessments and discussions.
- Apply distributed data processing techniques using batch and stream processing models to analyze large datasets.
- Design and implement data workflows using scalable storage systems and NoSQL databases for big data applications.
- Deploy and manage data processing tasks on cloud platforms, demonstrating an understanding of compute, storage, and service orchestration in cloud-based environments.
- Evaluate the performance, scalability, and cost-efficiency of different big data and cloud-based solutions for real-world scenarios.

TEXTBOOK/SOFTWARE REQUIREMENTS & BIBLIOGRAPHY

Big Data Concepts, Technologies and Applications

By Mohammad Shahid Husain, Mohammad Zunnun Khan, Tamanna Siddiqui

ISBN: 9781003441595 (ebk), DOI: 10.1201/9781003441595 [Link](#)

Big Data Analytics & Cloud Computing

By Syed Thouheed Ahmed, Syed Muzamil Basha, Sajeew Ram Arumugam, Kiran Kumari Patil

Open Access Book. ISBN 978-93-5473-828-9 [Link](#)

Resources from open-source platforms

COURSE CONTENT/TOPICS

- Introduction to Big Data
- Big Data Architecture and Ecosystem
- Data Processing software (ex: Apache Spark, Hadoop or others)
- Introduction to Cloud Computing
- Cloud Services
- Big Data in the Cloud
- Distributed Programming for the Cloud
- Security, Compliance, and Cost Optimization
- Project or Case Study

ASSESSMENT METHODS

Grades will be calculated on a total point basis. At any point during the course, simply divide your earned points by the points possible to calculate your current grade. (NOTE: Blackboard should do this for you.)

The traditional grading scale will be used to determine final grades:

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

NOTE: Submitted assignments/exams in this course may be used to assess aspects of the course and/or the department and may be viewed by other faculty and/or members of an accreditation team. All such use will preserve the student's anonymity.

Any questions concerning your grade need to be voiced as soon as possible.

COURSE JUSTIFICATION / GENERAL EDUCATION REQUIREMENTS

This course provides foundational information and lays the groundwork for other courses in the department. This course does not meet any General Education requirements.

POLICIES

Course policies align with the most recent version of the Student Handbook.

1. ATTENDANCE

College success is directly linked to class attendance. You should make every effort to attend every class, as many programs will be completed DURING class/lab. You should also check Blackboard often for announcements and assignments, as well as monitor your email for clarification/changes.

During the first week of class, you must complete the Federal Initial Attendance and Participation Module to be considered as "actively participating" in the course. You may retake the assignment as often as you need to make 100%. Failure to make a 100% may result in being marked as "non-attended."

If, at any time during the term, you stop coming to class, stop logging into Blackboard, and/or fail to complete and submit assignments, you will receive a warning from the instructor. If you are still unresponsive, you may be dropped from the course by your instructor for excessive absences or non-performance.

2. COURSE ACTIVITIES / DUE DATES

This course may utilize several types of activities – programs, trainings, quizzes, exams, etc. All work assigned will be given a due date/time. Late work may be submitted up through the next due date for a 20% penalty if an answer key/solution has not been published. (For example, if the original deadline is Tuesday and the next deadline is Thursday, then anything due Tuesday may be submitted up through Thursday for a 20% penalty – again, as long as an answer key/solution has not been published.)

3. STUDENT ACCOMMODATIONS

A student must be registered with Disability Services in order to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, you should make contact with the instructor to determine which specific accommodations would be appropriate for this particular course.

Related University Policy: <http://www.atu.edu/disabilities/index.php>

4. FAIRNESS / DISCRIMINATION

Every effort will be made to ensure that all students are treated equally and fairly. That being said, special treatment may be awarded for extenuating circumstances if sought in advance and some students may qualify for special services. If you ever feel that you are being treated unequally, please discuss with your instructor.

Related University Policy: <http://www.atu.edu/titleix/index.php>

5. ACADEMIC INTEGRITY

Arkansas Tech University prides itself on the academic integrity and ethical values of its students and faculty. Each student and employee involved in all aspects of the University is a direct reflection of the University itself. The University aims to provide an understanding throughout Arkansas Tech University of its Code of Academic Integrity and the high expectations for academic work that is expected from each individual throughout the University. Visit <https://www.atu.edu/academic-integrity/> for the complete policy.

Faculty are required to report academic dishonesty and associated penalties to the Associate Vice President for Academic Affairs, who will track incidents.

For this course, typically you will receive a grade of "0" on the assignment for the first incident. For the second offense, you may be dropped from the course with an "F."

Students typically use the excuses "I didn't know that was cheating" or "We were just helping each other." You are adults now; you know what dishonesty is. If in serious doubt, ask me. Otherwise, play it safe and don't risk getting caught. You may find that one cheating instance may haunt you for the rest of your college career.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/20/25

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	6/23/2025
Dean Dr. John Jackson	<i>John Jackson</i>	6/23/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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)
COMS	4353
Official Catalog Title:	
Artificial Intelligence	

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)

3613

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

Advanced AI

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

ADVANCED AI

New Course Description:

A comprehensive study of advanced artificial intelligence concepts and systems. Topics include planning, learning, and reasoning techniques; knowledge representation; search algorithms; pattern recognition; supervised and unsupervised learning; reinforcement learning; and deep learning architectures. Students will explore the design and implementation of intelligent systems using contemporary AI tools and frameworks.

Note: Previously offered as COMS 4353 Artificial Intelligence.

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):

COMS 2013, COMS 2213

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. See program change form for new Computer Science track.
 - 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? See program change form for new Computer Science track.

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
Engineering and Computing Sciences	6/20/25

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	6/23/2025
Dean Dr. John Jackson	<i>John Jackson</i>	6/23/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Tammy Weaver	<i>T Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:
Associate of Applied Science in Information Technology

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

Delete 15 hrs:

- COMS 1333 Web and Mobile Technologies
- ENGL 2053 Technical Writing
- 9 hours of general electives

Add 15 hrs:

- COMS 2013 AI Fundamentals
- STAT 2163 Introduction to Statistical Methods
- 9 hours of COMS or CSEC electives

Delete COMS 2163 Scripting Languages as an option under the current “COMS 2323 Programming in Python or COMS 2163 Scripting Languages” (and just require the Python course)

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

In order to add additional courses in AI, the department will need to add ONE additional assistant professor ASAP. (NOTE: Because the department has 4 distinct BS programs – and proposing a 5th area in AI, all computing Associate’s and Bachelor’s degrees are adding the new COMS 2013 AI Fundamentals course. One additional faculty member is needed to cover all the new AI courses.)

Answer the following Assessment questions:

How does the program change align with the university mission?

The addition of AI Fundamentals to the curricula of the Computer Science, Information Technology, and Cybersecurity programs directly supports Arkansas Tech University’s mission to empower students through high-quality education and prepare them for meaningful careers, lifelong learning, and service. Artificial intelligence is rapidly transforming every sector of the global workforce—from healthcare and finance to manufacturing and national security. By equipping students with foundational knowledge of AI concepts, tools, and ethical considerations, this curriculum change ensures that graduates are not only competitive in the evolving job market but also capable of contributing responsibly to the development and deployment of emerging technologies. The course promotes critical thinking, technical competency, and interdisciplinary application, all of which are integral to Arkansas Tech’s commitment to excellence in teaching, innovation, and workforce development.

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

n/a

What is the rationale for this program change?

The growing prevalence of artificial intelligence across all sectors of industry and society has created an urgent need for graduates who understand the core principles, capabilities, and ethical implications of AI technologies. Introducing AI Fundamentals provides students in Computer Science, Information Technology, and Cybersecurity with a shared foundation in this critical area, aligning academic preparation with employer expectations and national workforce development priorities.

AI-related skills are increasingly listed in job postings for software developers, IT analysts, security professionals, and systems engineers. Furthermore, federal and state investments in AI innovation and

policy—including cybersecurity integration, automation, and data analysis—highlight the long-term strategic importance of this domain. By introducing students to AI concepts early in their academic journey, this course will support advanced study, specialization, and interdisciplinary application in upper-level courses and career pathways.

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

The addition of *AI Fundamentals* will enhance student learning by introducing key concepts in artificial intelligence, fostering critical thinking, and encouraging ethical and technical awareness of emerging technologies. It will better prepare students for advanced coursework, internships, and careers that increasingly demand AI literacy.

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

n/a – based on feedback from our Advisory Board and changes in the industry, a course in AI is necessary

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.

Embedding *AI Fundamentals* across Arkansas Tech's computing programs places us firmly within the rapidly evolving landscape of computing education, where AI is now fundamental. This aligns with trends at both peer and regional institutions:

- **University of Arkansas–Fort Smith (UAFS)** has offered *CS 3113 Artificial Intelligence* since at least the 2018–2019 catalog. That course covers core AI paradigms—including machine learning, expert systems, and natural language processing—and includes design and implementation of AI systems by students
- **Arkansas State University (A-State)** provides a *BS in Digital Technology & Design with an AI & Machine Learning concentration*, signaling institutional commitment to AI within undergraduate degrees
- **University of Arkansas at Little Rock (UALR)** features robust AI/ML pathways: their Computer Science department emphasizes opportunities in artificial intelligence and machine learning with faculty-led projects, student certificates, and internships
- **University of Arkansas Honors College** has even offered interdisciplinary AI seminars—*Artificial Intelligence/HNRC 300VH*—focusing on machine learning, deep learning, and ethics as early as Fall 2021

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.)

n/a – assessment of this program will not change; current assessment plan on file

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

n/a

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

Curriculum Matrix for Catalog Curriculum in Associate of Applied Science in Information Technology	
Freshman Fall Semester Add/Change: Delete: COMS 1333 Web and Mobile Technologies Total Hours: 13	Freshman Spring Semester Add/Change: Delete: Total Hours: 16
Sophomore Fall Semester Add/Change: COMS 2013 AI Fundamentals COMS or CSEC elective – 3 hrs Delete: ENGL 2053 Technical Writing Elective – 3 hrs Total Hours: 16	Sophomore Spring Semester Add/Change: Add COMS or CSEC electives – 6 hrs Add STAT 2163 Introduction to Statistical Methods Remove “COMS 2163 Scripting Languages” as option in COMS 2163 Scripting Languages or COMS 2323 Programming in Python Delete: Electives – 6 hrs Total Hours: 15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English & Foreign Languages	This department <input checked="checked" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>Dropping ENGL 2053 Technical Writing as a required course from the Computer Science and Information Technology degree programs will result in lowered student numbers in that course.</p> <p>Although Technical Writing develops valuable communication skills for students in these programs, the need to revise curriculum to address AI is understandable.</p>	

Department Head Signature: Emily Hoffman

Date: 06-25-25

INFORMATION TECHNOLOGY, ASSOCIATE OF APPLIED SCIENCE

Becky Cunningham, Program Director

Corley Hall, Room 233

(479) 880-4610, ext 4462

rcunningham@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
COMS 1333	Web and Mobile Technologies	3	_____
CSEC 1003	Introduction to Cybersecurity	3	_____
CSEC 1113	Introduction to Networking	3	_____
ENGL 1013	Composition I ¹	3	_____
MATH 1113	College Algebra (or higher-level Mathematics)	3	_____
TECH 1001	Orientation to the University ²	1	_____
Hours		16 13	
Spring			
COMS 1011 & COMS 1013	Programming Foundations I Lab and Programming Foundations I	4	_____
COMS 2703	Computer Hardware and Architecture	3	_____
ENGL 1023	Composition II ¹	3	_____
SS 1XXX	Social Science Courses ¹	3	_____
Elective ³		3	_____
Hours		16	
Sophomore			
Fall			
COMS 2203	Programming Foundations II	3	_____
ENGL 2053 COMS 2013	Technical Writing	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Elective ³		3	_____
Hours		6 3	
Spring			
COMM 2173	Business and Professional Speaking ⁴	3	_____
COMS 2163 STAT 2163	Scripting Languages	3	_____
or COMS 2323	or Programming in Python		
Electives ³		6	_____
Hours		12 6	
Total Hours		60	

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)."

² TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University. Electives would reduce from 15 hours to 13 hours.

³ Students seeking a Bachelor's degree in computing should take courses that count towards that degree rather than just general electives.

⁴ COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

DEGREE AUDIT CHECK LIST

(AAS-ITAS) Information Technology

2025-26 ~~2024-25~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
US HIST/GOVT		0
SOC SCI		3
FINE ART/HUM		0
COMM		0
TECH 1001 ♦	(1001 or 1013)	1
TOTAL GEN ED HOURS		14
Electives		
TOTAL ELECTIVE HOURS		15 16

Student's Name		
T#		
Major Requirements		Hrs
COMS	1011 1013 1333 2203 2703 2013 (2163 or 2323)	16
~CSEC	(1003 or 2213) 1113	6
COMS/CSEC Elective		9
COMM	(2173 or 2003**)	3
ENGL	2053	3
MATH#	1113 or higher**	3
STAT	2163	3
TOTAL MAJOR HOURS		31 40
TOTAL HOURS		

Final Check:

Min. hours required 60
 # 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

DEGREE AUDIT CHECK LIST (AAS-ITAS) Information Technology

2026-27

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
US HIST/GOVT		0
SOC SCI		3
FINE ART/HUM		0
COMM		0
TECH 1001 ♦	(1001 or 1013)	1
TOTAL GEN ED HOURS		14
Electives		
TOTAL ELECTIVE HOURS		6

Student's Name		
T#		
Major Requirements		Hrs
COMS	1011 1013 2013 2203 2323 2703	16
~CSEC	(1003 or 2213) 1113	6
COMS/ CSEC		9
COMM	(2173 or 2003**)	3
MATH#	1113 or higher**	3
STAT	2163	3
TOTAL MAJOR HOURS		40
TOTAL HOURS		

Final Check:

Min. hours required 60

of "D" hours thru

Max activity hours 4

Earned Hrs

minus P/C HRS

to be completed

TOTAL

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/20/25

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	6/23/2025
Dean Dr. John Jackson	<i>John Jackson</i>	6/23/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Tammy Weaver	<i>T. Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:
Associate of Applied Science in Cybersecurity

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

1. Delete Fine Arts and Humanities – 3 hrs*
2. Add COMS 2013 AI Fundamentals

(*NOTE: ADHE requires a minimum of 15 semester credit hours of general education courses in English/writing, mathematics, social sciences, and computer applications/fundamentals – so FA/H is not required: <https://adhe.edu/institutions/associate-degree-types>)

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

In order to add additional courses in AI, the department will need to add ONE additional assistant professor ASAP. (NOTE: Because the department has 4 distinct BS programs – and proposing a 5th area in AI, all computing Associate's and Bachelor's degrees are adding the new COMS 2013 AI Fundamentals course. One additional faculty member is needed to cover all the new AI courses.)

Answer the following Assessment questions:

How does the program change align with the university mission?

The addition of AI Fundamentals to the curricula of the Computer Science, Information Technology, and Cybersecurity programs directly supports Arkansas Tech University's mission to empower students through high-quality education and prepare them for meaningful careers, lifelong learning, and service. Artificial intelligence is rapidly transforming every sector of the global workforce—from healthcare and finance to manufacturing and national security. By equipping students with foundational knowledge of AI concepts, tools, and ethical considerations, this curriculum change ensures that graduates are not only competitive in the evolving job market but also capable of contributing responsibly to the development and deployment of emerging technologies. The course promotes critical thinking, technical competency, and interdisciplinary application, all of which are integral to Arkansas Tech's commitment to excellence in teaching, innovation, and workforce development.

