

Curriculum Committee September 23, 2025

College of Arts and Humanities – Department of Behavior Sciences

1. Add the following courses to the course descriptions:
ANTH 3903: Anthropology in Focus;
ANTH 4791-4: Anthropology Internship;
ANTH 4986: Field School;
CJ/PSY/SOC 3203: Serial and Mass Murder;
CJ/SOC 3223: Cybercrimes;
CJ/SOC 3273: Victimology;
CJ/SOC 4073: Criminal Law;
CJ/SOC 4093: Technology, Power, and Social Change;
CJ/SOC 4103: White Collar Crime;
CJ/SOC 4123: Crime and Gender;
CJ/SOC 4223: Family Violence;
CJ/SOC 4303: Criminal Evidence; and
SOC 4971-4: Internship;
2. Modify ANTH 2103: Ozark-Ouachita Studies, as follows: change the course number to ANTH 3113;
3. Modify ANTH 2203: Indians of North America, as follows: change the course number to ANTH 3203;
4. Modify ANTH 2223: North American Archeology, as follows: change the course number to ANTH 3223;
5. Modify PSY 3123: Evolutionary Psychology, as follows: modify the course description and prerequisite;
6. Modify SOC 2073: Classical Theories of Sociology, as follows: change the title to Survey of Sociological Theories;
7. Modify SOC 4003: Minority Relations, as follows: change the title to Communities and Societal Relations;
8. Modify the Curriculum for the Bachelor of Arts in Sociology; and
9. Add the Accelerated Bachelor of Arts in Psychology to Master of Science in Counseling.

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

1. Add the following courses to the course descriptions:
GEOG 3503: Political Geography;
GEOG 3713: The Middle East;
GEOG 3903: Focus in Geography; and
GEOG 4791-4: Geography Internship;
2. Modify GEOG 2013: Regional Geography of the World, as follows: modify the course description;
3. Modify GEOG 3113: Geography of the United States and Canada, as follows: modify the course description;
4. Modify PHIL 2013: Religions of the World, as follows: cross list to create HIST 2023;

5. Modify POLS 2413: International Relations, as follows: change the title to World Politics;
6. Modify POLS 3013: Recent American Foreign and Military Policy, as follows: change the title to U. S. Foreign Policy and modify the course description;
7. Modify POLS 3473: National Security Policy, as follows: change the title to American National Security and modify the course description;
8. Modify the Curriculum for Bachelor of Arts in Anthropology and Geography;
9. Modify the Curriculum for Bachelor of Arts in History;
10. Modify the Curriculum for Bachelor of Arts in Political Science;
11. Modify the Curriculum for the Minor in Pre-Law;
12. Modify the list of suggested courses for Pre-Law, Pre-Professional Program; and
13. Modify the Curriculum for Minor in Strategic Studies.

College of Business and Economic Development – LeMoyne Smith School of Business

1. Modify BUAD 1111: Introduction to Business, as follows: change the course number to BUAD 1113;
2. Modify BDA 2023: Introduction to Data Visualization, as follows: change the course number to BDA 3023;
3. Modify the Curriculum for the Bachelor of Science in Business Administration in Accounting;
4. Modify the Curriculum for the Associate of Business Administration in Business Administration;
5. Modify the Curriculum for the Bachelor of Science in Business Administration in Business Data Analytics;
6. Modify the Curriculum for the Bachelor of Science in Business Administration in Business Management;
7. Modify the Curriculum for the Bachelor of Science in Business Administration in Digital Marketing; and
8. Modify the Curriculum for the Bachelor of Science in Business Administration in Finance.

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

1. Delete the Curriculum in Bachelor of Science in Coaching Athletics and Physical Activity.

College of Education and Health – Department of Nursing

1. Modify NUR 3204: Concepts in Nursing I, as follows: change the course number to NUR 3206, to incorporate the content of NUR 3213: Care of the Older Adult, modify the co-requisite and prerequisites, modify the course description, and delete NUR 3213: Care of the Older Adult;
2. (a) Modify NUR 3802: Pharmacology II, as follows: change the course number to NUR 3801, and modify the course description;
(b) Modify NUR 3802: Pharmacology II, as follows: change the course number to NUR 4501, change the title to Pharmacology III, add prerequisites, and modify the course description;
3. Modify NURN 4002: Nursing Informatics, as follows: cross list with NUR 4002, and modify the prerequisite;
4. Modify the Curriculum for Bachelor of Science Nursing BSN licensure Program;

5. Modify the Curriculum for LPN to Bachelor of Science in Nursing Program; and
6. Modify the Curriculum for RN to Bachelor of Science in Nursing Program.

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

1. Modify the Curriculum for Bachelor of Science in Middle Level Education Mathematics Option.

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

1. Add ELEG 3663: Engineering Internship, to the course descriptions.

Honors Program

1. Add the following courses to the course descriptions:
HONR 2000: Honors Civic Engagement;
HONR 3000: Honors Peer Support;
HONR 3511-3: Honors Advanced Special Topics;
HONR 4090: Senior Honors Presentation;
HONR 4021-3: Honors College Research;
BLAW 2133: Honors Legal Environment of Business;
LEAD 1013: Honors Introduction to Leadership;
LEAD 2013: Honors Ethics in Leadership; and
PHYS 2914: Honors Calculus Based Physics I;
2. Modify HONR 1003: Freshman Honors Seminar, as follows: change the title to Honors Inquiry and Dialogue, and modify the course description; and
3. Modify the Curriculum for the University Honors Program, as follows: change the title to University Honors Scholar and create the Curriculum for Honors Scholar.



ARKANSAS TECH UNIVERSITY

Add Anth 3903 - Anth in focus

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	06/18/2025

Title	Signature	Date
Department Head David Ward	<i>David Ward</i>	6/26/25
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>Jerame</i>	7/21/25
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:
ANTH	3903	☐ Spring ☒ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Anthropology in Focus		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
ANTH FOCUS		

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? 6

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not Applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?
This is part of the first revision to the ATU Anthropology and Geography program since its creation in 2015. As our Anthropology and Geography major grows, additional coursework in upper-division anthropology is needed to meet student demand. "Anthropology in Focus" allows for rotating, upper-division topics taught at the 3000-level. At present, the only option for topics-based classes is ANTH 4983: Anthropology Seminar, designed for capstone-style seminar approaches.

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.

ANTH 3903: Anthropology in Focus

Instructor: XXX

Course Description: A rotating topic course in relevant concepts of anthropology or archaeology.

Required Text: AS A ROTATING TOPICS COURSE, THIS SECTION WILL DIFFER EACH TIME THE COURSE IS TAUGHT

Learning Objectives: AS A ROTATING TOPICS COURSE, LEARNING OBJECTIVES WILL DIFFER EACH TIME THE COURSE IS TAUGHT

Assessment: AS A ROTATING TOPICS COURSE, THIS SECTION WILL DIFFER EACH TIME THE COURSE IS TAUGHT

Grading Scale: A = 90–100%, B = 80–89%, C = 70–79%, D = 60–69%, F = 0–59%

Class policies: AS A ROTATING TOPICS COURSE, THIS SECTION WILL DIFFER EACH TIME THE COURSE IS TAUGHT, AND DEPENDING ON THE INSTRUCTOR

Code of Academic Integrity: Students must refrain from ALL TYPES OF cheating, plagiarism, fabrication, impersonation, forgery, collusion, and/or other dishonest practices. (See examples at <https://www.atu.edu/academic-integrity/>) Students who violate the ATU Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university-level sanctions.

Special Accommodations Statement: ATU adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit: <http://www.atu.edu/disabilities/index.php>

Anti-Discrimination Statement: ATU does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct, report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify ATU's Title IX Coordinator and share the basic facts of your experience. Visit: <http://www.atu.edu/titleix/index.php>

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

Course Content: AS A ROTATING TOPICS COURSE, THIS SECTION WILL DIFFER EACH TIME THE COURSE IS TAUGHT

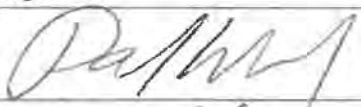
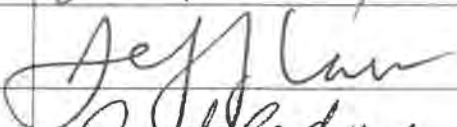
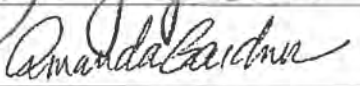


ARKANSAS TECH UNIVERSITY

Add Anth 479(1-4) Internship.

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	06/18/2025

Title	Signature	Date
Department Head David Ward		6/26/25
Dean Jeffrey Cass		6/30/25
Assessment		7/1/25
Registrar		7/21/25
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:
ANTH	4791/2/3/4 (variable)	☐ Spring ☒ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Anthropology Internship		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
ANTHROPOLOGY INTERNSHIP		

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

☐ Yes ☒ No

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

If so, list course subject and number. ☐ Yes ☒ No

Is this course repeatable for additional earned hours? ☒ Yes ☐ No How many total hours? 6

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not Applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?
This is part of the first revision to the ATU Anthropology and Geography program since its creation in 2015. As our Anthropology and Geography major has grown, we have had several students work as interns in community organizations, such as the Russellville city government. This course, "Anthropology Internship", with a variable set of hours from 1 to 4, allows students to earn course credit for internship work. The structure and description of this course also mirror existing internship courses in the College of Arts and Humanities.