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

n/a

What is the rationale for this program change?

The growing prevalence of artificial intelligence across all sectors of industry and society has created an urgent need for graduates who understand the core principles, capabilities, and ethical implications of AI technologies. Introducing AI Fundamentals provides students in Computer Science, Information Technology, and Cybersecurity with a shared foundation in this critical area, aligning academic preparation with employer expectations and national workforce development priorities.

AI-related skills are increasingly listed in job postings for software developers, IT analysts, security professionals, and systems engineers. Furthermore, federal and state investments in AI innovation and policy—including cybersecurity integration, automation, and data analysis—highlight the long-term strategic importance of this domain. By introducing students to AI concepts early in their academic journey, this course will support advanced study, specialization, and interdisciplinary application in upper-level courses and career pathways.

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

The addition of *AI Fundamentals* will enhance student learning by introducing key concepts in artificial intelligence, fostering critical thinking, and encouraging ethical and technical

awareness of emerging technologies. It will better prepare students for advanced coursework, internships, and careers that increasingly demand AI literacy.

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

n/a – based on feedback from our Advisory Board and changes in the industry, a course in AI is necessary

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.

Embedding *AI Fundamentals* across Arkansas Tech's computing programs places us firmly within the rapidly evolving landscape of computing education, where AI is now fundamental. This aligns with trends at both peer and regional institutions:

- **University of Arkansas–Fort Smith (UAFS)** has offered *CS 3113 Artificial Intelligence* since at least the 2018–2019 catalog. That course covers core AI paradigms—including machine learning, expert systems, and natural language processing—and includes design and implementation of AI systems by students
- **Arkansas State University (A-State)** provides a *BS in Digital Technology & Design with an AI & Machine Learning concentration*, signaling institutional commitment to AI within undergraduate degrees
- **University of Arkansas at Little Rock (UALR)** features robust AI/ML pathways: their Computer Science department emphasizes opportunities in artificial intelligence and machine learning with faculty-led projects, student certificates, and internships
- **University of Arkansas Honors College** has even offered interdisciplinary AI seminars—*Artificial Intelligence/HNRC 300VH*—focusing on machine learning, deep learning, and ethics as early as Fall 2021

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.)

n/a – assessment of this program will not change; current assessment plan on file

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

n/a

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

Curriculum Matrix for Catalog Curriculum in Associate of Applied Science in Cybersecurity	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Fine Arts and Humanities</p> <p>Total Hours: 13</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Elective – 3 hrs</p> <p>CSEC 2223 Virtualization</p> <p>Delete:</p> <p>Science with Lab</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>COMS 2013 AI Fundamentals</p> <p>Delete:</p> <p>CSEC 2223 Virtualization</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Science with Lab</p> <p>Delete:</p> <p>Elective – 3 hrs</p> <p>Total Hours: 16</p>

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English & Foreign Languages	This department <input checked="checked" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: Dropping ENGL 2053 Technical Writing as a required course from the Computer Science and Information Technology degree programs will result in lowered student numbers in that course. Although Technical Writing develops valuable communication skills for students in these programs, the need to revise curriculum to address AI is understandable.	

Department Head Signature: Emily Hoffman

Date: 06-25-25

CYBERSECURITY, ASSOCIATE OF APPLIED SCIENCE

Dr. Lucas Moody, Program Director
Corley Hall, Room 232
(479) 317-7123
lmoody@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
CSEC 1003	Introduction to Cybersecurity	3	_____
CSEC 1113	Introduction to Networking	3	_____
ENGL 1013	Composition I ¹	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
MATH 2243	Calculus for Business and Economics ²	3	_____
TECH 1001	Orientation to the University ³	1	_____
Hours		16	
		18	
Spring			
COMS 1011 & COMS 1013	Programming Foundations I Lab and Programming Foundations I	4	_____
CSEC 1213	Wireless and Cellular Security	3	_____
ENGL 1023	Composition II ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	3	_____
Hours		3	
		14	
		16	
Sophomore			
Fall			
COMS 2203	Programming Foundations II	3	_____
CSEC 2213	Network Forensics and Incident Response	3	_____
CSEC 2223	Virtualization	3	_____
MATH 2703	Discrete Mathematics	3	_____
SS 1XXX	Social Science Courses ¹	3	_____
Hours		15	
Spring			
COMM 2173	Business and Professional Speaking ⁴	3	_____
COMS 2213	Data Structures	3	_____
COMS 2323	Programming in Python	3	_____
SCIL 1XXX	Elective	4	_____
Hours		3	
		15	
		16	
Total Hours		60	

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)."

² MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics.

³ TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 6 hours to 4 hours.

⁴ COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

DEGREE AUDIT CHECK LIST

(AAS-CSE) Cybersecurity

~~2025-26~~ **2026-27**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
SCIENCE		0
US HIST/GOVT		0
SOC SCI		3
SOC SCI		0
FINE ART/HUM		10
FINE ART/HUM		0
COMM		0
TECH 1001 ♦	(1001 or 1013)	1
TOTAL GEN ED HOURS		14 17
Electives		
TOTAL ELECTIVE HOURS		6

Student's Name		
T#		
Major Requirements		Hrs
CSEC	1003 ** 1113 1213 2213 2223	15 18
	2013	
COMS	1011 1013 2203 2213 2323	13
COMM	(2173** or 2003)	3
MATH	(2243 or 2914#**) 2703	6
	TOTAL MAJOR HOURS	37 40
	TOTAL HOURS	

Final Check:

Min. hours required 60
 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

DEGREE AUDIT CHECK LIST

(AAS-CSE) Cybersecurity

2026-27

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
SCIENCE		0
US HIST/GOVT		0
SOC SCI		3
SOC SCI		0
FINE ART/HUM		0
FINE ART/HUM		0
COMM		0
TECH 1001 ♦	(1001 or 1013)	1
TOTAL GEN ED HOURS		14
Electives		
TOTAL ELECTIVE HOURS		6

Student's Name		
T#		
Major Requirements		Hrs
CSEC	1003** 1113 1213 2013 2213 2223	18
COMS	1011 1013 2203 2213 2323	13
COMM	(2173** or 2003)	3
MATH	(2243 or 2914#**) 2703	6
TOTAL MAJOR HOURS		40
TOTAL HOURS		

Final Check:

Min. hours required 60
 40 hours upper level thru
 # of "D" hours thru
 Max activity hours 4

Earned Hrs
 minus P/C HRS
 to be completed
TOTAL

** Satisfying Gen Ed

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/20/25

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	6/23/2025
Dean Dr. John Jackson	<i>John Jackson</i>	6/23/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:
Bachelor of Science in Cybersecurity

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

1. Delete Elective – 3 hrs
2. Add COMS 2013 AI Fundamentals

3. Rearrange courses in matrix

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

In order to add additional courses in AI, the department will need to add ONE additional assistant professor ASAP. (NOTE: Because the department has 4 distinct programs – and proposing a 5th area in AI, all computing Bachelor's degrees are adding the new COMS 2013 AI Fundamentals course. One additional faculty member is needed to cover all the new AI courses.)

Answer the following Assessment questions:

How does the program change align with the university mission?

The addition of AI Fundamentals to the curricula of the Computer Science, Information Technology, and Cybersecurity programs directly supports Arkansas Tech University's mission to empower students through high-quality education and prepare them for meaningful careers, lifelong learning, and service. Artificial intelligence is rapidly transforming every sector of the global workforce—from healthcare and finance to manufacturing and national security. By equipping students with foundational knowledge of AI concepts, tools, and ethical considerations, this curriculum change ensures that graduates are not only competitive in the evolving job market but also capable of contributing responsibly to the development and deployment of emerging technologies. The course promotes critical thinking, technical competency, and interdisciplinary application, all of which are integral to Arkansas Tech's commitment to excellence in teaching, innovation, and workforce development.

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

n/a

What is the rationale for this program change?

The growing prevalence of artificial intelligence across all sectors of industry and society has created an urgent need for graduates who understand the core principles, capabilities, and ethical implications of AI technologies. Introducing AI Fundamentals provides students in Computer Science, Information Technology, and Cybersecurity with a shared foundation in this critical area, aligning academic preparation with employer expectations and national workforce development priorities.

AI-related skills are increasingly listed in job postings for software developers, IT analysts, security professionals, and systems engineers. Furthermore, federal and state investments in AI innovation and policy—including cybersecurity integration, automation, and data analysis—highlight the long-term strategic importance of this domain. By introducing students to AI concepts early in their academic journey, this course will support advanced study, specialization, and interdisciplinary application in upper-level courses and career pathways.

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

The addition of *AI Fundamentals* will enhance student learning by introducing key concepts in artificial intelligence, fostering critical thinking, and encouraging ethical and technical awareness of emerging technologies. It will better prepare students for advanced coursework, internships, and careers that increasingly demand AI literacy.

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

n/a – based on feedback from our Advisory Board and changes in the industry, a course in AI is necessary

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.

Embedding *AI Fundamentals* across Arkansas Tech's computing programs places us firmly within the rapidly evolving landscape of computing education, where AI is now fundamental. This aligns with trends at both peer and regional institutions:

- **University of Arkansas–Fort Smith (UAFS)** has offered *CS 3113 Artificial Intelligence* since at least the 2018–2019 catalog. That course covers core AI paradigms—including machine learning, expert systems, and natural language processing—and includes design and implementation of AI systems by students
- **Arkansas State University (A-State)** provides a *BS in Digital Technology & Design with an AI & Machine Learning concentration*, signaling institutional commitment to AI within undergraduate degrees
- **University of Arkansas at Little Rock (UALR)** features robust AI/ML pathways: their Computer Science department emphasizes opportunities in artificial intelligence and machine learning with faculty-led projects, student certificates, and internships
- **University of Arkansas Honors College** has even offered interdisciplinary AI seminars—*Artificial Intelligence/HNRC 300VH*—focusing on machine learning, deep learning, and ethics as early as Fall 2021

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.)

n/a – assessment of this program will not change; current assessment plan on file

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

n/a

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Science in Cybersecurity	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Fine Arts and Humanities</p> <p>Total Hours: 13</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>STAT 2163 Introduction to Statistical Methods CSEC 2223 Virtualization</p> <p>Delete:</p> <p>Science with Lab</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>COMS 2013 AI Fundamentals</p> <p>Delete:</p> <p>COMS 2223 Computer Organization and Programming</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Science with Lab COMS 2223 Computer Organization and Programming</p> <p>Delete:</p> <p>Elective – 3 hrs CSEC 2223 Virtualization</p> <p>Total Hours: 16</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Fine Arts and Humanities</p> <p>Delete:</p> <p>STAT 2163 Introduction to Statistical Methods</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English & Foreign Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>Dropping ENGL 2053 Technical Writing as a required course from the Computer Science and Information Technology degree programs will result in lowered student numbers in that course.</p> <p>Although Technical Writing develops valuable communication skills for students in these programs, the need to revise curriculum to address AI is understandable.</p>	

Department Head Signature:

Emily Hoffman

Date: 06-25-25

CYBERSECURITY, BACHELOR OF SCIENCE

Dr. Lucas Moody, Program Director
Corley Hall, Room 232
(479) 317-7123
lmoody@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
CSEC 1003	Introduction to Cybersecurity	3	_____
CSEC 1113	Introduction to Networking	3	_____
ENGL 1013	Composition I ¹	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
MATH 2243	Calculus for Business and Economics ²	3	_____
TECH 1001	Orientation to the University ³	1	_____
Hours		16 13	
Spring			
COMS 1011 & COMS 1013	Programming Foundations I Lab and Programming Foundations I	4	_____
CSEC 1213	Wireless and Cellular Security	3	_____
ENGL 1023	Composition II ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	3	_____
Hours		3 14 16	
Sophomore			
Fall			
COMS 2203	Programming Foundations II	3	_____
COMS 2223	Computer Organization and Programming	3	_____
CSEC 2213	Network Forensics and Incident Response	3	_____
MATH 2703	Discrete Mathematics	3	_____
SS 1XXX	Social Science Courses ¹	3	_____
Hours		15	
Spring			
COMM 2173	Business and Professional Speaking ⁴	3	_____
COMS 2213	Data Structures	3	_____
COMS 2323	Programming in Python	3	_____
CSEC 2223	Virtualization	3	_____
Elective		3	_____
Hours		15 16	
Junior			
Fall			
CSEC 3123	Cyber Defense I	3	_____
CSEC 3243	Computer Architecture	3	_____
CSEC 4133	Large Scale Distributed Systems	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
STAT 2163	Introduction to Statistical Methods	3	_____
Hours		16	

Spring			
COMS 3233	Database Design and Implementation	3	_____
COMS 3703	Advanced Operating Systems	3	_____
CSEC 3223	Programming Embedded Systems	3	_____
CSEC 3233	Cyber Defense II	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
Hours		15	
Senior			
Fall			
CSEC 4123	Applied Cryptography	3	_____
CSEC 4143	Building Secure Software	3	_____
CSEC 4153	Human Factors in Cybersecurity	3	_____
CSEC 4233	Legal Issues in Cybersecurity	3	_____
SS 1XXX	Social Science Courses ¹	3	_____
Hours		15	
Spring			
CSEC 4213	Information Systems Risk Management	3	_____
CSEC 4243	Software Security Analysis and Reverse Engineering	3	_____
CSEC 4293	Cybersecurity Capstone Project	3	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Elective		2	_____
Hours		14	
Total Hours		120	

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)."

² MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics.

³ TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University; Electives would reduce from 3 hours to 1 hour.

⁴ COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

DEGREE AUDIT CHECK LIST

(BS-CSEC) Cybersecurity

~~2025-26~~ **2026-27**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦	or TECH 1013	1
TOTAL GEN ED HOURS		30
Electives		
TOTAL ELECTIVE HOURS		25

Student's Name		
T#		
Major Requirements		Hrs
CSEC	1003 1113 1213 2213 2223 3123 3223 3233 3243 4123 4133 4143 4153 4213 4233 4243 4293	51
COMS	1011 1013 2203 2213 2223 2323 3233 3703 2013	22 25
COMM	2173** or 2003	3
MATH	2703 (2243 or 2914**)	6
STAT	2163	3
TOTAL MAJOR HOURS		85 000
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

DEGREE AUDIT CHECK LIST

(BS-CSEC) Cybersecurity

2026-27

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦	or TECH 1013	1
TOTAL GEN ED HOURS		30
Electives		
TOTAL ELECTIVE HOURS		2

Student's Name		
T#		
Major Requirements		Hrs
CSEC	1003 1113 1213 2213 2223 3123 3223 3233 3243 4123 4133 4143 4153 4213 4233 4243 4293	51
COMS	1011 1013 2013 2203 2213 2223 2323 3233 3703	25
COMM	2173** or 2003	3
MATH	2703 (2243 or 2914**)	6
STAT	2163	3
TOTAL MAJOR HOURS		88
TOTAL HOURS		

Final Check:

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

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/20/25

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	6/23/2025
Dean Dr. John Jackson	<i>John Jackson</i>	6/23/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:

Bachelor of Science in Information Technology: Networking and Security

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 ENGL 2053 Technical Writing
2. Delete COMS 1333 Web and Mobile Technologies
3. Add COMS 2013 AI Fundamentals
4. Add Elective – 3 hrs
5. Delete COMS 2163 Scripting Languages as an option under the current “COMS 2323 Programming in Python or COMS 2163 Scripting Languages” (and just require the Python course)

6. Rearrange courses in the matrix

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

In order to add additional courses in AI, the department will need to add ONE additional assistant professor ASAP. (NOTE: Because the department has 4 distinct programs – and proposing a 5th area in AI, all computing Bachelor’s degrees are adding the new COMS 2013 AI Fundamentals course. One additional faculty member is needed to cover all the new AI courses.)

Answer the following Assessment questions:

How does the program change align with the university mission?

The addition of AI Fundamentals to the curricula of the Computer Science, Information Technology, and Cybersecurity programs directly supports Arkansas Tech University’s mission to empower students through high-quality education and prepare them for meaningful careers, lifelong learning, and service. Artificial intelligence is rapidly transforming every sector of the global workforce—from healthcare and finance to manufacturing and national security. By equipping students with foundational knowledge of AI concepts, tools, and ethical considerations, this curriculum change ensures that graduates are not only competitive in the evolving job market but also capable of contributing responsibly to the development and deployment of emerging technologies. The course promotes critical thinking, technical competency, and interdisciplinary application, all of which are integral to Arkansas Tech’s commitment to excellence in teaching, innovation, and workforce development.

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

n/a

What is the rationale for this program change?

The growing prevalence of artificial intelligence across all sectors of industry and society has created an urgent need for graduates who understand the core principles, capabilities, and ethical implications of AI technologies. Introducing AI Fundamentals provides students in Computer Science, Information Technology, and Cybersecurity with a shared foundation in this critical area, aligning academic preparation with employer expectations and national workforce development priorities.

AI-related skills are increasingly listed in job postings for software developers, IT analysts, security professionals, and systems engineers. Furthermore, federal and state investments in AI innovation and policy—including cybersecurity integration, automation, and data analysis—highlight the long-term strategic importance of this domain. By introducing students to AI concepts early in their academic journey, this course will support advanced study, specialization, and interdisciplinary application in upper-level courses and career pathways.

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

The addition of *AI Fundamentals* will enhance student learning by introducing key concepts in artificial intelligence, fostering critical thinking, and encouraging ethical and technical awareness of emerging technologies. It will better prepare students for advanced coursework, internships, and careers that increasingly demand AI literacy.

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

n/a – based on feedback from our Advisory Board and changes in the industry, a course in AI is necessary

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.

Embedding *AI Fundamentals* across Arkansas Tech's computing programs places us firmly within the rapidly evolving landscape of computing education, where AI is now fundamental. This aligns with trends at both peer and regional institutions:

- **University of Arkansas–Fort Smith (UAFS)** has offered *CS 3113 Artificial Intelligence* since at least the 2018–2019 catalog. That course covers core AI paradigms—including machine learning, expert systems, and natural language processing—and includes design and implementation of AI systems by students
- **Arkansas State University (A-State)** provides a *BS in Digital Technology & Design with an AI & Machine Learning concentration*, signaling institutional commitment to AI within undergraduate degrees
- **University of Arkansas at Little Rock (UALR)** features robust AI/ML pathways: their Computer Science department emphasizes opportunities in artificial intelligence and machine learning with faculty-led projects, student certificates, and internships
- **University of Arkansas Honors College** has even offered interdisciplinary AI seminars—*Artificial Intelligence/HNRC 300VH*—focusing on machine learning, deep learning, and ethics as early as Fall 2021

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.)

n/a – assessment of this program will not change; current assessment plan on file

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

n/a

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


Curriculum Matrix for Catalog	
Curriculum in Bachelor of Science in Information Technology: Networking and Security	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>COMS 1333 Web and Mobile Technologies</p> <p>Total Hours: 13</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>CSEC 2213 Network Forensics and Incident Response</p> <p>Delete:</p> <p>Social Science</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>COMS 2013 AI Fundamentals</p> <p>COMS 2323 Programming in Python (remove the “or COMS 2163 Scripting Languages” portion)</p> <p>Delete:</p> <p>CSEC 2213 Network Forensics and Incident Response</p> <p>CSEC 2223 Virtualization</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>CSEC 2223 Virtualization</p> <p>Elective – 3 hrs</p> <p>Delete:</p> <p>ENGL 2053 Technical Writing</p> <p>COMS 2163 Scripting Languages or COMS 2323 Programming in Python</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Social Science</p> <p>Delete:</p> <p>Total Hours: 15</p>

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English & Foreign Languages	This department <input checked="checked" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>Dropping ENGL 2053 Technical Writing as a required course from the Computer Science and Information Technology degree programs will result in lowered student numbers in that course.</p> <p>Although Technical Writing develops valuable communication skills for students in these programs, the need to revise curriculum to address AI is understandable.</p>	

Department Head Signature:



Date: 06-25-25

INFORMATION TECHNOLOGY - NETWORKING AND SECURITY, BACHELOR OF SCIENCE

Becky Cunningham, Program Director

Corley Hall, Room 233

(479) 880-4610, ext. 4462

rcunningham@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
COMS 1383	Web and Mobile Technologies	3	_____
CSEC 1003	Introduction to Cybersecurity	3	_____
CSEC 1113	Introduction to Networking	3	_____
ENGL 1013	Composition I ¹	3	_____
MATH 1113	College Algebra ²	3	_____
TECH 1001	Orientation to the University ³	1	_____
Hours		16 13	
Spring			
COMS 1011 & COMS 1013	Programming Foundations I Lab and Programming Foundations I	4	_____
COMS 2703	Computer Hardware and Architecture	3	_____
ENGL 1023	Composition II ¹	3	_____
MATH 2243	Calculus for Business and Economics ⁴	3	_____
CS 1XXX CSEL 2213	Social Science Courses ¹	3	_____
Hours		16	
Sophomore			
Fall			
COMS 2203	Programming Foundations II	3	_____
CSEC 2213 COMS 2013	Network Forensics and Incident Response	3	_____
CSEC 2223 COMS 2323	Virtualization	3	_____
MATH 2703	Discrete Mathematics	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Hours		16	
Spring			
COMM 2173	Business and Professional Speaking ⁵	3	_____
COMS 2163 CSEL 2223	Scripting Languages	3	_____
or COMS 2323 or Programming in Python			
COMS 2213	Data Structures	3	_____
ENCL 2053 elective	Technical Writing	3	_____
STAT 2163	Introduction to Statistical Methods	3	_____
Hours		15	
Junior			
Fall			
COMS 3233	Database Design and Implementation	3	_____
COMS 3363	Server Administration	3	_____

CSEC 3123	Cyber Defense I	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
Approved 3000-4000 level Elective		3	_____
Hours		15	
Spring			
COMS 3053	Ethical Issues in Technology	3	_____
COMS 3373	Data Center Operations	3	_____
CSEC 3233	Cyber Defense II	3	_____
Approved 3000-4000 level Elective		2	
SCIL 1XXX	Science with Laboratory	4	
Hours		15	
Senior			
Fall			
COMS 3523	Human Factors in Information Technology	3	_____
COMS 4913	Capstone I	3	_____
Approved 3000-4000 level Elective		3	
SS 1XXX	Social Science Courses ¹	3	
USHG 1XXX	U.S. History and Government ¹	3	
Hours		15	
Spring			
COMS 4713	Networking Practicum	3	_____
COMS 4923	Capstone II	3	_____
Approved 3000-4000 level Elective		3	
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	
SS1XXX	Hours	3 12	15
Total Hours		120	

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".

² Student may waive this course by taking MATH 2243 Calculus for Business and Economics or MATH 2914 Calculus I instead and take an elective in its place.

³ TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University.

⁴ MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics.

⁵ COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

DEGREE AUDIT CHECK LIST

(BS-ITN) Information Technology Network & Security

~~2025-26~~ **2026-27**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		30
Electives		
TOTAL ELECTIVE HOURS		31

Student's Name		
T#		
Major Requirements		Hrs
COMS	1011 1013 1333 (2163 or 2323) 2203 2213 2703 3053 3233 3363 3373 3523 4713 4913 4923 2013	43
CSEC	1003 1113 2213 2223 3123 3233	18
COMM	2173** or 2003	3
ENGL	2053	3
MATH	1113#** (2243 or 2914) 2703	9
Approved Electives 3XXX - 4XXX		11
STAT 2163 or PSY/SOC 2053		3
TOTAL MAJOR HOURS		90
TOTAL HOURS		97

Final Check:

Min. hours required	<u>120</u>	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

DEGREE AUDIT CHECK LIST

(BS-ITN) Information Technology Network & Security

2026-27

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

Student's Name		
T#		
Major Requirements		Hrs
COMS	1011 1013 2013 2323 2203 2213 2703 3053 3233 3363 3373 3523 4713 4913 4923	43
CSEC	1003 1113 2213 2223 3123 3233	18
COMM	2173** or 2003	3
MATH	1113#** (2243 or 2914) 2703	9
	Approved Electives 3XXX - 4XXX	11
	STAT 2163 or PSY/SOC 2053	3
	TOTAL MAJOR HOURS	87
	TOTAL HOURS	

Final Check:

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

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

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/20/25

Title	Signature	Date
Department Head Dr. John Krohn	<i>John L. Krohn</i>	6/23/2025
Dean Dr. John Jackson	<i>John Jackson</i>	6/23/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:

Bachelor of Science in Information Technology: Programming, Database, and Web

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 ENGL 2053 Technical Writing
2. Add COMS 2013 AI Fundamentals

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

In order to add additional courses in AI, the department will need to add ONE additional assistant professor ASAP. (NOTE: Because the department has 4 distinct programs – and proposing a 5th area in AI, all computing Bachelor's degrees are adding the new COMS 2013 AI Fundamentals course. One additional faculty member is needed to cover all the new AI courses.)

Answer the following Assessment questions:

How does the program change align with the university mission?

The addition of AI Fundamentals to the curricula of the Computer Science, Information Technology, and Cybersecurity programs directly supports Arkansas Tech University's mission to empower students through high-quality education and prepare them for meaningful careers, lifelong learning, and service. Artificial intelligence is rapidly transforming every sector of the global workforce—from healthcare and finance to manufacturing and national security. By equipping students with foundational knowledge of AI concepts, tools, and ethical considerations, this curriculum change ensures that graduates are not only competitive in the evolving job market but also capable of contributing responsibly to the development and deployment of emerging technologies. The course promotes critical thinking, technical competency, and interdisciplinary application, all of which are integral to Arkansas Tech's commitment to excellence in teaching, innovation, and workforce development.

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

n/a

What is the rationale for this program change?

The growing prevalence of artificial intelligence across all sectors of industry and society has created an urgent need for graduates who understand the core principles, capabilities, and ethical implications of AI technologies. Introducing AI Fundamentals provides students in Computer Science, Information Technology, and Cybersecurity with a shared foundation in this critical area, aligning academic preparation with employer expectations and national workforce development priorities.

AI-related skills are increasingly listed in job postings for software developers, IT analysts, security professionals, and systems engineers. Furthermore, federal and state investments in AI innovation and policy—including cybersecurity integration, automation, and data analysis—highlight the long-term strategic importance of this domain. By introducing students to AI concepts early in their academic journey, this course will support advanced study, specialization, and interdisciplinary application in upper-level courses and career pathways.

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

The addition of *AI Fundamentals* will enhance student learning by introducing key concepts in artificial intelligence, fostering critical thinking, and encouraging ethical and technical awareness of emerging technologies. It will better prepare students for advanced coursework, internships, and careers that increasingly demand AI literacy.

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

n/a – based on feedback from our Advisory Board and changes in the industry, a course in AI is necessary

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.

Embedding *AI Fundamentals* across Arkansas Tech's computing programs places us firmly within the rapidly evolving landscape of computing education, where AI is now fundamental. This aligns with trends at both peer and regional institutions:

- **University of Arkansas–Fort Smith (UAFS)** has offered *CS 3113 Artificial Intelligence* since at least the 2018–2019 catalog. That course covers core AI paradigms—including machine learning, expert systems, and natural language processing—and includes design and implementation of AI systems by students
- **Arkansas State University (A-State)** provides a *BS in Digital Technology & Design with an AI & Machine Learning concentration*, signaling institutional commitment to AI within undergraduate degrees
- **University of Arkansas at Little Rock (UALR)** features robust AI/ML pathways: their Computer Science department emphasizes opportunities in artificial intelligence and machine learning with faculty-led projects, student certificates, and internships
- **University of Arkansas Honors College** has even offered interdisciplinary AI seminars—*Artificial Intelligence/HNRC 300VH*—focusing on machine learning, deep learning, and ethics as early as Fall 2021

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.)

n/a – assessment of this program will not change; current assessment plan on file

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

n/a

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

Curriculum Matrix for Catalog	
Curriculum in Bachelor of Science in Information Technology: Programming, Database, and Web	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: COMS 2013 AI Fundamentals</p> <p>Delete: ENGL 2053 Technical Writing</p> <p>Total Hours: 16</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 12</p>

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English & Foreign Languages	This department <input checked="checked" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>Dropping ENGL 2053 Technical Writing as a required course from the Computer Science and Information Technology degree programs will result in lowered student numbers in that course.</p> <p>Although Technical Writing develops valuable communication skills for students in these programs, the need to revise curriculum to address AI is understandable.</p>	

Department Head Signature: Emily Hoffman

Date: 06-25-25

INFORMATION TECHNOLOGY - PROGRAMMING, DATABASE, AND WEB, BACHELOR OF SCIENCE

Becky Cunningham, Program Director

Corley Hall, Room 233

(479) 880-4610, ext. 4462

rcunningham@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
COMS 1333	Web and Mobile Technologies	3	_____
CSEC 1003	Introduction to Cybersecurity	3	_____
CSEC 1113	Introduction to Networking	3	_____
ENGL 1013	Composition I ¹	3	_____
MATH 1113	College Algebra ²	3	_____
TECH 1001	Orientation to the University ³	1	_____
Hours		16	
Spring			
COMS 1011 & COMS 1013	Programming Foundations I Lab and Programming Foundations I	4	_____
COMS 2703	Computer Hardware and Architecture	3	_____
ENGL 1023	Composition II ¹	3	_____
MATH 2243	Calculus for Business and Economics ⁴	3	_____
SS 1XXX	Social Science Courses ¹	3	_____
Hours		16	
Sophomore			
Fall			
COMS 2203	Programming Foundations II	3	_____
ENGL 2053	Technical Writing	3	_____
MATH 2703	Discrete Mathematics	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Elective		3	_____
Hours		16	
Spring			
COMM 2173	Business and Professional Speaking ⁵	3	_____
COMS 2163	Scripting Languages	3	_____
COMS 2213	Data Structures	3	_____
COMS 2323	Programming in Python	3	_____
STAT 2163	Introduction to Statistical Methods	3	_____
Hours		15	
Junior			
Fall			
COMS 3233	Database Design and Implementation	3	_____
COMS 3413	App Development	3	_____

COMS 2013

COMS 3523	Human Factors in Information Technology	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Approved 3000-4000 level Elective		2	
Hours		15	
Spring			
COMS 3053	Ethical Issues in Technology	3	_____
COMS 3163	Web Programming	3	_____
COMS 3243	Data Mining	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
Approved 3000-4000 level Elective		3	
Hours		15	
Senior			
Fall			
COMS 3363	Server Administration	3	_____
COMS 4033	Information Systems Analysis and Design	3	_____
COMS 4913	Capstone I	3	_____
SS 1XXX	Social Science Courses ¹	3	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Hours		15	
Spring			
COMS 4213	Database Administration	3	_____
COMS 4923	Capstone II	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
Approved 3000-4000 level Elective		3	
Hours		12	
Total Hours		120	

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".