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).

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ANTH 479x: Anthropology Internship

Instructor: Dr. Joshua Lockyer, XXXXX

Office: XXX; **Office Hours:** XXX

Course Description: A supervised placement in an anthropology-related organization under the joint professional guidance of the organization and a faculty member. Emphasis will be placed on real-world experiential learning. Students are required to complete a comprehensive report and a minimum number of internship-related hours, to be determined by the instructor.

Course Note: May be taken for 1, 2, 3, or 4 hours of credit One credit hour is equivalent to 10 internship clock hours.

Learning Objectives: Throughout this internship course experience, students will:

- Apply anthropology-related knowledge and skills in a professional setting.
- Communicate and collaborate effectively in a workplace environment.
- Connect academic learning with real-world anthropology practice.
- Evaluate how anthropological methods contribute to organizational goals.
- Complete and reflect on internship experiences in a final report.

Assessment: *THIS SECTION WILL DIFFER EACH TIME THE COURSE IS TAUGHT*

Code of Academic Integrity: Students must refrain from ALL TYPES OF cheating, plagiarism, fabrication, impersonation, forgery, collusion, and/or other dishonest practices. (See examples at <https://www.atu.edu/academic-integrity/>) Students who violate the ATU Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university-level sanctions.

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



ARKANSAS TECH UNIVERSITY

ADD ANTH 4986 - Field School

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	06/18/2025

Title	Signature	Date
Department Head David Ward	<i>David Ward</i>	6/26/25
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>Shuan</i>	7/21/25
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:
ANTH	4986	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Field School		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Field School		

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? 6

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not Applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?
This is part of the first revision to the ATU Anthropology and Geography program since its creation in 2015. As our Anthropology and Geography major has grown, we have had several students gain fieldwork experience, most recently in summer 2024. This course, "Field School", allows students to earn course credit for on-site field work.

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.

ANTH 4896: Field School

NOTE: THIS COURSE WILL LIKELY BE TAUGHT BY THE NEW ANTHROPOLOGY HIRE, WHO WILL BEGIN AT ATU IN FALL 2025. THIS IS A COMPARABLE SYLLABI OF A PREVIOUS FIELD SCHOOL-TYPE COURSE.

ARKANSAS TECH UNIVERSITY

Department of Behavioral Sciences

Advanced Field Methods in Archeology

Instructor of Record: Dr. Joshua Lockyer

Email:

Office Hours: Virtual or by appointment (pre/post field training)

Location: Plumb Bayou Mounds Archeological State Park (Toltec), Scott, AR

Course Description

This three-credit hour advanced field course offers hands-on experience in archeological field and laboratory methods through participation in the 2025 Arkansas Archeological Survey Training Program. Hosted at Plumb Bayou Mounds Archeological State Park, this program introduces students to systematic excavation, documentation, artifact processing, and site interpretation under professional supervision.

Students will work alongside members of the Arkansas Archeological Society and Survey staff, contributing to ongoing research at a significant Late Woodland–Mississippian mound site.

Required Participation

- Full attendance and participation in all scheduled field days (May 31st–June 14)
- Evening lectures, workshops, and lab sessions during the program
- Adherence to safety protocols and ethical standards of archeological practice

Evaluation and Grading

Assignment / Activity Percentage

- Field Participation & Skill Development Log 50%
- Field Journal (daily entries) 25%
- Site Report Contribution (group work) 25%



ARKANSAS TECH UNIVERSITY

SOC/CS Serial and Mass
murder

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	06/24/2025

Title	Signature	Date
Department Head	<i>Dan Hunt</i>	6/23/25
Dean	<i>Jeff</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>Tammy Weaver</i>	7/21/25
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:
SOC/CS/PSY	3000 3203	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Serial and Mass Murder		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Serial and Mass Murder		

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 ~~CJ 300X, PSY 300X~~ **3203**

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: N/A

☒ Elective ☐ Major ☐ Minor

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

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

N/A

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

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

Answer the following Assessment questions:

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

The Behavioral Science Department is updating course offerings to align with student interests and shifting crime trends at the intersection of Sociology, Psychology, and Criminal Justice. There is no course dedicated specifically to homicide. Adding a course in Serial and Mass Murder addresses this gap by examining patterns of extreme violence, offender motives, media narratives, and structural issues. The course will prepare students to analyze how institutions, communities, and cultures respond to homicide and will support careers in behavioral profiling, violence prevention, and public safety.

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.

3203
SOC/PSY/CJ 3203: Serial and Mass Murder

Instructor: Dr. Jason S. Ulsperger
Witherspoon 355
julsperger@atu.edu
479-968-0464

Office Hours: M: 8-1:00, T: 8:30-9:30, also by appointment
Offered: TBD
Contact Hours: Online Course

IMPORTANT: After logging on to this class via Blackboard and reading this syllabus, complete the "Policy Agreements" under Federal Attendance Module in the "Content" area.

INSTRUCTIONS

Once you logon to Blackboard, click on the Serial and Mass Murder course. The shell should open to the "Content" area – *see specifics below*. There are other areas at the top shell menu presenting horizontally. "Calendar" should be synched to assignments and due dates embedded in the course. "Announcements" provides you with a variety of information, including assignment reminders. "Gradebook" gives information on your performance as related to assignments. "Messages" provides you with a log of correspondence.
Note: This is not for general education credit. It is an upper division sociology, psychology and criminal justice elective.

CATALOG DESCRIPTION

This course explores the sociological, psychological, and criminological dimensions of serial and mass homicide. Topics include offender typologies, victim selection, motive analysis, media influence, investigative strategies, and societal responses. Emphasis is placed on theoretical frameworks, structural contexts, and the role of institutions in understanding and addressing these crimes. Students will engage with case studies, research literature, and critical analysis to examine how homicide is patterned, portrayed, and prevented.

LEARNING OBJECTIVES

1. Define and differentiate between serial murder, mass murder, spree killings, and other forms of homicide.
2. Apply theoretical perspectives to explain patterns of extreme violence while analyzing offender typologies.
3. Evaluate structural and cultural responses to homicide, including media, institutional, and public reactions.
4. Assess the role of mental health, workplace dynamics, and familial contexts in shaping patterns of murder.
5. Interpret real-world case studies involving school, workplace, and medical killing.
6. Demonstrate research skills through a final project while integrating data from people working in the field.

LEARNING ACTIVITIES

1. Read assigned PDFs and/or webpages each week.
2. Watch a video each week relating to chapter material and write a journal entry on it.
3. Complete a short quiz and exam each week.
4. Select a movie with themes associated with serial and mass homicide and write an analysis of it.
5. Complete a research paper (case study) focusing on a specific serial killer or mass murderer, with interview.

COURSE MATERIALS

The instructor will supply reading materials via Blackboard.

SUPPLEMENTAL READINGS

Edelstein, Arnon. 2023. *Mass Murder and Serial Murder*. New York: Columbia University Press.
Blum, Sarah, and Julia A. Jaworski. 2023. *Critical Mass*. New York: Routledge.
Callahan, Maureen. 2019. *American Predator*. New York: Viking Press.

POLICY ON PARTICIPATION

It is in your best interest to read the chapter assigned every week. You are responsible for all information covered in the book. The instructor will report nonparticipation in class activities to the appropriate TECH office. If you miss three assignments, the instructor may contact you letting you know that you are on a potential "drop" list. If you miss another assignment after that, the instructor may submit paperwork to drop you.

CONTENT LAYOUT

Again, the shell should open to the "Content" area. Here are the folders you will find in it.

Federal Attendance Module

Under this, look for the "Policy Agreements" assignment. This simply shows that you actively participated in the class at least once. The university requires this folder.

Syllabus

This is where you will find the syllabus.

Schedule

This is a list of assignments and due dates. Some weeks may not follow the typical weekly format. Pay attention to schedule variation.

Mid-Term Film Analysis and Research Project

-Mid-Term Film Analysis (100 points)

The mid-term film analysis involves writing a five page mid-term paper on a film that relates to serial or mass murder. Details for the paper are in the description in the "Content" area under "Mid-Term Film Analysis." Please write the paper using Microsoft Word and submit it in Blackboard on the due date.

-Research Project (100 points)

For the research component of this course, you must complete a case study of a specific serial killer or mass murderer. Your project should integrate interview data from someone who works in a criminal justice field (ex. law enforcement) and/or an individual impacted by the homicides pertaining to your case. Your paper must be 10 pages minimal. Use Microsoft Word. The instructor posted details for this project under the "Content" area under "Research Project."

Weekly Folder

You will have a folder appear for every week. It includes the course content you need to address for that week. Every week you will have Readings, Quizzes, Journal Entries, and a Test. Per the schedule, as noted above, there will be a Mid-Term Film Analysis and Research Project too.