² Student may waive this course by taking MATH 2243 Calculus for Business and Economics or MATH 2914 Calculus I instead and take an elective in its place.

³ TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University.

⁴ MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics.

⁵ COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

DEGREE AUDIT CHECK LIST

(BS-ITP) Information Technology Programming, Database, & Web

~~2025-26~~ **2024-27**

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

Student's Name		
T#		
Major Requirements		Hrs
COMS	1011 1013 1333 2163 2203 2213 2323 2703 3053 3163 3233 3243 3363 3413 3523 4033 4213 4913 4923	55 58
~CSEC	(1003 or 2213) 1113	6
COMM	2173** or 2003	3
ENGL	2053	3
MATH	1113#** (2243 or 2914) 2703	9
~ STAT 2163 or PSY/SOC 2053		3
Approved Electives 3XXX - 4XXX		8
TOTAL MAJOR HOURS		87
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

DEGREE AUDIT CHECK LIST

(BS-ITP) Information Technology Programming, Database, & Web

2026-27

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

Student's Name		
T#		
Major Requirements		Hrs
COMS	1011 1013 1333 2013 2163 2203 2213 2323 2703 3053 3163 3233 3243 3363 3413 3523 4033 4213 4913 4923	58
~CSEC	(1003 or 2213) 1113	6
COMM	2173** or 2003	3
MATH	1113#** (2243 or 2914) 2703	9
	~ STAT 2163 or PSY/SOC 2053	3
	Approved Electives 3XXX - 4XXX	8
	TOTAL MAJOR HOURS	87
	TOTAL HOURS	

Final Check:

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

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

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



ARKANSAS TECH UNIVERSITY

Request for Curriculum Revision

Department Initiating Proposal	Date
Engineering and Computing Sciences	7/18/2025

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	7/22/2025
Dean	<i>John Jackson</i>	7/22/25
Assessment	<i>Shirley</i>	7/23/25
Registrar	<i>Amanda Bricker</i>	7/23/25
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 Science in Computer Science – Software Development track

Bachelor of Science in Computer Science – Artificial Intelligence (AI) track

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Name of Provost/Chief Academic Officer

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person:

Contact Person's Title:

Contact Phone Number:

Contact Email Address:

Category 1: New or Existing Program Modification *(select all that apply)*

- ☐ Title or CIP change
- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*
- ☐ Program reconfiguration **attach copy of before & after curriculum*
- ☒ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*
- ☐ Existing program offered by distance technology
- ☐ Existing certificate or degree program offered at an existing off-campus location
- ☐ New option, emphasis, concentration, or minor
- ☐ New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Term:

Effective Academic Year:

Effective Date (optional):

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Bachelor of Science in Computer Science	Bachelor of Science in Computer Science: Software Development
Degree Code	2410	
CIP Code	11.0101	
% Online (if applicable)		

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

Add the following options to the Bachelor of Science in Computer Science: Software Development track and Artificial Intelligence track. See attached.

Category 2: Program Deletion/Inactive or Reactivation☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status (*inactive for less than 5 years*)Effective Term: Effective Academic Year: Effective Date (optional):

Program/Certificate/Option	CIP Code	Degree Code

Reason for Proposed Action (*attach additional pages as needed*)**Category 3: Instruction/Research/Service Centers and Administrative/Organization Units**☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*☐ Deletion of instruction, research, or service institute/center.☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs.

**attach copy of before and after organization chart*

☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*Effective Term: Effective Academic Year: Effective Date (optional): Reason for Proposed Action (*attach additional pages as needed*)

SAVE

ATTACH

SUBMIT

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

LETTER OF NOTIFICATION

Curriculum Revision

1. Current degree title

Bachelor of Science in Computer Science

2. Current degree code

2410

3. Current CIP Code

11.0101

4. % online

5. Current curriculum

The current curriculum for the BS-Computer Science degree is listed below as taken from the 2025-26 ATU course catalog:

Freshman		
Fall		Hours
<u>ENGL 1013</u>	Composition I ¹	3
<u>COMS 1333</u>	Web and Mobile Technologies	3
<u>CSEC 1003</u>	Introduction to Cybersecurity	3
<u>MATH 2914</u>	Calculus I	4
<u>TECH 1001</u>	Orientation to the University ²	1
Hours		14

Spring		
<u>COMS 1011</u>	Programming Foundations I Lab	4
& <u>COMS 1013</u>	and Programming Foundations I	
<u>CSEC 1113</u>	Introduction to Networking	3
<u>ENGL 1023</u>	Composition II ¹	3
<u>MATH 2924</u>	Calculus II	4
Hours		14

Sophomore

Fall

<u>COMM 2173</u>	Business and Professional Speaking ³	3
<u>COMS 2203</u>	Programming Foundations II	3
<u>COMS 2703</u>	Computer Hardware and Architecture	3
<u>MATH 2703</u>	Discrete Mathematics	3
<u>SS 1XXX</u>	Social Science Courses ¹	3
	Hours	15

Spring

<u>COMS 2163</u>	Scripting Languages	3
<u>COMS 2213</u>	Data Structures	3
<u>COMS 2223</u>	Computer Organization and Programming	3
<u>ENGL 2053</u>	Technical Writing	3
<u>SCIL 1XXX</u>	Science with Laboratory ¹	4
	Hours	16

Junior

Fall

<u>COMS 2323</u>	Programming in Python	3
<u>COMS 3213</u>	Algorithm Design and Analysis	3
<u>COMS 3703</u>	Advanced Operating Systems	3
<u>FAH 1XXX</u>	Fine Arts and Humanities Courses ¹	3
	Approved Elective (3000-4000 level)	3
	Hours	15

Spring

<u>COMS 3053</u>	Ethical Issues in Technology	3
<u>COMS 3233</u>	Database Design and Implementation	3

<u>COMS 3313</u>	Software Engineering	3
<u>SCIL 1XXX</u>	Science with Laboratory ¹	4
Approved Elective (3000-4000 level)		3
Hours		16

Senior

Fall

<u>COMS 4103</u>	Organization of Programming Languages	3
<u>COMS 4913</u>	Capstone I	3
<u>FAH 1XXX</u>	Fine Arts and Humanities Courses ¹	3
<u>STAT 3153</u>	Applied Statistics	3
<u>USHG 1XXX</u>	U.S. History and Government ¹	3
Hours		15

Spring

<u>COMS 4413</u>	Parallel and Distributed Computing	3
<u>COMS 4923</u>	Capstone II	3
<u>MATH 4003</u>	Linear Algebra I	3
<u>SS 1XXX</u>	Social Science Courses ¹	3
Approved Elective (3000-4000 level)		3
Hours		15
Total Hours		120

¹

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

²

TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University.

³

COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

6. Proposed curriculum

The proposed curriculum for the proposed Software Development track in the BS – Computer Science degree is as follows:

(Note: new/revised courses are bolded)

Freshman		
	Fall	Hours
ENGL 1013	Composition I ¹	3
COMS 1333	Web and Mobile Technologies	3
CSEC 1003	Introduction to Cybersecurity	3
MATH 2914	Calculus I	4
TECH 1001	Orientation to the University ²	1
	Hours	14
Spring		
COMS 1011 & COMS 1013	Programming Foundations I Lab and Programming Foundations I	4
CSEC 1113	Introduction to Networking	3
ENGL 1023	Composition II ¹	3
MATH 2924	Calculus II	4
	Hours	14
Sophomore		
	Fall	
SS 1XXX	Social Science Course ¹	3
COMS 2323	Programming in Python	3
COMS 2203	Programming Foundations II	3
COMS 2703	Computer Hardware and Architecture	3

MATH 2703	Discrete Mathematics	3
	Hours	15
	Spring	
COMS 2013	AI Fundamentals	3
COMS 2213	Data Structures	3
COMS 2223	Computer Organization and Programming	3
COMM 2173	Business and Professional Speaking ³	3
SCIL 1XXX	Science with Laboratory ¹	4
	Hours	16
	Junior	
	Fall	
COMS 2163	Scripting Languages	3
COMS 3213	Algorithm Design and Analysis	3
COMS 3703	Advanced Operating Systems	3
STAT 3153	Applied Statistics	3
FAH 1XXX	Fine Arts and Humanities Courses ¹	3
	Hours	15
	Spring	
COMS 3053	Ethical Issues in Technology	3
COMS 3233	Database Design and Implementation	3
COMS 3313	Software Engineering	3
SCIL 1XXX	Science with Laboratory ¹	4
MATH 4003	Linear Algebra I	3

	Hours	16
Senior		
Fall		
COMS 4103	Organization of Programming Languages	3
COMS 4913	Capstone I	3
FAH 1XXX	Fine Arts and Humanities Courses ¹	3
Approved Elective (3000-4000 level)		3
USHG 1XXX	U.S. History and Government ¹	3
	Hours	15
Spring		
COMS 4413	Parallel and Distributed Computing	3
COMS 4923	Capstone II	3
Approved Elective (3000-4000 level)		3
SS 1XXX	Social Science Courses ¹	3
Approved Elective (3000-4000 level)		3
	Hours	15
	Total Hours	120

¹

See appropriate alternatives or substitutions in "[General Education Requirements](#)."

²

[TECH 1013](#) Introduction to the University is a substitution for [TECH 1001](#) Orientation to the University.

³

[COMM 2003](#) Public Speaking is a substitution for [COMM 2173](#) Business and Professional Speaking.

The proposed curriculum for the proposed Artificial Intelligence (AI) track in BS – Computer Science degree is as follows:
 (Note: new/revised courses are bolded)

Freshman		
	Fall	Hours
ENGL 1013	Composition I	3
FAH 1XXX	Fine Arts and Humanities courses ¹	3
CSEC 1003	Introduction to Cybersecurity	3
MATH 2914	Calculus I	4
TECH 1001	Orientation to the University	1
	Hours	14
Spring		
COMS 1011 & COMS 1013	Programming Foundations Lab & Programming Foundations I	4
CSEC 1113	Introduction to Networking	3
ENGL 1023	Composition II	3
MATH 2924	Calculus II	4
	Hours	14
Sophomore		
	Fall	
COMS 2323	Programming in Python	3
COMS 2203	Programming Foundations II	3
COMS 2703	Computer Hardware & Architecture	3
MATH 2703	Discrete Math	3
SS 1XXX	Social Science courses ¹	3
	Hours	15
Spring		
COMS 2013	AI Fundamentals	3
COMM 2173	Business and Professional Speaking ³	3

COMS 2213	Data Structures	3
COMS 2223	Computer Organization & Programming	3
SCIL 1XXX	Science with Lab ¹	4
	Hours	16

**Junior
Fall**

COMS 3213	Algorithm Design & Analysis	3
COMS 3233	Database Design & Implementation	3
COMS 3613	Advanced AI	3
STAT 3153	Applied Statistics	3
FAH 1XXX	Fine Arts Humanities courses ¹	3
	Hours	15

Spring

COMS 3313	Software Engineering	3
COMS 3243	Data Mining	3
COMS 3703	Advanced Operating Systems	3
MATH 4003	Linear Algebra	3
SCIL 1XXX	Science with Laboratory ¹	4
	Hours	16

**Senior
Fall**

COMS 3053	Ethical Issues in Technology	3
COMS 4613	Natural Language Processing	3
STAT 4383	Machine Learning	3
COMS 4913	Capstone I	3
USHG 1XXX	U.S. History and Government ¹	3
	Hours	15

Spring

COMS 4633	Computer Vision	3
COMS 4653	Big Data & Cloud Computing	3
COMS 4923	Capstone II	3
COMS 4413	Parallel & Distributed Computing	3
SS 1XXX	Social Science courses ¹	3
	Hours	15
	Total Hours	120

1

See appropriate alternatives or substitutions in "[General Education Requirements](#)."

2

[TECH 1013](#) Introduction to the University is a substitution for [TECH 1001](#) Orientation to the University.

3

[COMM 2003](#) Public Speaking is a substitution for [COMM 2173](#) Business and Professional Speaking.

7. Effective term

The proposed curricular revisions will be effective with the Summer, 2026 term.

8. Reason for change

The rationale for adding an Artificial Intelligence (AI) track to the Computer Science program is driven by the increasing demand for graduates with specialized knowledge in AI and machine learning across nearly every industry sector, as indicated by our Advisory Board members in our most recent meeting. As AI technologies continue to transform areas such as healthcare, finance, manufacturing, education, and transportation, there is a growing need for computing professionals who are not only technically proficient but also prepared to address the ethical, social, and practical implications of AI systems.

This track will provide students with focused coursework in foundational and applied AI topics, such as machine learning, natural language processing, robotics, and ethical AI design. By offering a dedicated pathway, the program enables students to develop targeted expertise that aligns with industry expectations and graduate study requirements, thus enhancing their competitiveness in the job market and supporting their long-term career advancement.

The addition of this track also positions the university to remain current and competitive with peer institutions, strengthen industry partnerships, and attract prospective students interested in cutting-edge areas of computing. It reflects the department's commitment to continuous improvement and curricular relevance while supporting the university's broader mission of student success, access, and regional impact.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English & Foreign Languages	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments:</p> <p>Dropping ENGL 2053 Technical Writing as a required course from the Computer Science and Information Technology degree programs will result in lowered student numbers in that course.</p> <p>Although Technical Writing develops valuable communication skills for students in these programs, the need to revise curriculum to address AI is understandable.</p>	

Department Head Signature:



Date: 06-25-25

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Dept of Mathematical and Physical Sciences	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The department supports the Bachelor of Computer Science Track 2: AI adding STAT 4383 Machine Learning to its curriculum and will be able to offer at least one section of the course during the Fall term.	

Department Head Signature: _____



Date: 5/20/2025

COMPUTER SCIENCE, BACHELOR OF SCIENCE

Becky Cunningham, Program Director
Corley Hall, Room 233
(479) 880-4610, ext 4462
rcunningham@atu.edu

Software Development Track

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I ¹	3	_____
COMS 1333	Web and Mobile Technologies	3	_____
CSEC 1003	Introduction to Cybersecurity	3	_____
MATH 2914	Calculus I	4	_____
TECH 1001	Orientation to the University ²	1	_____
Hours		14	
Spring			
COMS 1011 & COMS 1013	Programming Foundations I Lab and Programming Foundations I	4	_____
CSEC 1113	Introduction to Networking	3	_____
ENGL 1023	Composition II ¹	3	_____
MATH 2924	Calculus II	4	_____
Hours		14	
Sophomore			
Fall			
COMM 2173 COMS 2323	Business and Professional Speaking ³	3	_____
COMS 2203	Programming Foundations II	3	_____
COMS 2703	Computer Hardware and Architecture	3	_____
MATH 2703	Discrete Mathematics	3	_____
SS 1XXX	Social Science Courses ¹	3	_____
Hours		15	
Spring			
COMS 2163 COMM 2173	Scripting Languages	3	_____
COMS 2213	Data Structures	3	_____
COMS 2223	Computer Organization and Programming	3	_____
ENGL 2053 COMS 2013	Technical Writing AI Fundamentals	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Hours		16	
Junior			
Fall			
COMS 2323 COMS 2163	Programming in Python	3	_____
COMS 3213	Algorithm Design and Analysis	3	_____
COMS 3703	Advanced Operating Systems	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
Approved Elective (3000-4000 level) STAT 3153		3	_____
Hours		15	
Spring			
COMS 3053	Ethical Issues in Technology	3	_____

COMS 3233	Database Design and Implementation	3	_____
COMS 3313	Software Engineering	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Approved Elective (3000-4000 level)	MATH 4003	3	_____
Hours		16	
Senior			
Fall			
COMS 4103	Organization of Programming Languages	3	_____
COMS 4913	Capstone I	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
STAT 3153	Applied Statistics	3	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Hours		15	
Spring			
COMS 4413	Parallel and Distributed Computing	3	_____
COMS 4923	Capstone II	3	_____
MATH 4003	Linear Algebra	3	_____
SS 1XXX	Social Science Courses ¹	3	_____
Approved Elective (3000-4000 level)		3	_____
Hours		15	
Total Hours		120	

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)."

² TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University.

³ COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

DEGREE AUDIT CHECK LIST

(BS-COMS) Computer Science

Software Development

2025-26 ~~2026-27~~ Track

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

Student's Name		
T#		
Major Requirements		Hrs
COMS	1011 1013 1333 2163 2203 2213 2223	
	2323 2703 3053 3213 3233 3313 3703	
	4103 4413 4913 4923	
~CSEC	(1003 or 2213) 1113	6
COMM	2003 or 2173**	3
ENGL	2053	3
MATH	2703 2914#** 2924 4003	14
STAT	3153	3
Approved UD Electives		9
C or better in a MATH for Gen Ed		
TOTAL MAJOR HOURS		90
TOTAL HOURS		

55

Final Check:

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

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

**** Satisfying Gen Ed**

◆ **Satisfying Institutional Requirement**

C or better must be earned for Gen Ed

DEGREE AUDIT CHECK LIST

(BS-CSSD) Computer Science Software Development Track

2026-27

Date			Student's Name		
Grade Point		Graduation Date		T#	
General Education Requirements				Major Requirements	
ENGL #		1013/1043 & 1023/1053		COMS 1011 1013 1333 2013 2163 2203 2213 2223 2323 2703 3053 3213 3233 3313 3703 4103 4413 4913 4923	
MATH #				55	
SCIENCE				~CSEC (1003 or 2213) 1113	
SCIENCE				6	
US HIST/GOVT				COMM 2003 or 2173**	
SOC SCI				3	
SOC SCI				MATH 2703 2914*** 2924 4003	
FINE ART/HUM				14	
FINE ART/HUM				STAT 3153	
COMM				3	
TECH 1001 ♦		or TECH 1013		Approved UD Electives	
				9	
TOTAL GEN ED HOURS		30		C or better in a MATH for Gen Ed	
Electives				TOTAL MAJOR HOURS	
				90	
				TOTAL HOURS	
TOTAL ELECTIVE HOURS		0			

Final Check:

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

Earned Hrs
 minus P/C HRS
 to be completed
TOTAL

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

COMPUTER SCIENCE, BACHELOR OF SCIENCE

Becky Cunningham, Program Director

Corley Hall, Room 233

(479) 880-4610, ext 4462

rcunningham@atu.edu

Artificial Intelligence Track

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I ¹	3	_____
COMS 1333 FA 1XXX	Web and Mobile Technologies	3	_____
CSEC 1003	Introduction to Cybersecurity	3	_____
MATH 2914	Calculus I	4	_____
TECH 1001	Orientation to the University ²	1	_____
Hours		14	
Spring			
COMS 1011 & COMS 1013	Programming Foundations I Lab and Programming Foundations I	4	_____
CSEC 1113	Introduction to Networking	3	_____
ENGL 1023	Composition II ¹	3	_____
MATH 2924	Calculus II	4	_____
Hours		14	
Sophomore			
Fall			
COMM 2173 COMS 2323	Business and Professional Speaking 3	3	_____
COMS 2203	Programming Foundations II	3	_____
COMS 2703	Computer Hardware and Architecture	3	_____
MATH 2703	Discrete Mathematics	3	_____
SS 1XXX	Social Science Courses ¹	3	_____
Hours		15	
Spring			
COMS 2163 COMS 2013	Scripting Languages	3	_____
COMS 2213	Data Structures	3	_____
COMS 2223	Computer Organization and Programming	3	_____
ENGL 2053 COMM 2173	Technical Writing	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Hours		16	
Junior			
Fall			
COMS 2323 COMS 3233	Programming in Python	3	_____
COMS 3213	Algorithm Design and Analysis	3	_____
COMS 3203	Advanced Operating Systems	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
Approved Elective (3000-4000 level) STAT 3153		3	_____
Hours		15	
Spring			
COMS 3053 COMS 3243	Ethical Issues in Technology	3	_____

COMS 3233 COMS 3703		Database Design and Implementation	3 3	
COMS 3313 3703		Software Engineering	3	
SCIL 1XXX		Science with Laboratory ¹	4	
Approved Elective (3000-4000 level) MATH 4003			3 2	
Hours			16	
Senior				
Fall				
COMS 4103 COMS 3053		Organization of Programming Languages	3	
COMS 4913		Capstone I	3	
FAH 1XXX COMS 4013		Fine Arts and Humanities Courses ¹	3	
STAT 3153 STAT 4383		Applied Statistics	3	
USHG 1XXX		U.S. History and Government ¹	3	
Hours			15	
Spring				
COMS 4413		Parallel and Distributed Computing	3	
COMS 4923		Capstone II	3	
MATH 4003 COMS 4033		Linear Algebra I	3	
SS 1XXX		Social Science Courses ¹	3	
Approved Elective (3000-4000 level) COMS 4053			3 3	
Hours			15	
Total Hours			120	

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)."

² TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University.

³ COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

DEGREE AUDIT CHECK LIST

(BS-COMS) Computer Science

2025-26

2026-27

Track ~~2~~ Artificial Intell

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

Student's Name		
T#		
Major Requirements		Hrs
COMS	1011 1013 1333 2163 2203 2213 2223	4053 4133
	2323 2703 3053 3213 3233 3313 3703	4133 ✓
	4103 4413 4913 4923	2013, 3243, 3013 ✓ 52 ✓
~CSEC	(1003 or 2213) 1113	6
COMM	2003 or 2173**	3
ENGL	2053	3
MATH	2703 2914#** 2924 4003	14
STAT	3153 , 4383	3 ✓
Approved UD Electives		9
C or better in a MATH for Gen Ed		
TOTAL MAJOR HOURS		90 ✓
TOTAL HOURS		

Final Check:

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

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

**** Satisfying Gen Ed**

◆ **Satisfying Institutional Requirement**

C or better must be earned for Gen Ed

2026-27

Student's Name		
T#		
Major Requirements		Hrs
COMS	1011 1013 2013 2203 2213 2223 2323	61
	2703 3053 3213 3233 3243 3313 3613	
	3703 4413 4613 4633 4653 4913 4923	
~CSEC	(1003 or 2213) 1113	6
COMM	2003 or 2173**	3
MATH	2703 2914#** 2924 4003	14
STAT	3153 4383	6
C or better in a MATH for Gen Ed		
TOTAL MAJOR HOURS		90
TOTAL HOURS		

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

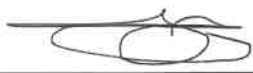



◆ **Satisfying Institutional Requirement**
C or better must be earned for Gen Ed



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Mathematics and Physical Sciences	5/19/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		6/26/25
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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:
CHEM	4033	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Medicinal Chemistry		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Medicinal Chemistry		

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?

Fall semesters, odd numbered years

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.

1-Mastery of Basic Chemistry Content -M

2-Mastery of Advanced Chemistry Concepts – R

4-Chemical Science Advocacy and Communication Skills - R

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

Since this course is already offered under the CHEM 4433 Advanced Topics, we anticipate no change in PLO's. Student performance in all PLO's mentioned above will be assessed via a combination of exams and quizzes as outlined in the attached syllabus. In addition, written and oral communication and problem solving will be assessed per the syllabus.

- c. What is the rationale for adding this course? What evidence demonstrates this need?
- Previously, this course has been taught numerous times under the CHEM 4433: Advanced Topics. We are asked to convert it from 'special topics' status to a permanent course since we intend to continue offering the course. In addition, this change is a portion of the Chemistry programs initiative to streamline its curricula.

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.



CHEM 4033 MEDICINAL CHEMISTRY
ARKANSAS TECH UNIVERSITY

COURSE SYLLABUS

Professor:	Mariusz P. Gajewski	Term:	FALL 2023
Office:	McEver Hall 16A	Class Meeting Days:	M, W
Phone:	479-880-4000	Class Meeting Hours:	3-4:20 pm
E-Mail:	mgajewski@atu.edu	Class Location:	McEver Hall 36
Office Hours:	MWThF 10-10:30 am MW 4:30-5:10 pm Th 4:50-5:10 pm F 2:50-3:10 pm		

I. Course Catalog Description

Medicinal Chemistry is the science of design and synthesis of (mainly) small organic molecules which display biological effects in living systems. The discipline includes investigation of pharmacology of these chemical agents. In this course, special emphasis will be given to rational drug design and structure-activity relationship (SAR).

II. Course Learning Objectives

Students will:

- gain fundamental understanding of medicinal chemistry
- develop an understanding of structure-activity relationship in a variety of chemical structures
- develop pattern recognition and analogous reasoning skills
- learn classes, specific examples and mode of action of pharmaceutical agents

III. Course Prerequisites

- BIOL 1114: Principles of Biology
- CHEM 3254: Organic Chemistry I

IV. Course Credits

- 3

V. Required Texts and Materials

* SOFTWARE VERSIONS OF THE BOOKS (e.g. Kindle, etc.) WILL NOT WORK SINCE I DO NOT ALLOW ELECTRONICS IN THE COURSE.

- Graham L. Patrick, "An Introduction to Medicinal Chemistry", 5th ed. OR NEWER
- Scientific calculator

VI. Grades

%	Grade
90	A
80	B
65	C
55	D
<55	F

- EXAMS 60%
- FINAL EXAM 30%
- QUIZZES 10%

- ATTENDANCE

- Excellent attendance is expected. Active involvement and participation are necessary for success in this course.
- When you miss three (3) lectures, I will email you with a reminder. There will be only one.
- If you miss five (5) lectures, you will be dropped from the course with a grade of WN.

** **Important:** I will pass an attendance list at every lecture for you to sign. Your handwritten signature will be the proof of your attendance. If you do not sign the list, for any reason at all, it will be counted as an absence. Please, do not approach me saying, "I was in the lecture, I just didn't sign because ... Do you remember me?" I rely on documents more than I do on my memory. No signature constitutes an absence.*

- ASSESSMENT OF LEARNER OUTCOMES

- Written and oral communication of concepts and calculations.
- Demonstration of problem solving and knowledge of medicinal chemistry concepts.

VII. Additional Details

Scientific Calculators:

Required: lecture/exams/quizzes; may not be shared with another student. *Cell phones are unacceptable.*

Exams:

No make-up exams are given. If a serious EMERGENCY arises and you have no choice but to miss an exam, contact me ASAP (send an e-mail); upon your timely return and verification of the situation, your case will be considered. However, these are very rare instances. **(see below).*

Quizzes:

Quizzes (up to 5) will be unannounced and given in lecture; no make-up quizzes will be given. **(see below).*

Homework:

There is no official turned-in homework but I strongly encourage working through the problems at home – focus especially on the end-of-chapter "Exercises". Being familiar with and working on these problems is necessary to pass the course not to mention getting a good grade. I strongly emphasize taking responsibility for your individual learning.

Class Expectations:

This document contains tentative schedule (it will be also posted in the class "Documents" section of the Blackboard). Please, read the appropriate material prior to coming to class; it will help you formulate questions if something is unclear.

Policies:

I keep your assessment materials for one full week (after the grades are posted online) for you to review. It is critical that you review your materials and learn from your mistakes. You will see similar and sometimes identical questions in the future. After seven days, I shred all materials. If you need me to keep your materials a little longer because you cannot see me on time to review them, you must let me know in advance.

Students with documented learning disabilities are evaluated by appropriate alternative methods when possible. Students must notify the instructor by the third day of class of their status and needs.

Cheating is absolutely not tolerated, including plagiarism. Any student found cheating will be disciplined according to ATU policy. This can range from a "0%" on an assignment to an immediate "F" in the course. Depending on the gravity of the situation, more severe disciplinary action might be taken.

I am very strict in enforcing the following policies: Cellular phones and other devices creating noise must be turned off during class sessions. No texting is allowed – any behavior of this kind will be perceived as purposefully inappropriate. No laptops are allowed in the classroom. No i-pods or similar devices are allowed. Students caught breaching any of these policies will receive -3% at the following exam or assignment, per occurrence.

Please, refer to the ATU catalog for all college policies including the Student Conduct and Standards Policy, Drug and Alcohol Policy and Sexual Harassment Policy. All of these policies cover disruptive and inappropriate behavior. Inappropriate and disruptive behavior will be dealt with in accordance with these policies. This can range from an official individual reprimand to classroom or course dismissal.

** The only instance where a quiz or an exam can be made up is when you miss them due to the "[...] absences that result from participation in officially sanctioned University activities" (ATU Faculty Handbook).*

Plan accordingly; you must notify me in writing at least a week prior to your scheduled ATU sanctioned event.

VIII. Tentative Schedule*

See Table of Contents on the next page for more thorough description of what will be covered in this course.