-Readings

Readings for the course correspond to each chapter. The readings will be PDF documents or Internet links. **Readings will appear every Monday morning when scheduled at 12:00 am and be available until the following Sunday at 11:59 pm.**

-Quizzes (120 points)

You must take 12 quizzes. They consist of five true/false questions. **A quiz file will appear every Monday morning when scheduled at 12:00 am and be available until the following Sunday at 11:59 pm.** You will have 30 minutes to complete each quiz. Once you start the quiz, you must complete it in one sitting. You will have three attempts available for you to complete the quiz. The instructor will keep your highest grade. If you fail to logon and take the quiz, the instructor will not allow you to make up the points. Moreover, if you exceed the time limit allotted for a quiz, the instructor will not allow you to make up the points. You are responsible for keeping up with your own time. If Blackboard is having technical issues and

you cannot complete a quiz in three attempts, you must contact the instructor within 24 hours. You should always check with Campus Support on technical issues first - (479) 968-0646.

Note: See comment under "Tests" on the lockdown browser. It applies here too.

-Journal Entries (240 points)

You must submit a journal entry every week as designated by the schedule. There are 12 entries worth 20 points each. The journal entry will relate to material in the corresponding readings you are covering for the week. You will be required to view a YouTube video posted as an Internet link. With your entry, you should summarize the video with one paragraph, apply concepts related to the readings with another paragraph, and then provide a final paragraph where you analyze the video with your own academic and personal insights. Journal entries should relate directly to the video. If yours does not, or it is not the designated three paragraphs, the instructor will deduct points. **Journals open for student access at 12:00 am on Monday and will be available until the following Sunday at 11:59 pm.**

-Tests (1200 points)

Twelve 100-point exams exist for this course. They consist of 25 multiple-choice questions. **As designated in the schedule, exams will open Monday at 12:00 am and close the following Sunday at 11:59 pm each week.** You will have one hour to complete each exam. You have three attempts to complete the exam, and the instructor will keep your highest grade. If you fail to logon and take the exam, the instructor will not allow you to make up the points. If you exceed the time limit, the instructor will not allow you to make up the points. You are responsible for keeping up with your own time. If Blackboard is having technical issues and you cannot complete a test, you must contact the instructor within 24 hours, but always check with Campus Support on technical issues first (479-968-0646). If you contact them, they will email a copy of the ticket to me, so the instructor knows you have attempted to resolve the issue. Tests will use the **Respondus Lockdown Browser**. Here is a review: <https://www.youtube.com/watch?v=2ojUdVHiRrw>.

You will be unable to print, copy, go to another URL, access other applications, or close a test until it is submitted for grading. To download the browser tool refer to this link:

<https://download.respondus.com/lockdown/download.php?ID=147834412>.

GRADING

Grades post on Blackboard after each exam or assignment. If you ever have a question about your grade, feel free to contact the instructor. The instructor will base final grades on the following percentages:

A=100 – 90.0% B=89.99 – 80.0% C=79.99 – 70.0% D=69.99 – 60.0% F=59.99 – 0%

GRADING SUMMARY LIST

Quizzes	120 points
Journal Entries	240 points
Tests	1200 points
Mid-term Film Analysis	100 points
Research Project	100 points
Total	1760 points

MAKE-UP WORK

The instructor allows make-up work at discretion with adequate documentation. Valid excuses include death in the family, illness, or school activity. Simply "forgetting" to complete an assignment does not qualify as a valid excuse. As mentioned earlier, for computer issues, the instructor must have a ticket from Campus Support before even considering opening an assignment back up. The instructor will use finals week to administer any *approved* make-up work.

IMPORTANT UNIVERSITY DATES

TBD	Last day to officially withdraw/drop with full reduction of tuition/fees
TBD	Last day to drop with "W"
TBD	Reading Day / Finals Start

DISABILITIES, ACCOMMODATIONS, AND OTHER INFORMATION

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

-Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation, please contact the ATU Office of Disability Services or visit <http://www.atu.edu/disabilities/>. If you are facing challenges securing food or housing, community resources are available for students at the following webpage: <https://www.atu.edu/hwc/educationandresources/localresources.php> or contact 479-968-0238.

-The instructor will not tolerate any form of cheating, plagiarism, or academic misconduct. Submitting as one's own any assignment completed by another constitutes academic misconduct. Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. The Code of Academic Integrity can be found in the Student Handbook, as well as the following website: <https://www.atu.edu/academic-integrity/>.

CLASSROOM AND CAMPUS BEHAVIOR

Each member of the Arkansas Tech University community is obliged to act in a non-disruptive manner in the classroom. If a student is being disruptive, the instructor will address the situation, discussing behavioral expectations moving forward, and emphasize possible consequences for failing to comply. If the disruptive behavior persists, the student may be suspended on an interim basis from the class. Instructors may report excessive and/or repeated disruptive behavior through the Procedures for Addressing Violations of Academic Integrity and Classroom Behavior. This process includes an appeals process students may use to challenge perceived violations or excessive penalties. Students who exhibit disruptive behavior may also be referred to the Department of Student Conduct. If a classroom incident constitutes an emergency (e.g., any immediate threat to life and/or property) and requires an immediate response from police, fire or emergency medical services, please call 911.

Note: This includes virtual contexts.

AI COURSE POLICY

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT. Impermissible use of a Generative AI Tool to complete work constitutes academic dishonesty.

COURSE OUTLINE

	Due Date
Week 1	
Orientation to Course	TBD
Nothing Due	
Week 2	
Topic: Gauging Interest in Multiple Murder	
Reading Availability	TBD
Quiz 1 Due	TBD
Journal Entry 1 Due	TBD
Test 1 Due	TBD
Week 3	
Topic: Defining Multiple Murder	TBD
Reading Availability	TBD
Quiz 2 Due	TBD
Journal Entry 2 Due	TBD
Test 2 Due	TBD
Week 4	
Topic: Theoretical Perspectives	
Reading Availability	TBD
Quiz 3 Due	TBD
Journal Entry 3 Due	TBD
Test 3 Due	TBD
Week 5	
Topic: School Shootings	
Reading Availability	TBD
Quiz 4 Due	TBD
Journal Entry 4 Due	TBD
Test 4 Due	TBD
Week 6	
Topic: Cannibalism and Serial Killing	
Reading Availability	TBD
Quiz 5 Due	TBD
Journal Entry 5 Due	TBD
Test 5 Due	TBD
Week 7	
Topic: Familicidal Hearts	
Reading Availability	TBD
Quiz 6 Due	TBD
Journal Entry 6 Due	TBD
Test 6 Due	TBD
Week 8	
Mid-Term Film Analysis Due	TBD

Week 9

Topic: Team-based Serial Killing

Reading Availability	TBD
Quiz 7 Due	TBD
Journal Entry 7 Due	TBD
Test 7 Due	TBD

Week 10

Topic: Workplace Mass Murder

Reading Availability	TBD
Quiz 8 Due	TBD
Journal Entry 8 Due	TBD
Test 8 Due	TBD

Week 11

Topic: Masculinity and Serial Killing

Reading Availability	TBD
Quiz 9 Due	TBD
Journal Entry 9 Due	TBD
Test 9 Due	TBD

Week 12

Topic: Mental Health, Brain Abnormalities, and Mass Murder

Reading Availability	TBD
Quiz 10 Due	TBD
Journal Entry 10 Due	TBD
Test 10 Due	TBD

Week 13

Topic: Medical Professionals as Serial Killers

Reading Availability	TBD
Quiz 11 Due	TBD
Journal Entry 11 Due	TBD
Test 11 Due	TBD

Week 14

Topic: Apprehension and Tracking of Serial Killers

Reading Availability	TBD
Quiz 12 Due	TBD
Journal Entry 12 Due	TBD
Test 12 Due	TBD

Week 15

Research Project Preparation

TBD

Week 16

Research Project Due

TBD

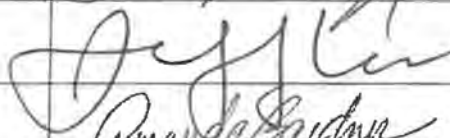


ARKANSAS TECH UNIVERSITY

CJ Cybercrimes

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	6/25/25 6/25/25

Title	Signature	Date
Department Head		6/25/25
Dean		6/30/25
Assessment		7/1/25
Registrar		7/21/25
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:
CJ / SOC	3XXX 3223	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Cybercrimes		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Cybercrimes		

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 **500 3223**

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

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

The rapid advancement of technology has transformed the landscape of criminal activity. Traditional criminal justice curricula often lack focused training on the investigation, prevention, and legal complexities of cybercrimes. This proposed course addresses the growing need for criminal justice professionals to understand, investigate, and respond to cyber-related offenses, including identity theft, hacking, online fraud, cyberstalking, and digital exploitation.

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.

Cybercrimes
SOC/CJ ³²²³4143, Summer 2025

June 6 – July 2

(Arkansas Tech University)

Class Time: June 6 – July 2
Location: Blackboard; online
Instructor: Dr. Chapman
Office: 350 WPN
Office Hours: By appointment
Email: nchapman1@atu.edu

Course Objectives:

The purpose of this course is to introduce the student to the study of Cybercrimes. The student will develop a background in historical and contemporary theories that will examine: definitions of cybercrime, theoretical perspectives of cybercrime, explanations of criminal behavior, the measurement of criminal behavior, enforcement of laws, types of cybercrime, and many more topics.

Format of the Course:

You will engage the material in the following ways: course readings in the textbook, supplemental readings, weekly quizzes, and weekly exams. The study of cybercrime offers a wide range of possible research topics. The goal of this course is to provide an in-depth overview of the major criminological theories surrounding the growing area of cybercrime.