Monday	Tuesday	Wednesday	Thursday	Friday
21-Aug N/A	22-Aug -	23-Aug INTRO	24-Aug -	25-Aug -
28-Aug CH. 1	29-Aug -	30-Aug CH. 1	31-Aug -	1-Sep -
4-Sep LABOR DAY	5-Sep -	6-Sep CH. 2	7-Sep -	8-Sep -
11-Sep CH. 3	12-Sep -	13-Sep CH. 3	14-Sep -	15-Sep -
18-Sep CH. 4	19-Sep -	20-Sep CH. 5	21-Sep -	22-Sep -
25-Sep CH. 6	26-Sep -	27-Sep CH. 6	28-Sep -	29-Sep -
2-Oct EXAM 1	3-Oct -	4-Oct CH. 7	5-Oct FALL BREAK	6-Oct -
9-Oct CH. 7	10-Oct -	11-Oct CH. 8	12-Oct -	13-Oct -
16-Oct CH. 8	17-Oct -	18-Oct CH. 9	19-Oct -	20-Oct -
23-Oct CH. 9	24-Oct -	25-Oct Dr. Mebi	26-Oct -	27-Oct -
30-Oct CH. 10	31-Oct -	1-Nov CH. 10	2-Nov -	3-Nov INBRE MEETING
6-Nov EXAM 2	7-Nov -	8-Nov CH. 11	9-Nov -	10-Nov -
13-Nov CH. 11	14-Nov -	15-Nov CH. 12	16-Nov -	17-Nov -
20-Nov CH. 13	21-Nov -	22-Nov	23-Nov THANKSGIVING	24-Nov
27-Nov CH. 13	28-Nov -	29-Nov CH. 14	30-Nov -	1-Dec -
4-Dec CH. 14	5-Dec EXAM 3	6-Dec READING DAY	7-Dec -	8-Dec -
				FINALS

* The instructor reserves the right to amend the syllabus at any time. The students will be notified ASAP when any changes are made.

TABLE OF CONTENTS:

Chapter 1: Drugs and Drug Targets: an Overview

Chapter 2: Protein Structure and Function

Chapter 3: Enzymes: Structure and Function

Chapter 4: Receptors: Structure and Function

Chapter 5: Receptors and Signal Transduction

Chapter 6: Nucleic Acids: Structure and Function

Chapter 7: Enzymes as Drug Targets

Chapter 8: Receptors as Drug Targets

Chapter 9: Nucleic Acids as Drug Targets

Chapter 10: Miscellaneous Drug Targets

Chapter 11: Pharmacokinetics and Related Topics

Chapter 12: Drug Discovery: Finding a Lead

Chapter 13: Drug Design: Optimizing Target Interactions

Chapter 14: Drug Design: Optimizing Access to the Target

~~Chapter 15: Getting the Drug to the Market~~

~~Chapter 16: Combinatorial and Parallel Synthesis~~

~~Chapter 17: Computers in Medicinal Chemistry~~

~~Chapter 18: Quantitative Structure-Activity Relationship (QSAR)~~





THESE LAST CHAPTERS MIGHT BE COVERED IF CLASS TIME PERMITS AT THE END OF THE SEMESTER.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/18/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		6/26/25
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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) 0903
Official Catalog Title: Beginning and Intermediate Algebra	

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):

MATH 1113

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

This is not a new course. Specifying MATH 1113 as a co-requisite will clarify advising and registration, as MATH 0903 is listed as a co-requisite for MATH 1113 in the catalog.

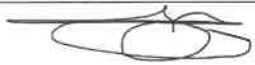



If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/18/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		6/26/25
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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) 1003
Official Catalog Title: College 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)

Quantitative Literacy

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):

Students not meeting the below prerequisite will enroll in MATH 1003 and the co-requisite MATH 0803.

☐ 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.
 - 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?
The new course title is aligned with similar courses across the state and provides a clearer context for the course. The new co-req description corrects the wording in the old description.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/18/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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) 1110
Official Catalog Title: College Algebra Lab	

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 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)

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

New Course Description:

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):

MATH 1113

- | | | |
|-----------------------------------|--------------------------------|--------------------------------|
| <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.
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.
 - 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?
The new co-req removes test score 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 Mathematical and Physical Sciences	6/18/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		6/26/25
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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) 2934
Official Catalog Title: Calculus III	

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):

C or above in MATH 2924 or equivalent, or with the consent of the instructor.

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?
This is not a new course addition.

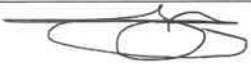
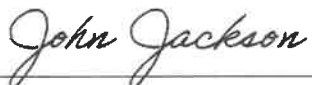


If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/18/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		6/26/25
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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) 3203
Official Catalog Title: Introduction to Analysis	

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):

MATH 2703 and 2934, or with the consent of the instructor.

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.
 - 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?
This is not a course addition.





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 Mathematical and Physical Sciences	6/18/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		6/26/25
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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) 4003
Official Catalog Title: Linear Algebra	

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):

C or above in MATH 2924 or equivalent, or with the consent of the instructor.

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? This is not a new course addition. The new description better describes the course prerequisites.





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 Mathematical and Physical Sciences	6/18/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		6/26/25
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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) 4033
Official Catalog Title: Abstract Algebra 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 type="checkbox"/> Course Number | <input type="checkbox"/> Title | <input type="checkbox"/> Course Description |
| <input type="checkbox"/> Cross-Listing | <input checked="" 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:

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):

MATH 2703 and MATH 4003, or with the consent of the instructor.

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? This is not a new course addition. The new description better describes the course prerequisites.





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 Mathematical and Physical Sciences	6/18/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		6/26/25
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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) 4123
Official Catalog Title: Mathematical Modeling	

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):

MATH 2703 and MATH 3243, or with the consent of the instructor.

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? This is not a new course addition. The new description better describes the course prerequisites.

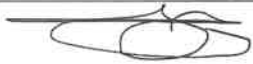
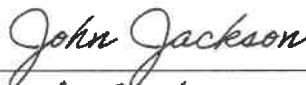


If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/18/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		6/26/25
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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) 4273
Official Catalog Title: Complex Variables	

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):

MATH 2934, or with the consent of the instructor.

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? This is not a new course addition. The new description better describes the course prerequisites.




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
Mathematical and Physical Sciences	7/28/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		7/28/2025
Dean Dr. John Jackson		7/28/25
Assessment Ms. Amanda Gardner	AGardner	8/5/25
Registrar Ms. Tammy Weaver		8/5/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL) PHYS	Course Number: (e.g., 1003) 2124
Official Catalog Title: Calculus-Based Physics 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):

☐ 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):

Prerequisite: PHYS 2114 or permission of instructor; prerequisite or co-requisite, MATH 2924.

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

PHYS 2010 (no change here)

☐ 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.

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

There will be no changes to the program learning outcomes or assessment. This change only forces the implied pre-requisite.

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

This change specifies an implied prerequisite. As Physics II (PHYS 2124) is a continuation of Physics I (PHYS 2114), it is expected that students will have taken Physics I before taking Physics II.





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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/18/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		6/26/25
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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) STAT	Course Number: (e.g., 1003) 4383
Official Catalog Title: Machine Learning	

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):

MATH 2914 and MATH 4003, or with the consent of the instructor.

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? This is not a new course addition. The new description better describes the course prerequisites.


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 CURRICULUM REVISION

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	1-30-2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson	<i>John Jackson</i>	6/26/25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Ms. Tammy Weaver	<i>T. Weaver</i>	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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:
Applied Statistics, Certificate of Proficiency

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Name of Provost/Chief Academic Officer

Signature

Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person:

Contact Person's Title:

Contact Phone Number:

Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- ☐ Title or CIP change
- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*
- ☐ Program reconfiguration **attach copy of before & after curriculum*
- ☒ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*
- ☐ Existing program offered by distance technology
- ☐ Existing certificate or degree program offered at an existing off-campus location
- ☐ New option, emphasis, concentration, or minor
- ☐ New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Term:

Effective Academic Year:

Effective Date (optional):

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Certificate of Proficiency in Applied Statistics	
Degree Code	1263	
CIP Code	27.0599	
% Online (if applicable)		

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

Reduce the hours from 16 hours to 15 hours as follows: delete STAT 2304: Programming Languages for Data Science, and STAT 4153: Experimental Design and Analysis; add STAT 3183: Statistical Process Control, and STAT 4113: Categorical Data Analysis; and remove STAT 3183 and STAT 4113 from list of 6 hours of required electives.

Category 2: Program Deletion/Inactive or Reactivation

☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status (*inactive for less than 5 years*)

Effective Term:

Effective Academic Year:

Effective Date (optional):

Program/Certificate/Option	CIP Code	Degree Code

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

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

☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*

☐ Deletion of instruction, research, or service institute/center.

☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs.
**attach copy of before and after organization chart*

☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Term:

Effective Academic Year:

Effective Date (optional):

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

SAVE

ATTACH

SUBMIT

SHOW
ATTACHMENTS

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

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
Certificate of Proficiency in Applied Statistics
2. Current degree code
1263
3. Current CIP code
27.0599
4. % online (if applicable)
5. Current curriculum.
Total Hours – 16 hours
STAT 2304 Programming Languages for Data Science
STAT 3113 Regression Analysis
STAT 4153 Experimental Design and Analysis
Select two of the following:
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
6. Proposed curriculum. If adding a new course, include new course description.
Total Hours – 16 hours
STAT 3113 Regression Analysis
STAT 3183 Statistical Process Control
STAT 4113 Categorical Data Analysis
Select two of the following:
STAT 4163 Mathematical Statistics
STAT 4383 Machine Learning
STAT 4393 Statistical Learning
BDA 3013 Business Spreadsheet Modeling
BDA 3033 Data Modeling and Management
7. Effective date, term, and academic year.
June 1, 2026; Summer I, 2026 term; 2026-27 academic year.

8. Reason for change.

The Certificate of Proficiency in Applied Statistics aligns with the growing demand for statistical and data analysis skills across various industries. In Arkansas, not many institutions offer comparable certificate programs. Regional institutions like the University of Missouri (certificates in Biostats and certificates in sports analytics) or Texas A&M (Applied stats certificate) offer similar programs, emphasizing applied statistical methods for practical use.

APPLIED STATISTICS, CERTIFICATE OF PROFICIENCY

Dr. Hamed Shojaei, Department Head
McEver Hall, Room 105
(479) 968-0248
hshojaei@atu.edu

Curriculum

Code	Title	Hours
STAT 2304 3183	Programming Languages for Data Science	3 4
STAT 3113	Regression Analysis	3
STAT 4158 4113	Experimental Design and Analysis	3
Select two of the following:		6
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	

Total Hours 15

DEGREE AUDIT CHECK LIST

(CP-AP Applied Statistics)

~~2025-26~~ **2026-27**

Date			Student's Name		
Grade Point		Graduation Date			
General Education Requirements		Hrs	Minor Requirements		Hrs
ENGL #			STAT	2304 3113 4153 3183 4113	10 9
MATH #			6 hrs from:		
SCIENCE			STAT 3183 4113 4163 4383 4393		
US HIST/GOVT			BDA 3013 3033		6
SOC SCI					
FINE ART/HUM					
COMM					
TECH 1001 ♦					
TOTAL GEN ED HOURS					
TOTAL ELECTIVE HOURS (0)			TOTAL HOURS (16) 15		
			TOTAL HOURS		

Final Check:

Min. hours required	16 15
Earned Hrs	_____
to be completed	_____
TOTAL	_____

Must have 2.00 in minor
Must have minimum of 8 hours in residence
Must use same catalog for both major and minor

DEGREE AUDIT CHECK LIST (CP-AP Applied Statistics)

2026-27

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

Student's Name		
T#		
Minor Requirements		Hrs
STAT	3113 3173 4113	9
	6 hrs from:	
	STAT 4163 4383 4393	
	BDA 3013 3033	6
	TOTAL HOURS (15)	
	TOTAL HOURS	

Final Check:

Min. hours required	<u>15</u>
Earned Hrs	<u> </u>
to be completed	<u> </u>
TOTAL	<u> </u>



Must have 2.00 in minor
Must have minimum of 8 hours in residence
Must use same catalog for both major and minor



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	7/11/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		7/14/2025
Dean Dr. John Jackson		7/14/25
Assessment Ms. Amanda Gardner		7/15/25
Registrar Ms. Tammy Weaver		7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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 – Biochemistry Option

4033

Outline change in program:

- (1) Delete 3 hours of CHEM elective in the Fall of the Senior year.
- (2) Delete 4 hours of electives from the fall of the junior year .
- (3) Add CHEM 4003 and CHEM 3353 as required courses.
- (4) Move BIOL 3074 or BIOL 3174 from Fall to the Spring semester of the Senior year.
- (5) Move 3hrs of Fine Arts & Humanities from the Spring semester to the Fall semester of Senior year.
- (6) Update to reflect the new Computer/Information Science (COMS) offerings:
 - Add COMS 1011 and COMS 1013
 - Delete COMS 2003 or COMS 2803

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

No impact in staffing is anticipated

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
It converts an Advanced Topics class (CHEM 4433 Advanced Topics – Medicinal Chemistry) which has been taught repeatedly into a stand-alone course (CHEM 4033 Medicinal Chemistry). New course approval is submitted separately and added the new COMS course to replace those no longer being taught.
- 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?
A majority of this change is simply to eliminate a course scheduling conflict between BIOL 3074 and CHEM 4414 that has developed over the years. In addition, it will allow the use of the CHEM 4033 Medicinal Chemistry and/or the CHEM 3353 Toxicology courses to benefit the students in the Biochemistry option. This is viewed as a benefit for those who choose this route towards biomedical careers. COMS 2003 and COMS 2803 are no longer offered COMS 1013 /1011 is the best replacement option.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Not applicable

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

The CHEM 4033 and CHEM 3353 courses are both unique to ATU and are a part of what sets ATU apart from other chemistry programs within the state. This is one of the reasons why the Chemistry/Biochemistry program at ATU has such a high placement record with regional graduate schools and medical/dental/pharmacy schools.

e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which

demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Since this is essentially a renumbering and rearrangement of courses, there will be no significant change in assessment for each 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.

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

Curriculum Matrix for Catalog	
Curriculum in <u>Chemistry – Biochemistry Option</u>	
(enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:COMS 1013/1011</p> <p>Delete: COMS 2003 or COMS 2803</p> <p>Total Hours:15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Junior Fall Semester</p> <p>Add/Change: CHEM 4033 Medicinal Chemistry or CHEM 3353 Fundamentals of Toxicology 3hrs</p> <p>Delete: Elective 4hrs</p> <p>Total Hours:15</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:14</p>
<p>Senior Fall Semester</p> <p>Add/Change: CHEM 4033 Medicinal Chemistry or CHEM 3353 Fundamentals of Toxicology 3hrs, FAH 1XXX Fine Arts & Humanities 3hrs</p> <p>Delete: BIOL 3074 Human Physiology or BIOL 3174 Physiological Ecology 4 hrs, CHEM Elective (3000-4000) 3hrs</p> <p>Total Hours:15</p>	<p>Senior Spring Semester</p> <p>Add/Change: BIOL 3074 Human Physiology or BIOL 3174 Physiological Ecology 4hrs</p> <p>Delete: FAH 1XXX Fine Arts & Humanities 3hrs</p> <p>Total Hours:14</p>

CHEMISTRY - BIOCHEMISTRY OPTION, BACHELOR OF SCIENCE

Dr. Hamed Shojaei, Department Head

McEver Hall, Room 105

(479) 968-0248

hshojaei@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
CHEM 2124 & CHEM 2120	General Chemistry I and General Chemistry I Lab ³	4	_____
ENGL 1013	Composition I ¹	3	_____
MATH 2914	Calculus I	4	_____
PHSC 1001	Orientation to Physical Science	1	_____
SS 1XXX	Social Science Courses ¹	3	_____
Hours		15	
Spring			
BIOL 1114	Principles of Biology	4	_____
CHEM 2134 & CHEM 2130	General Chemistry II and General Chemistry II Lab ³	4	_____
ENGL 1023	Composition II ¹	3	_____
MATH 2924	Calculus II	4	_____
PHSC 1011	Orientation to Physical Science II	1	_____
Hours		16	
Sophomore			
Fall			
CHEM 3254	Fundamentals of Organic Chemistry ³	4	_____
COMS 2003 or COMS 2803	Microcomputer Applications or Programming in C	3	_____
Select one of the following:		4	_____
PHYS 2014 & PHYS 2000	Algebra-Based Physics I and Physics Laboratory I		_____
PHYS 2114 & PHYS 2000	Calculus-Based Physics I and Physics Laboratory I		_____
SS 1XXX	Social Science Courses ¹	3	_____
Hours		14 15	
Spring			
CHEM 3245	Quantitative Analysis ³	5	_____
CHEM 3264	Mechanistic Organic Chemistry ³	4	_____
Select one of the following:		4	_____
PHYS 2024 & PHYS 2010	Algebra-Based Physics II and Physics Laboratory II		_____
PHYS 2124 & PHYS 2010	Calculus-Based Physics II and Physics Laboratory II		_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Hours		16	

Junior		
Fall	CHEM 4033 or CHEM 3353	3
BIOL 2124	Principles of Zoology	4
CHEM 3301	Chemistry Seminar ³	1
CHEM 3344	Principles of Biochemistry ³	4
FAH 1XXX	Fine Arts and Humanities Courses ¹	3
Elective ²		4
Hours		16
		15
Spring		
BIOL 2014	Human Anatomy	4
BIOL 3034	Genetics	4
CHEM 3363	Metabolic Biochemistry ³	3
CHEM 3423	Descriptive Inorganic Chemistry ³	3
Hours		14
Senior		
Fall	FAH 1XXX	3
BIOL 3074	Human Physiology	4
or BIOL 3174	or Physiological Ecology	
CHEM 3324	Physical Chemistry I ³	4
CHEM 4414	Instrumental Analysis ³	4
CHEM 4951	Undergraduate Research in	1
or CHEM 4991	Chemistry ³	
	or Special Problems in Chemistry	
CHEM Elective (3000-4000 level) ³	CHEM 4033 or CHEM 3353	3
Hours		16
		15
Spring	BIOL 3074 or 3174	4
BIOL 4033	Cell Biology	3
FAH 1XXX	Fine Arts and Humanities Courses ¹	3
CHEM 4401	Chemistry Seminar ³	1
CHEM 4951	Undergraduate Research in	1
or CHEM 4991	Chemistry ³	
	or Special Problems in Chemistry	
SFHS 1XXX	Social Sciences/Fine Arts/ Humanities/Communication Courses ¹	3
Elective ²		2
Hours		17
Total Hours		120

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>). A specific general education core course does not have to be taken in the semester listed, any other part of the general education core at any time is acceptable as well.

² German, Statistics, and Technical Communications are encouraged. (Electives must include sufficient upper-division courses to result in 40 upper division hours) (upper division = 3000-4000 level).

³ Must earn a grade of "C" or better in all chemistry courses.

DEGREE AUDIT CHECK LIST

(BS-CHEM-BIOC) Chemistry - Biochemistry

2025-26

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
TOTAL GEN ED HOURS		24
Electives		
		2
TOTAL ELECTIVE HOURS		6

Student's Name		
T#		
Major Requirements		Hrs
CHEM	2124** 2120 2134 2130 3245 3254 3264 3301 3324 3344 3363 3423 4401 4414	4033 3353 41 47
CHEM	4951 or 4991	2
CHEM	(3-4000)	3
BIOL	1114** 2014 2124 3034 4033	19
BIOL	3074 or 3174	4
COMS	2003 or 2803 1011 1013	3 4
MATH	2914#** 2924	8
~PHSC	(1001♦ or TECH 1001/1013 or BIOL 1011) 1011	2
PHYS	2014 or 2114 and 2000 and 2024 or 2124 and 2010	8
"C" or better in all CHEM		
		94
TOTAL MAJOR HOURS		90
TOTAL HOURS		

Final Check:

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

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

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed

DEGREE AUDIT CHECK LIST

(BS-CHEM-BIOC) Chemistry - Biochemistry

2026-27

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
TOTAL GEN ED HOURS		24
Electives		
TOTAL ELECTIVE HOURS		2

Student's Name		
T#		
Major Requirements		Hrs
CHEM	2124** 2120 2134 2130 3245 3254 3264 3301 3324 3344 3353 3363	
	3423 4033 4401 4414	47
CHEM	4951 or 4991	2
BIOL	1114** 2014 2124 3034 4033	19
BIOL	3074 or 3174	4
COMS	1011 1013	4
MATH	2914#*** 2924	8
~PHSC	(1001♦ or TECH 1001/1013 or BIOL 1011) 1011	2
PHYS	2014 or 2114 and 2000 and 2024 or 2124 and 2010	8
"C" or better in all CHEM		
TOTAL MAJOR HOURS		94
TOTAL HOURS		

Final Check:

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

Earned Hrs
 minus P/C HRS
 to be completed
TOTAL

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement





C or better must be earned for Gen Ed



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	7/01/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		7/14/2025
Dean Dr. John Jackson		7/14/25
Assessment Ms. Amanda Gardner		7/15/25
Registrar Ms. Tammy Weaver		7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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, General 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)

Update to reflect the new Computer/Information Science (COMS) offerings.

- 1) Add COMS 1011 and COMS 1013
- 2) Delete COMS 2003 or COMS 2803
- 3) Delete 1 hour elective

What impact will the change have on staffing, on other programs and space allocation?
No impact in these areas is expected.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This is simply an update to reflect current offerings from Computer/Information Systems.
- 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?
There will be no change in assessment – this is simply an update to reflect current offerings in Computer/Information Systems.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
See above
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
Not applicable
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

Not applicable

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

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

Curriculum Matrix for Catalog	
Curriculum in <u>Chemistry, General option</u>	
(enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:n/a</p> <p>Delete:</p> <p>Total Hours:15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:n/a</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: COMS 1011 and COMS 1013</p> <p>Delete: COMS 2003 or COMS 2803</p> <p>Total Hours:15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:n/a</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Junior Fall Semester</p> <p>Add/Change:n/a</p> <p>Delete: Elective 1</p> <p>Total Hours:14</p>	<p>Junior Spring Semester</p> <p>Add/Change:n/a</p> <p>Delete:</p> <p>Total Hours:12</p>
<p>Senior Fall Semester</p> <p>Add/Change:n/a</p> <p>Delete:</p> <p>Total Hours:16</p>	<p>Senior Spring Semester</p> <p>Add/Change: n/a</p> <p>Delete:</p> <p>Total Hours:16</p>

CHEMISTRY - GENERAL OPTION, BACHELOR OF SCIENCE

Dr. Hamed Shojaei, Department Head

McEver Hall, Room 105

(479) 968-0248

hshojaei@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
CHEM 2124 & CHEM 2120	General Chemistry I and General Chemistry I Lab ⁵	4	_____
ENGL 1013	Composition I ¹	3	_____
MATH 2914	Calculus I	4	_____
SS 1XXX	Social Science Courses ¹	3	_____
PHSC 1001	Orientation to Physical Science	1	_____
	Hours	15	
Spring			
BIOL 1114	Principles of Biology	4	_____
CHEM 2134 & CHEM 2130	General Chemistry II and General Chemistry II Lab ⁵	4	_____
ENGL 1023	Composition II ¹	3	_____
MATH 2924	Calculus II	4	_____
PHSC 1011	Orientation to Physical Science II	1	_____
	Hours	16	
Sophomore			
Fall			
CHEM 3254	Fundamentals of Organic Chemistry ⁵	4	_____
COMS 2003 or COMS 2803	Microcomputer Applications or Programming in C	3	_____
Select one of the following:		4	_____
PHYS 2014 & PHYS 2000	Algebra-Based Physics I and Physics Laboratory I		_____
PHYS 2114 & PHYS 2000	Calculus-Based Physics I and Physics Laboratory I		_____
SS 1XXX	Social Science Courses ¹	3	_____
	Hours	14	
Spring			
CHEM 3245	Quantitative Analysis ⁵	5	_____
CHEM 3264	Mechanistic Organic Chemistry ⁵	4	_____
Select one of the following:		4	_____
PHYS 2024 & PHYS 2010	Algebra-Based Physics II and Physics Laboratory II		_____
PHYS 2124 & PHYS 2010	Calculus-Based Physics II and Physics Laboratory II		_____
USHG 1XXX	U.S. History and Government ¹	3	_____
	Hours	15	
Junior			
Fall			
CHEM 3301	Chemistry Seminar ⁵	1	_____

CHEM 3324	Physical Chemistry I ⁵	4	_____
CHEM 3423	Descriptive Inorganic Chemistry ⁵	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
Science Elective ²		3	
Elective ³		1	
Hours		15 14	
Spring			
CHEM 3344	Principles of Biochemistry ⁵	4	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
Elective ³		5	
Hours		12	
Senior			
Fall			
CHEM 4414	Instrumental Analysis ⁵	4	_____
CHEM Elective ^{4,5}		3	
Elective ³		9	
Hours		16	
Spring			
CHEM 4401	Chemistry Seminar ⁵	1	_____
CHEM Elective ^{4,5}		3	
SFHS 1XXX	Social Sciences/Fine Arts/ Humanities/Communication Courses ¹	3	_____
Elective ³		9	
Hours		16	
Total Hours		120	

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)". A specific general education core course does not have to be taken in the semester listed, any other part of the general education core at any time is acceptable as well.

² Science electives from BIOL, GEOL, PHYS, PHSC (excluding BIOL 1014 Introduction to Biological Science, PHSC 1013 Introduction to Physical Science and PHSC 1021 Physical Science Laboratory), and excluding CHEM.

³ German, Statistics, and Technical Communications are encouraged. (Electives must include sufficient upper-division courses to result in 40 upper division hours) (upper division = 3000-4000 level).

⁴ Excluding CHEM 1113 A Survey of Chemistry and CHEM 1111 Survey of Chemistry Laboratory.

⁵ Must earn a grade of "C" or better in chemistry courses.

DEGREE AUDIT CHECK LIST

(BS-CHEM) Chemistry - General

~~2025-26~~ **2026-27**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
TOTAL GEN ED HOURS		24
Electives		
		23
TOTAL ELECTIVE HOURS		24

Student's Name		
T#		
Major Requirements		Hrs
CHEM	2124** 2120 2134 2130 3245 3254 3264 3301 3324 3344 3423 4401 4414	
CHEM ELEC	6 HRS (Excluding CHEM 1113 & 1111)	
		44
BIOL/GEOL/ PHYS/PHSC		3
	(Exclude PHSC 1013/1021, BIOL 1014, & CHEM)	
BIOL	1114**	4
COMS	2003 or 2803 1011 1013	3 4
MATH	2914** 2924	8
~PHSC	(1001♦ or TECH 1001/1013 or BIOL 1011) 1011	2
PHYS	2014 or 2114 and 2000 and 2024 or 2124 and 2010	8
"C" or better in all CHEM		
	TOTAL MAJOR HOURS	72 73
	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

DEGREE AUDIT CHECK LIST

(BS-CHEM) Chemistry - General

2026-27

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
TOTAL GEN ED HOURS		24
Electives		
TOTAL ELECTIVE HOURS		23

Student's Name		
T#		
Major Requirements		Hrs
CHEM	2124** 2120 2134 2130 3245 3254 3264 3301 3324 3344 3423 4401 4414	
CHEM ELEC	6 HRS (Excluding CHEM 1113 & 1111)	
		44
BIOL/GEOL/ PHYS/PHSC		3
	(Exclude PHSC 1013/1021, BIOL 1014, & CHEM)	
BIOL	1114**	4
COMS	1011 1013	4
MATH	2914** 2924	8
~PHSC	(1001♦ or TECH 1001/1013 or BIOL 1011) 1011	2
PHYS	2014 or 2114 and 2000 and 2024 or 2124 and 2010	8
"C" or better in all CHEM		
	TOTAL MAJOR HOURS	73
	TOTAL HOURS	

Final Check:

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

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

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement





C or better must be earned for Gen Ed



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	7/11/2025

Title	Signature	Date
Department Head Dr. Hamed Shojaei		7/14/2025
Dean Dr. John Jackson		7/14/25
Assessment Ms. Amanda Gardner		7/15/25
Registrar Ms. Tammy Weaver		7/28/25
Vice President for Academic Affairs Dr. A. Santos		

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: Professional Option

Outline change in program:

- 1) Delete COMS 2003 or COMS 2803 since they are no longer being offered. Replace with COMS 1013/1011. *1 hour*
- 2) Delete ~~three hours~~ of general elective. *Electives will be 12 hrs instead of 13 hrs*
- 3) Add 3 hours of approved major elective in the Fall of both Junior and Senior years. These will be chosen from either CHEM 3353 Toxicology OR CHEM 4033 Medicinal Chemistry OR CHEM 4433, depending on current course rotations for that year.
- 4) Move Social Science SS 1XXX from fall of freshman year to fall of senior year to ensure no semester >16 cr and no semester <12 cr.
- 5) *delete CHEM 4433 from required courses*

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

Since we already teach these courses on a regular schedule, there should be no impact on staffing, on other programs or space allocation.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These changes are simply a catalog 'clean-up'. The courses involved are already being taught. The CHEM 3353 Toxicology course was originally included in the Environmental Chemistry option. We simply wish to include it in the Professional option.
The Medicinal Chemistry course is currently taught under the CHEM 4433 Advanced Topics catalog entry. A unique course number and name is being sought (CHEM 4033 – Medicinal Chemistry) along with this application.
- 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?
As stated above, this change is simply a catalog 'clean-up'. The majority of this change is simply to bring the program into compliance with the issue of repeat teaching of Advanced Topics courses. The remainder is to move the Toxicology course from the recently closed Chemistry Environmental option into the Professional option.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Not applicable with respect to need for change.
- d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
ATU's Chemistry: Professional option is an American Chemical Society (ACS) certified degree program that meets all requirements for ACS approval. ATU's program is similar to that found at University of Central Arkansas (UCA) and other state/regional certified programs. The requested change will mirror semester 7 of the UCA ACS certified chemistry program in requiring multiple upper division program core courses. UCA currently requires 9 to 12 upper division core credits in addition to 'research' credits. The requested change will bring ATU from 8 to 11 upper division core credits in addition to 'research' credits.
- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses

where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Please see the newly adopted assessment plan for the Chemistry program (attached). Changes to accommodate creating a stand-alone Medicinal Chemistry course are highlighted.