Each week will maintain basically the same structure. You will be assigned chapters and supplemental readings from the textbooks. Also, you will have weekly quizzes and exams. Class will be organized around the material as listed on the syllabus. It is important that you keep up with the readings for each week and complete the assignments on time.

Note: Syllabus dates and assignments are subject to change at the discretion of the instructor. I realize that sometimes life happens and we do not always adhere to our schedules. That being said, I would like for us to focus more on actively learning the material rather than focusing on simply "covering everything."

Textbooks:

I have made the PDFs of the chapters available on Blackboard. If you would like to purchase the book, I would recommend Amazon. There are several used copies for reasonable prices.

Optional:

Holt, Thomas J., Adam M. Bossler, and Kathryn C. Siegfried-Spellar. 2015. *Cybercrime and Digital Forensics: an Introduction*. London: Routledge.

Additional readings will be made available via Blackboard in the form of a PDF. These readings will be exemplary pieces in the historical study of criminology.

Academic Honesty, Cheating, and Plagiarism:

Please review the University policy on cheating and plagiarism (page 88 in the Student Handbook). Academic honesty applies to all assignments and examinations. A student who has doubts about whether or how the Honor Pledge applies to a particular assignment or examination is responsible for obtaining specific guidelines from the instructor before submitting the work for evaluation. Academic dishonesty will not be tolerated in this course or any other at ATU. Again, when in doubt, see me first.

Late Assignments:

This policy is straightforward: For every day an assignment is late after the due date, a letter grade will be deducted (10 points). Thus, an "A" paper that is late by one day will receive a "B." Assignments are due in-class on the day scheduled. Again, if you should encounter a difficulty or conflict, see me BEFORE the due date. All extreme cases will be handled individually - so please talk to me!

Accommodations:

If you are in need of accommodations such as: extra time for assignments, alternative forms of evaluation and examination, or special needs inside the classroom; please let me know so that I can take proper action to make sure that you are accommodated in the best way possible. Our goal is to learn and I want to make sure that you can do that in the most effective way.

Requirements and Grading:

Exams – There will be 2 exams. See below for specific dates regarding exams. Exams are available on the Blackboard course site. Each exam will open a new browser window in which you will complete the exam.

Weekly Quizzes – These assignments will be placed on Blackboard each week with an allotted time to complete each assignment. Quizzes will be due on Saturdays at 11:59 PM (unless specified otherwise per the professor). This course is very reading intensive, therefore you should get started on these assignments early in the week so you have time for questions. You may take each quiz multiple times and only your highest grade will be accepted for each quiz.

Grade Distribution:

Mid-Term Exam – 100 points

Final Exam – 150 Points

Weekly Quizzes – 100 points (5 quizzes x 20 pts each)

Total = 450 points

Tentative Course Schedule (subject to change at discretion of the professor)

Week 1: June 2-7

- Chapter 1 – Technology and Crime
- Chapter 2 – Computer Hackers and Hacking
- Quiz 1 available 6/2 @ 12:00 AM until 6/7 @ 11:59 PM

Week 2: June 8-14

- Chapter 3 – Malware and Automated Computer Attacks
- Chapter 4 – Digital Piracy and Intellectual Property Theft
- Quiz 2 available 6/8 @ 12:00 AM until 6/14 @ 11:59 PM

Week 3: June 15-21

- Chapter 5 – Economic Crimes and Online Fraud
- Chapter 6 – Pornography, Prostitution, and Sex Crimes
- Chapter 7 - Cyberbullying, Online Harassment, and Cyberstalking
- Mid-Term Exam available 6/16 @ 12:00 AM until 6/21 @ 11:59 PM
- Quiz 3 available 6/15 @ 12:00 AM until 6/21 @ 11:59 PM

Week 4: June 22- 28

- Chapter 8 – Online extremism, Cyberterrorism, and Cyber Warfare
- Chapter 9 – Cybercrime and Criminological Theories
- Chapter 10 – Evolution of Digital Forensics
- Quiz 4 available 6/22 @ 12:00 AM until 6/28 @ 11:59 PM

Week 5: June 29-July 2

- Chapter 11 - Acquisition and Examination of Forensic Evidence
- Chapter 12 – Legal Challenges in Digital Forensic Investigations
- Chapter 13 – The Future of Cybercrime, Terror, and Policy
- Quiz 5 available 6/29 @ 12:00 AM until 7/2 @ 11:59 PM
- Final Exam available 6/29 @ 12:00 AM until 7/2 @ 11:59 PM

Alexis Scrimshire

From: David Ward
Sent: Wednesday, July 2, 2025 12:32 PM
To: Curriculum Proposals
Subject: Re: Proposal Questions: Catalog descriptions

Thanks for helping us!

SOC/CJ 3223 Cybercrimes

An examination of cybercrime including, but not limited to, the types, historical background, theoretical perspectives, measurement, and law enforcement of cybercrime.

SOC/CJ 4073 Criminal Law

This course covers the substantive foundations of criminal law in the United States including legal theory, statutory interpretation, and real-world case analysis. Particular attention is given to crimes against persons, property, public order, and the state. This course emphasizes both historical and contemporary legal reasoning, with a focus on how criminal law reflects broader social values and constitutional constraints. This course is designed for students in both Criminal Justice and Sociology and is suitable for those considering careers in law, public policy, or justice-related fields.

SOC/CJ 4303 Criminal Evidence

A comprehensive introduction to the principles, rules, and procedures governing criminal evidence in the United States legal system. Emphasizing both theory and application, the course examines how evidence is gathered, analyzed, and used at various stages of a criminal trial. Topics cover include the burden of proof, admissibility standards, and the roles of judges, juries, and attorneys in evaluating evidence. Special attention will be given to how evolving case law and the Federal Rules of Evidence influence trial strategy and the rights of the accused. By the end of the course, students will be able to identify, interpret, and critique evidentiary issues from both legal and sociological perspectives. This course is designed for students in both Criminal Justice and Sociology and is suitable for those considering careers in law, public policy, or justice-related fields.

David

Ps this was the question:

Sorry, two more questions about the proposals you bring over. I don't see catalog descriptions included in the syllabi for CJ 3223, 4073, and 4303, unless you want to include the introductions in the syllabi which seem lengthy for the catalog description. Do you want to use those or provide catalog descriptions?



ARKANSAS TECH UNIVERSITY

SOC/CJ Victimology

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	06/24/2025

Title	Signature	Date
Department Head	<i>[Signature]</i>	6/25/25
Dean	<i>[Signature]</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>[Signature]</i>	7/21/25
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:
SOC 163	3XXX 3273	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Victimology		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Victimology		

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

☐ Yes ☒ No

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

☒ Yes ☐ No

If so, list course subject and number.

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

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

The Behavioral Science Department is updating course offerings to align with current student interests and workforce trends, particularly at the intersection of Sociology and Criminal Justice. There is no course dedicated specifically to Victimology. Adding this course will address that gap by equipping students with theoretical and practical tools for understanding victimization, including trauma response, harm assessment, victim interviewing, and restorative justice. Demand for these skills is growing, as reflected in national labor market trends. Offering Victimology will strengthen both programs and prepare students for careers in advocacy and community-based justice.

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.

3273

SOC/CJ 3XXX: Victimology

Instructor: Dr. Jason S. Ulsperger
Witherspoon 355
julsperger@atu.edu
479-968-0464

Office Hours: M: 8-1:00, T: 8:30-9:30, also by appointment
Offered: TBD
Contact Hours: Online Course

IMPORTANT: After logging on to this class via Blackboard and reading this syllabus, complete the "Policy Agreements" under Federal Attendance Module in the "Content" area.

INSTRUCTIONS

Once you logon to Blackboard, click on the Victimology course. The shell should open to the "Content" area – see specifics below. There are other areas at the top shell menu presenting horizontally. "Calendar" should be synched to assignments and due dates embedded in the course. "Announcements" provides you with a variety of information as the course progresses, including assignment reminders. "Gradebook" gives information on your performance as related to assignments. "Messages" provides you with a log of correspondence.

Note: This is not for general education credit. It is an upper division sociology and criminal justice elective.

CATALOG DESCRIPTION

An introduction to the sociological and criminological study of victimization focused on survivors. Topics include trauma-informed theory, national victimization trends, survivor interaction with criminal justice systems (police, courts, corrections), victim compensation, and restorative justice. The course also examines specific crime types, violent, property, intimate partner, family, and sexual offenses, and the application of survivor-centered advocacy and recovery practices.

LEARNING OBJECTIVES

1. Identify and define key concepts in victimology from a trauma-informed perspective.
2. Analyze patterns and causes of victimization using sociological and criminological frameworks.
3. Evaluate criminal justice system responses to survivors, including law enforcement and courts.
4. Apply Routine Activity Theory and other victimological perspectives to case scenarios.
5. Synthesize real-world knowledge through interviews with victim service professionals.
6. Assess and critique restorative justice and survivor-centered policy models.

LEARNING ACTIVITIES

1. Review PowerPoint slides each week familiarizing you with chapter material for that week.
2. Read one assigned chapter each week.
3. Complete a short quiz and exam each week.
4. Watch a video each week relating to chapter material and write a journal entry on it.
5. Select a movie with themes associated with victimology and write a scholarly analysis of it.
6. Complete a research project including an interview of someone currently working in the field.

COURSE MATERIALS

Karmen, Andrew. 2019. *Crime Victims: An Introduction to Victimology*. 10th ed. Boston: Cengage Learning.

SUPPLEMENTAL READINGS

Herman, Judith L. 2023. *Truth and Repair: How Trauma Survivors Envision Justice*. New York: Basic.
Zehr, Howard, and Ali Gohar. 2023. *The Little Book of Restorative Justice*. Intercourse, PA: Good Books.
Davies, Pamela, and Peter Francis. 2022. *Doing Victimology*. Palgrave Macmillan.
Felson, Marcus, and Mary Eckert. 2019. *Crime and Everyday Life* (6th ed.). Thousand Oaks, CA: Sage.

POLICY ON PARTICIPATION

It is in your best interest to read the chapter assigned every week. You are responsible for all information covered in the book. The instructor will report nonparticipation in class activities to the appropriate TECH office. If you miss three assignments, the instructor may contact you letting you know that you are on a potential "drop" list. If you miss another assignment after that, the instructor may submit paperwork to drop you.

CONTENT LAYOUT

Again, the shell should open to the "Content" area. Here are the folders you will find in it.

Federal Attendance Module

Under this, look for the "Policy Agreements" assignment. This simply shows that you actively participated in the class at least once. The university requires this folder.

Syllabus

This is where you will find the syllabus.

Schedule

This is a list of assignments and due dates. Some weeks may not follow the typical weekly format. Pay attention to schedule variation.

Mid-Term Film and Research Project

-Mid-Term Film Analysis (100 points)

The mid-term film analysis involves writing a five page mid-term paper on a film that relates to victimology. Details for the paper are in the description in the "Content" area under "Mid-Term Film Analysis." Please write the paper using Microsoft Word and submit it in Blackboard on the due date.

-Research Project (100 points)

For the research component of this course, you must interview someone who works in a field related to victimology. The paper you turn in will follow a question-response format. Your transcribed interview must be 4-5 pages minimal. The instructor posted details for this project under the "Content" area under "Research Project."

Weekly Folder

You will have a folder appear for every week. It includes the course content you need to address for that week. Every week you will have Presentations, Quizzes, Journal Entries, and a Test. Per the schedule, there will be a Mid-Term Film Analysis and Research Project too.

-Presentations

Presentations for the course correspond to each chapter. The presentations are Microsoft PowerPoint files. **A presentation file will appear every Monday morning when scheduled at 12:00 am and be available until the following Sunday at 11:59 pm.** The instructor recommends that you read each chapter from the text and then view the corresponding presentation.

-Quizzes (120 points)

You must take 12 quizzes. They consist of five true/false questions. **A quiz file will appear every Monday morning when scheduled at 12:00 am and be available until the following Sunday at 11:59 pm.** You will have 30 minutes to complete each quiz. Once you start the quiz, you must complete it in one sitting. You will have three attempts available for you to complete the quiz. The instructor will keep your highest grade. If you fail to logon and take the quiz, the instructor will not allow you to make up the points. Moreover, if you exceed the time limit allotted for a quiz, the instructor will not allow you to make up the

points. You are responsible for keeping up with your own time. If Blackboard is having technical issues and you cannot complete a quiz in three attempts, you must contact the instructor within 24 hours. You should always check with Campus Support on technical issues first - (479) 968-0646.

Note: See comment under "Tests" on the lockdown browser. It applies here too.

-Journal Entries (240 points)

You must submit a journal entry every week as designated by the schedule. There are 12 entries worth 20 points each. The journal entry will relate to material in the corresponding chapter you are covering. You will be required to view a YouTube video posted as an Internet link. With your entry, you should summarize the video with one paragraph, apply concepts related to the chapter with another paragraph, and then provide a final paragraph where you analyze the video with your own academic and personal insights. Journal entries should relate directly to the video. If yours does not, or it is not the designated three paragraphs, the instructor will deduct points. **Journals open for student access at 12:00 am on Monday and will be available until the following Sunday at 11:59 pm.**

-Tests (1200 points)

Twelve 100-point exams exist for this course. They consist of 25 multiple-choice questions. **As designated in the schedule, exams will open Monday at 12:00 am and close the following Sunday at 11:59 pm each week.** You will have one hour to complete each exam. You have three attempts to complete the exam, and the instructor will keep your highest grade. If you fail to logon and take the exam, the instructor will not allow you to make up the points. If you exceed the time limit, the instructor will not allow you to make up the points. You are responsible for keeping up with your own time. If Blackboard is having technical issues and you cannot complete a test, you must contact the instructor within 24 hours, but always check with Campus Support on technical issues first (479-968-0646). If you contact them, they will email a copy of the ticket to me, so the instructor knows you have attempted to resolve the issue. Tests will use the **Respondus Lockdown Browser**. Here is a review: <https://www.youtube.com/watch?v=2ojUdVHiRrw>.

You will be unable to print, copy, go to another URL, access other applications, or close a test until it is submitted for grading. To download the browser tool refer to this link:

<https://download.respondus.com/lockdown/download.php?ID=147834412>.

GRADING

Grades post on Blackboard after each exam or assignment. If you ever have a question about your grade, feel free to contact the instructor. The instructor will base final grades on the following percentages:

A=100 – 90.0% B=89.99 – 80.0% C=79.99 – 70.0% D=69.99 – 60.0% F=59.99 – 0%

GRADING SUMMARY LIST

Quizzes	120 points
Journal Entries	240 points
Tests	1200 points
Mid-term Film Analysis	100 points
Research Project	100 points
Total	1760 points

MAKE-UP WORK

The instructor allows make-up work at discretion with adequate documentation. Valid excuses include death in the family, illness, or school activity. Simply "forgetting" to complete an assignment does not qualify as a valid excuse. As mentioned earlier, for computer issues, the instructor must have a ticket from Campus Support before even considering opening an assignment back up. The instructor will use finals week to administer any *approved* make-up work.

IMPORTANT UNIVERSITY DATES

TBD	Last day to officially withdraw/drop with full reduction of tuition/fees
TBD	Last day to drop with "W"
TBD	Reading Day / Finals Start

DISABILITIES, ACCOMMODATIONS, AND OTHER INFORMATION

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

-Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation, please contact the ATU Office of Disability Services or visit <http://www.atu.edu/disabilities/>. If you are facing challenges securing food or housing, community resources are available for students at the following webpage: <https://www.atu.edu/hwc/educationandresources/localresources.php> or contact 479-968-0238.

-The instructor will not tolerate any form of cheating, plagiarism, or academic misconduct. Submitting as one's own any assignment completed by another constitutes academic misconduct. Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions. The Code of Academic Integrity can be found in the Student Handbook, as well as the following website: <https://www.atu.edu/academic-integrity/>.

CLASSROOM AND CAMPUS BEHAVIOR

Each member of the Arkansas Tech University community is obliged to act in a non-disruptive manner in the classroom. If a student is being disruptive, the instructor will address the situation, discussing behavioral expectations moving forward, and emphasize possible consequences for failing to comply. If the disruptive behavior persists, the student may be suspended on an interim basis from the class. Instructors may report excessive and/or repeated disruptive behavior through the Procedures for Addressing Violations of Academic Integrity and Classroom Behavior. This process includes an appeals process students may use to challenge perceived violations or excessive penalties. Students who exhibit disruptive behavior may also be referred to the Department of Student Conduct. If a classroom incident constitutes an emergency (e.g., any immediate threat to life and/or property) and requires an immediate response from police, fire or emergency medical services, please call 911.

Note: This includes virtual contexts.

AI COURSE POLICY

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT. Impermissible use of a Generative AI Tool to complete work constitutes academic dishonesty.

COURSE OUTLINE

Due Date

Week 1

Orientation to Course
Nothing Due

TBD

Week 2

Chapter 1 - What is Victimology?
Presentation Availability
Quiz Due
Journal Entry Due
Test Due

TBD
TBD
TBD
TBD

Week 3

Chapter 2 - The Rediscovery of Crime Victims
Presentation Availability
Quiz Due
Journal Entry Due
Test Due

TBD
TBD
TBD
TBD
TBD

Week 4

Chapter 3 - Victimization in the United States
Presentation Availability
Quiz Due
Journal Entry Due
Test Due

TBD
TBD
TBD
TBD

Week 5

Chapter 4 - Victims of Interpersonal Crimes of Violence and Theft
Presentation Availability
Quiz Due
Journal Entry Due
Test Due

TBD
TBD
TBD
TBD

Week 6

Chapter 5 - The Ongoing Controversy over Shared Responsibility
Presentation Availability
Quiz Due
Journal Entry Due
Test Due

TBD
TBD
TBD
TBD

Week 7

Chapter 6 - Victims and the Police
Presentation Availability
Quiz Due
Journal Entry Due
Test Due