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__Chemistry: Professional Option_____ (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change: Add COMS 1013/1011</p> <p>Delete: SS 1XXX Social Sciences Course</p> <p>Total Hours:16</p>	<p>Freshman Spring Semester</p> <p>Add/Change: no change</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete: COMS 2003 or COMS 2803</p> <p>Total Hours: 15</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: no change</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Junior Fall Semester</p> <p>Add/Change: Change 3hr CHEM Elective to CHEM 3353 Toxicology or CHEM 4033 Medicinal Chemistry or CHEM 4433 Advanced Topics</p> <p>Delete:</p> <p>Total Hours: 14</p>	<p>Junior Spring Semester</p> <p>Add/Change: no change</p> <p>Delete:</p> <p>Total Hours:16</p>
<p>Senior Fall Semester</p> <p>Add/Change: Change Advanced Topics in Chemistry CHEM 4433 to CHEM 3353 Toxicology or CHEM 4033 Medicinal Chemistry or CHEM 4433 Advanced Topics.</p> <p>Add SS 1XXX Social Sciences course</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/change:</p> <p>Change Elective to 4-6 hrs</p> <p>Delete:</p> <p>Total Hours: 12</p>

CHEMISTRY - PROFESSIONAL OPTION, BACHELOR OF SCIENCE

Dr. Hamed Shojaei, Department Head

McEver Hall, Room 105

(479) 968-0248

hshojaei@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman		1	
Fall		3	
CHEM 2124 & CHEM 2120	General Chemistry I and General Chemistry I Lab ⁴	4	_____
ENGL 1013	Composition I ¹	3	_____
MATH 2914	Calculus I	4	_____
PHSC 1001	Orientation to Physical Science	1	_____
SS 1XXX	Social Science Courses ¹	3	_____
	Hours	15 16	
Spring			
BIOL 1114	Principles of Biology	4	_____
CHEM 2134 & CHEM 2130	General Chemistry II and General Chemistry II Lab ⁴	4	_____
ENGL 1023	Composition II ¹	3	_____
MATH 2924	Calculus II	4	_____
PHSC 1011	Orientation to Physical Science II	1	_____
	Hours	16	
Sophomore			
Fall			
CHEM 3254	Fundamentals of Organic Chemistry ⁴	4	_____
COMS 2003 or COMS 2803	Microcomputer Applications or Programming in C	3	_____
MATH 2934	Calculus III	4	_____
PHYS 2114 & PHYS 2000	Calculus-Based Physics I and Physics Laboratory I	4	_____
SS 1XXX	Social Science Courses ¹	3	_____
	Hours	18 15	
Spring			
CHEM 3245	Quantitative Analysis ⁴	5	_____
CHEM 3264	Mechanistic Organic Chemistry ⁴	4	_____
PHYS 2124 & PHYS 2010	Calculus-Based Physics II and Physics Laboratory II	4	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
	Hours	16	
Junior			
Fall		3	
CHEM 3301	Chemistry Seminar ⁴	1	_____
CHEM 3324	Physical Chemistry I ⁴	4	_____
CHEM 3423	Descriptive Inorganic Chemistry ⁴	3	_____
CHEM Elective ^{2,4}		3	_____

FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
	Hours	14	
Spring			
CHEM 3334	Physical Chemistry II ⁴	4	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
SFHS 1XXX	Social Sciences/Fine Arts/ Humanities/Communication Courses ¹	3	_____
Elective ³		6	
	Hours	16	
Senior			
Fall SS1XXX			
CHEM 3344	Principles of Biochemistry ⁴	4	_____
CHEM 4401	Chemistry Seminar ⁴	1	_____
CHEM 4414	Instrumental Analysis ⁴	4	_____
CHEM 4433 CHEM 4483 or CHEM 3353 or CHEM 4033	Advanced Topics in Chemistry ⁴	3	_____
	Hours	12 15	
Spring			
CHEM 4424	Advanced Inorganic Chemistry ⁴	4	_____
CHEM 4952	Undergraduate Research in Chemistry ⁴	4-2	_____
or CHEM 4951	or Undergraduate Research in Chemistry		
or CHEM 4953	or Undergraduate Research in Chemistry		
or CHEM 4954	or Undergraduate Research in Chemistry		
or CHEM 4991	or Undergraduate Research in Chemistry		
or CHEM 4992	or Undergraduate Research in Chemistry		
or CHEM 4993	or Undergraduate Research in Chemistry		
or CHEM 4994	or Special Problems in Chemistry or Special Problems in Chemistry or Special Problems in Chemistry or Special Problems in Chemistry		
Elective ³		5-7 4-6	
	Hours	13 12	
	Total Hours	120	

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)". A specific general education core course does not have to be taken in the semester listed, any other part of the general education core at any time is acceptable as well.

² Excluding CHEM 1113 A Survey of Chemistry and CHEM 2204 Organic Physiological Chemistry.

³ German, Statistics, and Technical Communications are encouraged. (Electives must include sufficient upper division courses to result in 40 upper division hours) (upper division = 3000-4000 level)

⁴ Must earn a grade of "C" or better in chemistry courses.

DEGREE AUDIT CHECK LIST

(BS-CHEM-PRC) Chemistry - Professional

2025-26

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
TOTAL GEN ED HOURS		24
Electives		
		12
TOTAL ELECTIVE HOURS		13

Student's Name		
T#		
Major Requirements		Hrs
CHEM	2124** 2120 2134 2130 3245 3254 3264 3301 3324 3334 3344 3423 4401 4414 4424 4433	
CHEM	4952-4 or 4992-4	
CHEM ELEC	3 HRS (Excluding CHEM 1113 & 2204)	54
CHEM	2353 4033 4433	6
BIOL	1114**	4
COMS	2003 or 2803 1011 1013	3 4
MATH	2914#** 2924 2934	12
~PHSC	(1001♦ or TECH 1001/1013 or BIOL 1011) 1011	2
PHYS	2114 2000 2124 2010	8
"C" or better in all CHEM		
	TOTAL MAJOR HOURS	83
	TOTAL HOURS	84

Final Check:

Min. hours required **120**
 43 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

DEGREE AUDIT CHECK LIST

(BS-CHEM-PRC) Chemistry - Professional

2026-27

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
TOTAL GEN ED HOURS		24
Electives		
TOTAL ELECTIVE HOURS		12

Student's Name		
T#		
Major Requirements		Hrs
CHEM	2124** 2120 2134 2130 3245 3254	
	3264 3301 3324 3334 3344 3423	
	4401 4414 4424	
CHEM	4952-4 or 4992-4	48
CHEM	3353 4033 4433	6
BIOL	1114**	4
COMS	1011 1013	4
MATH	2914#** 2924 2934	12
~PHSC	(1001♦ or TECH 1001/1013 or BIOL 1011) 1011	2
PHYS	2114 2000 2124 2010	8
"C" or better in all CHEM		
	TOTAL MAJOR HOURS	84
	TOTAL HOURS	

Final Check:

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

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





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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-25-2025
Dean Dr. John Jackson		6/26/25
Assessment Ms. Amanda Gardner		7/1/25
Registrar Ms. Tammy Weaver		7/28/25
Graduate College (if appropriate)		
Executive Vice President for Academic Affairs and Provost Dr. Adolfo Santos		

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

Program Title:
Accelerated Bachelor of Science in Mathematics to Master of Arts in Teaching

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)

Accelerated BS Mathematics to Master of Arts in Teaching

- a. This program would allow students seeking the BS in Mathematics to substitute 12 hours of graduate MAT coursework for 12 hours of undergraduate requirements during the fall and spring semesters of the senior year. Students can select from the following: EDFD 6003 Educational Research, MAMS 5333 Teaching Literacy in the Content Areas, MTLL 6123 Instructional Leadership for the Master Teacher, and MTLL 6133 Basic Elements of Curriculum;
- b. Admission criteria includes completing 90 hours toward the bachelor's degree with an earned grade point average of 3.2 or higher at the time of application to the accelerated program. If the student is enrolled in one of these courses at the time of application, the student may be conditionally admitted until grades are submitted for the semester. If a B or better is earned, the student may begin the program. If not, the admission will be deferred until the required grade is obtained; and
- c. Applications must be submitted to the MAT Graduate Program Director no later than October 15 or March 15 of the semester prior to the beginning of the program.

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?

The creation of an accelerated Bachelor of Science in Mathematics to Master of Arts in Teaching (MAT) degree pathway not only prepares students for careers in teaching but also addresses the growing need for qualified mathematics educators in Arkansas.

- 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 creation of this program creates a pathway for students who wish to teach secondary mathematics in Arkansas. This pathway will ensure students have the necessary content knowledge and teacher training required to have a successful career in secondary mathematics education.

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

The creation of this program is not based on student learning assessment evidence. It is driven by the need to educate and properly prepare high school mathematics teachers in the state of Arkansas.

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

There are no programs in Arkansas that offer an AB2M program that allows students to earn a BS in Mathematics and a MAT in five years. The requirements for teacher certification have recently changed in the state of Arkansas. The new requirement and institutional restrictions make offering a BS in Mathematics Education that leads to mathematics teacher licensure impossible. Offering students the option to complete a BS in Mathematics and a MAT in 5 years will put ATU in the position to produce graduates highly qualified for a career in secondary education teaching mathematics.

Regional Institutional Comparisons (AB2M BS Mathematics + MAT):

While several universities in Arkansas and the region offer Master of Arts in Teaching (MAT) programs, there are no institutional comparisons in Arkansas or the region for an accelerated Bachelor of Science in Mathematics to Master of Arts in Teaching (BS Mathematics to MAT) program.

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

These proposed curriculum changes will not affect the physics BS or MAT assessment plans.

Learning Outcomes for the MAT

Upon completion of the program, students will be able to:

- understand and utilize instructional planning and design learning
- use a variety of instructional strategies to encourage student's development of critical thinking, problem-solving, and performance skills
- understand individual and group motivation and behavior and student's developmental levels, and will create learning environments that encourage positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem
- plan effective teaching and learning for diverse learners.
- understand and apply various forms of formal and informal assessment strategies
- demonstrate effective integration of technology
- apply effective teaching and learning experiences during clinical practice (Internship) in their specific teaching/licensure field

Learning Outcomes for the BS in Physics

Students who complete the program will demonstrate:

1. **Problem solving Skills - An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline**
2. **Design - An ability to formulate or design a system, process, procedure or program to meet desired needs.**

- 3. Communication - An ability to communicate effectively with a range of audiences.**
- 4. Ethics - An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts.**
- 5. Teamwork - An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.**
- 6. Experiment - An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.**

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 __ BS Mathematics _____	
(enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: No change</p> <p>Delete:</p> <p>Total Hours: 14</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: No change</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change: no change</p> <p>Delete:</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: no change</p> <p>Delete:</p> <p>Total Hours: 15</p>
<p>Senior Fall Semester <i>Footnote 4</i></p> <p>Add/Change: Add note to Elective Hours:</p> <p>*Students who plan to complete the accelerated BS in Mathematics to MAT program should take MTLL 6123 Instructional Leadership and EDFD 6003 Educational and Action Research to satisfy 6 hours of electives this semester.</p> <p>Delete:</p>	<p>Senior Spring Semester <i>Footnote 4</i></p> <p>Add/Change: Add note to Elective Hours:</p> <p>**Students who plan to complete the accelerated BS in Mathematics to MAT program should take MTLL 6133 Elements of Curriculum and MAMS 5333 Teaching</p> <p>Delete:</p> <p>Total Hours: 15</p>

Total Hours: 15	Reading and Study Strategies in the Content Area to satisfy 6 hours of electives this semester.
-----------------	---

MATHEMATICS, BACHELOR OF SCIENCE

Dr. Hamed Shojaei, Department Head

McEver Hall, Room 105

(479) 968-0248

hshojaei@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
COMS 1011	Programming Foundations I Lab	1	_____
COMS 1013	Programming Foundations I	3	_____
ENGL 1013	Composition I ¹	3	_____
MATH 1001	Orientation to Mathematics	1	_____
MATH 2914	Calculus I	4	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Hours		15	
Spring			
COMS 2203	Programming Foundations II	3	_____
ENGL 1023	Composition II ¹	3	_____
MATH 2703	Discrete Mathematics	3	_____
MATH 2924	Calculus II	4	_____
SS 1XXX	Social Science Courses ¹	3	_____
Hours		16	
Sophomore			
Fall			
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
MATH 2934	Calculus III	4	_____
PHYS 2114 & PHYS 2000	Calculus-Based Physics I and Physics Laboratory I	4	_____
STAT 3153	Applied Statistics	3	_____
Hours		14	
Spring			
MATH 3243	Differential Equations I	3	_____
MATH 4003	Linear Algebra I	3	_____
PHYS 2124 & PHYS 2010	Calculus-Based Physics II and Physics Laboratory II	4	_____
SS 1XXX	Social Science Courses ¹	3	_____
Elective ²		2	_____
Hours		15	
Junior			
Fall			
COMS 2213 or COMS 2323	Data Structures or Programming in Python	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
MATH 4033 or MATH 4273	Abstract Algebra I or Complex Variables	3	_____
Elective ²		6	_____
Hours		15	

Spring		
COMS 2323 or COMS 2213	Programming in Python or Data Structures	3
MATH 3203 or MATH 4123	Introduction to Analysis or Mathematical Modeling	3
SFHS 1XXX	Social Sciences/Fine Arts/ Humanities/Communication Courses ¹	3
STAT 3113	Regression Analysis	3
Elective ²		3
Hours		15
Senior		
Fall		
MATH 4273 or MATH 4033	Complex Variables or Abstract Algebra I	3
MATH or STAT Elective (3000-4000 level)		3
Elective ^{2,4}		9
Hours		15
Spring		
MATH 4123 or MATH 3203	Mathematical Modeling or Introduction to Analysis	3
MATH 4971	Mathematics Senior Seminar	1
MATH or STAT Elective (3000-4000 level)		3
Elective ^{2,4}		8
Hours		15
Total Hours		120

¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".

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

³ MATH 3033 Methods of Teaching Elementary Mathematics and MATH 4703 Special Methods in Mathematics may not be used to satisfy this 3000-4000 level mathematics or statistics elective requirement. MATH 4993 Special Problems in Mathematics may not be used without prior approval of the department head.

4 This program partners the BS undergraduate degree with the MA in teaching degree. A maximum of 12 graduate credit hours can be counted towards both the BS degree in mathematics and the MA in teaching degree. MTL 6123, EDFD 6003, MTL 6133, and MAMS 5333 can be used to replace any elective.

TEACHING MIDDLE/SECONDARY, MASTER OF ARTS IN TEACHING

Dr. Ellen Treadway, Program Director
 Crabaugh Hall, Room 204
 (479) 880-4901
 etreadway@atu.edu

Curriculum

Code	Title	Hours
Core Courses		
MTLL 6003	School Organization and Leadership for Teacher Leaders	3
MTLL 6123	Instructional Leadership for the Master Teacher	3
MTLL 6133	Elements of Curriculum	3
MTLL 6163	Communication Advocacy & Policy Development for the Master Teacher	3
EDFD 6003	Educational Research	3
or MTLL 6113	Action Research and Data Analysis for School and Classroom Use	
EDFD 6503	Classroom Behavioral Management	3
Middle/Secondary		
MAMS 5333	Teaching Literacy in the Content Areas	3
MTLL 6143	Organizational Change and the Role of the Master Teacher	3
MTLL 6253	Advanced Curriculum Design	3
MTLL 6553	Internship Practicum	3
Elective (5000-6000 level)		3
Total Hours		33

- Courses meet synchronously, online via Webex.
- A maximum of nine (9) semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the program director or department head.

Additional courses required by Arkansas State Department for licensure purposes:

- Arkansas History for Middle Level and Secondary social studies majors.
- Completion of a Prescribed Pathway for the Awareness Level of the Science of Reading.
- An internship in the public school must be successfully completed.