TBD
TBD
TBD
TBD

Week 8

Mid-Term Film Analysis Due

TBD

Week 9**Chapter 7 - Victims' Rights and the Criminal Justice System**

Presentation Availability	TBD
Quiz Due	TBD
Journal Entry Due	TBD
Test Due	TBD

Week 10**Chapter 8 - Victimized Children**

Presentation Availability	TBD
Quiz Due	TBD
Journal Entry Due	TBD
Test Due	TBD

Week 11**Chapter 9 - Victims of Violence by Lovers and Family Members**

Presentation Availability	TBD
Quiz Due	TBD
Journal Entry Due	TBD
Test Due	TBD

Week 12**Chapter 10 - Victims of Rape and Other Sexual Assaults**

Presentation Availability	TBD
Quiz Due	TBD
Journal Entry Due	TBD
Test Due	TBD

Week 13**Chapter 11 - Additional Groups of Victims with Special Problems**

Presentation Availability	TBD
Quiz Due	TBD
Journal Entry Due	TBD
Test Due	TBD

Week 14**Chapter 12 – Repaying Victims**

Presentation Availability	TBD
Quiz Due	TBD
Journal Entry Due	TBD
Test Due	TBD

Week 15**Research Project Preparation**

TBD

Week 16**Research Project Due**

TBD



CS/PSYC Criminal Law

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	6/25/25

Title	Signature	Date
Department Head	<i>[Signature]</i>	6/25/25
Dean	<i>[Signature]</i>	6/30/25
Assessment	<i>[Signature]</i>	7/1/25
Registrar	<i>[Signature]</i>	7/21/25
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) CJ / 300	Course Number: (e.g., 1003) 4XXX 4013	Effective Term: ☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Criminal Law		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Criminal Law		

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 SOC 4XXX 4073

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

☐ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- If this course is required for the major or minor, complete the following. N/A
 - Provide the program level learning outcome(s) it addresses.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need? The addition of *Criminal Law* is essential to strengthen both the Criminal Justice and Sociology programs by addressing a clear curricular gap in the study of substantive legal principles, including criminal liability, legal defenses, and the structure of punishment. This course supports students preparing for careers in law, law enforcement, and public policy, as well as those planning to attend law school or graduate programs. Student demand for legal content is evident through high enrollment in related courses and active participation in pre-law activities. Peer institutions and nationally recognized

programs consistently include criminal law as a foundational course, underscoring its importance for academic competitiveness and professional preparation.

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.

4073
CJ/SOC ~~4XXX~~ Criminal Law

James Stobaugh, Ph.D.
Office Hours: MW 8-10, 12-1, and by apt.
Office/Phone: Witherspoon 361/(479) 968-0463
E-Mail: jstobaugh3@atu.edu
Mailbox: Witherspoon 348

Arkansas Tech University
Criminal Justice/Sociology
Fall 2025
Class Hours: MWF 11:00-11:150
Room: RPL 300A

INTRODUCTION: This course introduces students to the substantive foundations of criminal law in the United States. Through a combination of legal theory, statutory interpretation, and real-world case analysis, students will explore the essential elements of criminal offenses, including actus reus, mens rea, causation, and attendant circumstances. The course also examines justifications and excuses, inchoate offenses, and the structure of legal defenses. Particular attention is given to crimes against persons, property, public order, and the state.

This class emphasizes both historical and contemporary legal reasoning, with a focus on how criminal law reflects broader social values and constitutional constraints. Students will critically assess the evolving boundaries of criminal liability, the social purposes of punishment, and the impact of overcriminalization and mass incarceration. This course is designed for students in both Criminal Justice and Sociology and is suitable for those considering careers in law, public policy, or justice-related fields.

OBJECTIVES:

- Describe and explain the core elements of criminal liability, including actus reus, mens rea, concurrence, and causation.
- Identify and distinguish between various legal defenses, including justification and excuse, and evaluate their application in specific cases.
- Interpret and brief criminal law cases using standard legal analysis, demonstrating understanding of judicial reasoning and precedent.
- Analyze constitutional principles that limit the scope of criminal law and apply them to contemporary legal controversies.
- Compare and contrast theories of punishment such as retribution, deterrence, incapacitation, and rehabilitation.
- Examine and explain differences in how selected crimes are defined and prosecuted across jurisdictions.
- Assess the social and policy implications of criminal laws, including issues related to overcriminalization and mass incarceration.
- Apply criminal law concepts to hypothetical fact patterns and formulate legally sound conclusions.

SCHEDULE NOTE: This is a mixed-method course. Typically, in-person meetings are scheduled for Mondays and Wednesdays, while online work is assigned on select Fridays. However, we will meet in person on the Fridays specified below. Should there be any changes or deviations from this schedule, they will be communicated to the class.

REQUIRED TEXTS:

The books will be available on Blackboard.

- Samaha, Joel. 2017. *Criminal Law*. Boston: Cengage.
- Other readings will be assigned as the course goes along. These will be made available through Blackboard.

PREREQUISITES: CJ 2003 or SOC 1003

REQUIREMENTS:

Online Tests (155 points total): You will take several online tests on the assigned chapters via Blackboard. **Once a test closes, it won't be available again until the designated make-up weekend.**

Online Activities (125 points total): Online activities will be assigned on Blackboard, due on select days. **After the deadline, these activities won't be accessible again until the make-up weekend.** 20 points will be deducted from your total points for each activity you will.

Reading Quizzes (170 points total): Given the seminar's format, it's crucial that you stay updated with the readings. To ensure this, daily quizzes will be conducted at the beginning of each class to assess your engagement with the material. **These quizzes cannot be retaken for any reason. Your two lowest quiz scores will be dropped. Missing five quizzes will result in your removal from the class.**

Midterm and Final (360 points total): Students will take two exams in this course. The dates for these are on the schedule below. The midterm is worth 170 points and the final is worth 190 points for a total of 360 possible points. Due to the nature of the course, the final will be cumulative. Exams will consist of question from the readings, videos, lectures, and class discussions.

Missed exams— Students who miss the midterm will be permitted to make-up that exam only with a documented, verifiable excuse for missing the exam. Furthermore, all make-up exams will be offered only on the final day listed on the course schedule. This means that if you miss the exam for legitimate reasons (sleeping through your alarm is not a legitimate reason), you will have to wait to complete your missed exam until after you take the final during the scheduled final time.

Participation (90 points): Active participation is essential for the smooth flow of the class. It's expected that everyone will come prepared, having completed the readings and ready to engage. Lack of attendance or participation will lead to point deductions.

POLICIES:

Email: I will disseminate class-related information via email. It's your responsibility to regularly check your email to stay updated. For this course, I will communicate through your official university email account. If you use a personal email account outside the university, ensure that emails are forwarded to your preferred address.

I aim to respond to student emails within 24 hours on weekdays. Emails received over the weekend will be addressed on Monday. If your email doesn't contain a question, I might not reply. Please refrain from emailing me to inquire about missed content. I cannot convey lessons via email, and I don't share my lecture notes. You'll need to obtain missed notes from your classmates.

Assignment of Letter Grades: Final course letter grades will be determined based on the scales provided below (grades will be rounded to the nearest whole number):

Grading Scale

A = 810-900
B = 720-809
C = 630-719
D = 540-629
F = 0-539

Point breakdown

Online Tests = 155

Online activity = 125

In-class quizzes = 170

Midterm = 170

Final = 190

Participation = 90

ASSIGNMENT SUBMISSION: All assignments must be submitted via Blackboard, as this course utilizes Turn It In. Assignments sent via email will not be accepted, and any work emailed will be considered late and will not be graded.

MAKE-UP WEEKEND: Due dates are firm. Once a due date passes the assignment will remain closed. There is one opportunity to make up missed online tests and online activities on December 3rd. This will be the only time these assignments will be reopened. **Once an activity has been graded, you will not be able to redo it for higher grade during the make-up day.** Midterms and in-person quizzes cannot be made up. Be sure to keep up on the due dates below.

NONATTENDANCE: Students are expected to keep up with the course schedule. The make-up day is not designed for students to complete the whole course in one day. If a student fails to turn in 2 or more activities, 2 online test, the midterm, 4 in-class quizzes, or some combination of these they will be dropped for nonattendance. Be sure you are keeping up.

EXTRA CREDIT: Extra credit will not be provided on an individual basis. However, if a special, course-related opportunity arises during the semester, I may offer the entire class the option to earn extra credit by participating.

WHAT IF'S: I don't entertain hypothetical grade scenarios or "what ifs". Students can access their scores for graded tasks and must handle their own grade calculations.

ACADEMIC HONESTY: I hold academic integrity in high regard. Any suspected breaches of the academic honesty policy will be reported. Collaborative efforts such as sharing, copying, or jointly

completing assignments are not allowed unless explicitly permitted. Claiming ignorance won't be accepted as a defense against academic misconduct. Acts of cheating or plagiarism are strictly prohibited. For further clarity on these terms or consequences, refer to the Student Code of Conduct in your Student Handbook.

AI POLICY: Not Permitted in this Course In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI. Impermissible use of a Generative AI Tool to complete assignments is a form of academic dishonesty.

FINALIZED GRADES: Once I've computed the final grades, they are definitive. No assignments will be entertained after this juncture. It's your duty to review Blackboard before the semester concludes to ensure all your submissions have been appropriately marked/graded.

DISCUSSION OF COURSE PERFORMANCE: I will not discuss your performance or grades with anyone other than you. This extends to parents, spouses, partners, siblings, or any other individual. The onus is on you regarding questions about assignments, activities, and grades.

TOBACCO: Our campus is tobacco-free, which encompasses both dipping and chewing. Additionally, no vaporizers, whether tobacco-based or not, are allowed.

STUDENTS WITH DISABILITIES: Any student who has special needs should contact the Office of Disability Services and supply me with the proper documentation. It is the student's responsibility to make testing arrangements with the Learning Center and remind me to get their test to the testing center on time.

CELL PHONES– Please put away cellphones before class. Even if your phone is on silent or vibrate, the use of these items can be very distracting to other students and the instructor. It is essential that cell phones be put away at the beginning of class. Students using cell phones for any reason during class will not be tolerated. **Students seen using their phone during class will have their overall grade reduced by 90 points.**

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services (479) 968-0302, located in Doc Bryan Student Center, Suite 171, or visit: <http://www.atu.edu/disabilities/index.php>.

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

Failure to abide by these principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.

COURSE SCHEDULE¹

Week	Topic	Samaha
1 (1/9-1/15)	Introduction	1
2 (1/16-1/22)	Constitutional Limits	2
3 (1/23-1/29)	Criminal Act	3
4 (1/30-2/5)	Liability	4
5 (2/6-2/12)	Defense: Justifications	5
6 (2/13-2/19)	Defense: Excuses	6
7 (2/20-2/26)	Vicarious Liability	7
8 (2/27-3/5)	Midterm	
9 (3/6-3/12)	Inchoate Crimes	8
10 (3/13-3/19)	Crimes Against Persons: Murder	9
11 (3/20-3/26)	Crimes Against Persons: Bodily Injury	10
12 (3/27-4/2)	Property Crimes	11
13 (4/3-4/9)	Public Order Crimes	12
14 (4/10-4/16)	Crimes Against the State	13
15 (4/17-4/23)	Final Review and Wrap Up	
16 (4/24-4/30)	Final	

¹ I reserve the right to make changes to the schedule as dictated by our progress, as well as the right to modify the readings as becomes necessary. Any change made will either be communicated to you in class or through email.

Alexis Scrimshire

From: David Ward
Sent: Wednesday, July 2, 2025 12:32 PM
To: Curriculum Proposals
Subject: Re: Proposal Questions: Catalog descriptions

Thanks for helping us!

SOC/CJ 3223 Cybercrimes

An examination of cybercrime including, but not limited to, the types, historical background, theoretical perspectives, measurement, and law enforcement of cybercrime.

SOC/CJ 4073 Criminal Law

This course covers the substantive foundations of criminal law in the United States including legal theory, statutory interpretation, and real-world case analysis. Particular attention is given to crimes against persons, property, public order, and the state. This course emphasizes both historical and contemporary legal reasoning, with a focus on how criminal law reflects broader social values and constitutional constraints. This course is designed for students in both Criminal Justice and Sociology and is suitable for those considering careers in law, public policy, or justice-related fields.

SOC/CJ 4303 Criminal Evidence

A comprehensive introduction to the principles, rules, and procedures governing criminal evidence in the United States legal system. Emphasizing both theory and application, the course examines how evidence is gathered, analyzed, and used at various stages of a criminal trial. Topics cover include the burden of proof, admissibility standards, and the roles of judges, juries, and attorneys in evaluating evidence. Special attention will be given to how evolving case law and the Federal Rules of Evidence influence trial strategy and the rights of the accused. By the end of the course, students will be able to identify, interpret, and critique evidentiary issues from both legal and sociological perspectives. This course is designed for students in both Criminal Justice and Sociology and is suitable for those considering careers in law, public policy, or justice-related fields.

David

Ps this was the question:

Sorry, two more questions about the proposals you bring over. I don't see catalog descriptions included in the syllabi for CJ 3223, 4073, and 4303, unless you want to include the introductions in the syllabi which seem lengthy for the catalog description. Do you want to use those or provide catalog descriptions?



ARKANSAS TECH UNIVERSITY

SOC/CI Tech + Society

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	5/12/2025

Title	Signature	Date
Department Head David Ward	<i>David Ward</i>	6/25/25
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	6/30/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	7/1/25
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/21/25
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)	Course Number: (e.g., 1003)	Effective Term:
SOC/CI	4093 4093	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Technology, Power, and Social Change		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Technology & Society		

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

☐ Yes ☒ No

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

If so, list course subject and number. ☒ Yes ☐ No CJ 4083 4093

Is this course repeatable for additional earned hours? ☐ Yes ☒ No How many total hours? 3

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☐ Minor

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

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

Once per academic

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

None

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.
 - Students will critically analyze the relationship between technology and social institutions.
 - Students will evaluate power and inequality within technological systems through a sociological lens.

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

- Analytical essays on case studies involving emerging technologies
- AI-assisted reflective journal with weekly technology evaluations
- Final public-facing project and peer presentation

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

This course addresses a critical gap in the Sociology and Criminal Justice curricula by examining how emerging technologies (e.g., artificial intelligence, surveillance platforms, and algorithmic governance) intersect with power, inequality, and institutional change. While AI serves as a recurring example due to its visibility and urgency, the course remains broadly applicable to multiple forms of technological development. No other Arkansas public university currently offers a sociologically grounded course of this nature. The course is designed as an upper-division elective and aligns with Arkansas Act 341 by supporting digital and ethical workforce preparedness. Students gain relevant skills in critical reasoning, digital literacy, and public communication across fields including education, law, social policy, and public service.

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)**

(SEE ATTACHED FOR SAMPLE SYLLABUS MEETING THE FOLLOWING LISTED CRITERIA)

- 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.

Disclaimer: This is a sample syllabus intended to represent the anticipated structure and content of the course. The final syllabus may be revised to better meet student learning needs or to reflect current developments in society and technology. Students will be provided with the official version at the beginning of the semester.

SOC/CJ ⁴⁰⁹³4083: Technology, Power, and Social Change

Spring 2026 — WPN 335 — [Days/Times TBD]

Instructor: Dr. Sean Huss

Department: Behavioral Sciences

Office: WPN 346

Email: shuss@atu.edu

Webex Office Link: <https://atu.webex.com/meet/shuss>

Office Hours: TBD or by appointment

Course Description

Prerequisites: SOC 1003 or CJ 2003 or approval by the instructor.

This course examines the complex and evolving relationship between technology and society. Students will explore how systems like artificial intelligence, digital surveillance, and algorithmic governance emerge from and reinforce social structures, especially in relation to power, inequality, and institutional change. Drawing on sociological theory and real-world case studies, the course emphasizes the social construction of technology and its varied effects on labor, identity, education, and governance.

Course Objectives

1. Analyze the relationship between technological development and social change.
 2. Apply classical and contemporary sociological theory to real-world technological systems.
 3. Evaluate ethical implications of emerging technologies in various institutional contexts.
 4. Develop critical thinking and policy-writing skills relevant to digital society.
 5. Communicate sociological ideas effectively through writing and collaborative activities.
-

Sample Texts and Articles

- Lupton, Deborah. 2014. *Digital Sociology*. New York: Routledge.
- Boddington, Paula. 2023. *AI Ethics: A Textbook*. Singapore: Springer Nature.
- Blackman, Reid. 2022. *Ethical Machines*. Boston: Harvard Business Review Press.
- Mollick, Ethan. 2024. *Co-Intelligence: Living and Working with AI*. New York: Penguin.

- Chan, Cecilia Ka Yuk, and Tom Colloton. 2024. *Generative AI in Higher Education*. New York: Routledge.
 - Lever, Emilie et al. 2023. "Leveraging the Alignment Between Machine Learning and Intersectionality." *Open Research Europe*.
 - Collins, Harry. 2024. "Why Artificial Intelligence Needs Sociology of Knowledge." *AI & Society*.
-

Graded Assignments

- **Midterm Exam (15%)** — Short essay and applied analysis
 - **Final Exam (15%)** — Cumulative, with focus on ethical frameworks and sociological application
 - **Short Essays (2 x 10%)** — Apply sociological theory to a specific technology-related issue
 - **Collaborative Blackboard Activities (10%)** — Two group discussion tasks with peer review
 - **Final Project: Policy and Ethics Recommendation Paper (30%)** — Develop a policy proposal or ethical best-practices guide applying course theory to a real-world technological issue. Students will present their work during the final week.
 - **Participation and Discussion (10%)** — Active involvement in seminar, peer feedback, and attendance
-

Grading Scale

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

Policies and Procedures

- **Attendance:** Regular attendance and participation are expected.
- **Blackboard Use:** All assignments, discussions, and announcements will be posted here.
- **Returned Work Folder:** Keep all graded work in a folder for reference and discussion.
- **Late Work and Make-Ups:** Exams may be made up with documentation. Other work accepted at instructor discretion.
- **Special Needs:** Students with documented accommodations should contact the instructor early.

- **Student Needs Statement:** See <https://www.atu.edu/localresources/> for support services.
 - **Federal Attendance Confirmation:** Complete the Blackboard module by Day 10 to stay enrolled.
-

Tentative Weekly Schedule

Week Topics

- 1 Introduction; Sociology of Technology; Technological Determinism vs. Social Construction
- 2 Classical Theories of Social Change (Marx, Weber, Durkheim)
- 3 Digital Sociology and Sociotechnical Systems
- 4 AI and Labor: Platform Work, Automation, and Surveillance Capitalism
- 5 Intersectionality and Algorithmic Bias
- 6 Technology and Inequality: Race, Gender, Class
- 7 Exam 1 Review and Midterm
- 8 Surveillance, Policing, and Predictive Technologies
- 9 Blackboard Group Activity #1: Ethics in Facial Recognition
- 10 Education, AI, and Algorithmic Sorting
- 11 Ethics, Power, and Governance of AI
- 12 Technology in Global Contexts; Development and Global Power Asymmetries
- 13 Blackboard Group Activity #2: Building Equitable Tech Policy
- 14 Final Project Workshops and Peer Review
- 15 Final Presentations and Course Wrap-Up

Finals Final Exam

Note: This syllabus is subject to change. Students will be notified of any major updates in class and via Blackboard.



ARKANSAS TECH UNIVERSITY

CJ/SOC White Collar
Crimes

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	6/25/25

Title	Signature	Date
Department Head	<i>[Signature]</i>	6/26/25
Dean	<i>[Signature]</i>	6/30/25
Assessment	<i>[Signature]</i>	7/1/25
Registrar	<i>[Signature]</i>	7/21/25
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) SOC CJ	Course Number: (e.g., 1003) 4XXX 4103	Effective Term: ☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) White Collar Crime		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript). White Collar Crime		

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

☒ Yes ☐ No

CS 4103

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

CS 4103

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☐ Minor

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

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

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

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

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.
 - Students will apply criminological and sociological theories to analyze the causes and consequences of crime.
 - Students will evaluate how social structures, institutional power, and inequality influence the criminal justice system.
 - Students will demonstrate the ability to communicate evidence-based arguments about justice, accountability, and social harm.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
3.
 - Theoretical application in written case study projects
 - Critical analysis essays based on weekly readings and current events
 - Final presentation or essay integrating research and policy evaluation

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

White Collar Crime addresses a clear curricular gap in both the Sociology and Criminal Justice programs. While we offer strong coverage of street-level crime and legal processes, we currently lack a course focused on offenses committed from positions of institutional power. These crimes—including corporate fraud, political corruption, and large-scale financial misconduct—often carry far-reaching consequences yet remain underexamined in our existing course lineup.

This course has previously been offered as a senior seminar and consistently received strong interest and engagement from students. Formalizing it as a cross-listed upper-division elective provides a valuable option for students pursuing careers in law, compliance, public policy, and social advocacy. It also supports program goals related to critical thinking, institutional analysis, and understanding structural inequality.

Expanding the number of well-designed electives is an important step in helping students complete degree requirements more efficiently. By offering relevant, interdisciplinary options like this one, we can reduce scheduling bottlenecks and better align our curriculum with student needs and contemporary professional pathways. Peer institutions routinely include courses on white collar crime, and this addition brings our program into alignment with national standards while advancing student preparation and academic flexibility.

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.

4103
SOC/CJ 4XXX: White Collar Crime

Semester: [Insert Term]

Format: Hybrid (One weekly in-person meeting + asynchronous online components)

Instructor: Dr. Sean Huss

Office: [Insert Office Location]

Email: [Insert Email Address]

Office Hours: [Insert Office Hours]

Sample Syllabus Disclaimer

This syllabus is provided as a sample for curriculum review purposes. Readings, topics, assignments, and scheduling details are subject to change and will be finalized in the official course syllabus issued at the start of the term. Specific articles and readings listed here are illustrative of course content but may be adjusted based on instructor discretion and availability.

Course Description

This course analyzes the complex world of white-collar crime, focusing on offenses such as corporate fraud, securities violations, political corruption, environmental harm, and large-scale financial misconduct. These crimes are often committed not in the margins of society but from positions of power, including corporate offices, government institutions, and financial markets. Drawing on both criminological and sociological frameworks, the course examines how social structures, cultural norms, and institutional power shape the causes, consequences, and responses to white collar crime. Emphasis is placed on the relationship between power, opportunity, and accountability, as well as the legal and regulatory systems that define and enforce these offenses. Through case studies and critical inquiry, the course challenges conventional definitions of crime and justice, raising fundamental questions about inequality, legitimacy, and the rule of law.

Course Objectives

By the end of the course, students will be able to:

1. Identify and explain major types of white collar crime and how they differ from street crime.
2. Use sociological and criminological theories to make sense of why white collar crimes occur.
3. Analyze how institutional roles, organizational structures, and access to resources influence patterns of investigation, prosecution, and sentencing in white collar crime.
4. Evaluate real-world cases to spot patterns in how justice is applied—or avoided.
5. Build strong arguments and policy ideas for holding powerful offenders accountable.
6. Connect white collar crime to broader issues like inequality, regulation, and public trust.

Prerequisites

CJ 2003 and/or SOC 1003

Texts and Materials

Required Texts: - Pontell, H. N., Rosoff, S. M., & Tillman, R. (2020). *Profit Without Honor: White Collar Crime and the Looting of America*. Pearson. - Simpson, S., & Weisburd, D. (Eds.). (2009). *The Criminology of White Collar Crime*. Springer.

Selected Weekly Readings (Provided via LMS): - Sutherland, E. H. (1940, 1945) - Foundational works - Simon, D. (1991) - Millsian theory and elite wrongdoing - Braithwaite, J. (1982); Benson (1989); Block (2002); Shapiro (1990); Barak, Alvesalo-Kuusi, and others (2020-2022) on state-corporate crime - Halsey (2004); Huisman (2013); Bradshaw (2014) on green criminology - Levi (2009); Amos et al. (2022) - Contemporary personality and enforcement themes

Assessment Procedures (Hybrid Format)

1. **Participation and Engagement – 15%**
Active participation in both face-to-face and online discussions. Evaluation based on preparation, contributions, and engagement.
2. **Weekly Reading Reflections – 15%**
Brief (1–2 page) critical responses to assigned readings submitted online. Prompts may relate to class themes or current events.
3. **Midterm Examination – 20%**
Online midterm combining timed short answer and take-home essay questions.
4. **Case Study Project – 25%**
Independent research paper (8–10 pages) analyzing a specific white collar crime case, including theory application and institutional analysis. May be presented in class or recorded online.
5. **Final Exam or Presentation – 25%**
Choice of cumulative essay-based final or in-person/recorded presentation synthesizing course content.

Grading Scale: - A = 90–100

- B = 80–89
 - C = 70–79
 - D = 60–69
 - F = below 60
-

Weekly Topics and Readings

Week	Topic	Key Readings
1	Introduction: What Is White Collar Crime?	Sutherland (1940, 1945), Pontell Ch. 1
2	Historical Foundations and Sutherland's Legacy	Shapiro (1990), Simpson (2013)
3	Theories of White Collar Crime	Simpson & Weisburd, Braithwaite (1982), Mills (1940)
4	Corporate Fraud and Consumer Harm	Pontell Ch. 2–3, Levi (2009)
5	Environmental and Workplace Crimes	Block (2002), Huisman (2013), Halsey (2004)
6	Financial Crime: Ponzi Schemes, Insider Trading	Pontell Ch. 4–5, Amos et al. (2022)
7	Occupational Crime and Professional Offenders	Benson (1989), Simon (1991)
8	Government and Political Corruption	Alvesalo-Kuusi & Barak (2020, 2022)
9	Regulation and Enforcement	Davies & Malik (2021), Ivancevich (2003)
10	Unequal Justice	Pontell Ch. 6, Bradshaw (2014)
11	Public Perception and Media Framing	Selected media and case analysis
12	Global and State-Corporate Crime	Barak, Block, Braithwaite selections
13	Case Study Workshop I	No new readings; work-in-progress reviews
14	Case Study Workshop II	Peer presentations
15	Final Review and Capstone Presentations	—

Course and University Policies

Attendance (Hybrid): Regular participation in both in-person and online components is expected. Students must stay current with weekly materials and engage in asynchronous discussion boards.

Academic Integrity: Cheating, plagiarism, or any form of academic dishonesty will result in disciplinary action in accordance with university policy.

Late Work: Assignments submitted late without prior approval may receive a penalty of 10% per day, up to 5 days. Extensions must be requested in advance.

Technology Use: Students must regularly check Blackboard for updates, assignments, and announcements.

Accommodations: Students with documented disabilities should contact Disability Services and notify the instructor within the first two weeks to arrange accommodations.

Contact and Support

University Writing Lab: [Insert Info]

Tech Support / Blackboard: [Insert Info]

Library and Research Help: [Insert Info]

Special Needs [Insert Info]

SOC/CJ Crime + Gender



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	6/22/2025

Title	Signature	Date
Department Head	<i>[Signature]</i>	6/25/25
Dean	<i>[Signature]</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>[Signature]</i>	7/2/25
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:
SOC CJ	4123	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Crime and Gender		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Crime and Gender		

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 CJ 4123

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

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

Crime and Gender course has been offered as a seminar for the past two years and has consistently made. The sociology faculty are in agreement that the course material fills a gap in the existing curriculum by examining the intersectionality of gender in shaping crime patterns, responses, and impacts. The course also aligns with career needs for the many students interested in social work, victim advocacy, public policy and nonprofit work. The American Sociological Association recommends that undergraduate curricula reflect core social inequalities, including gender.

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.

CRIME & GENDER (SOC/CJ 4123)

Spring 20XX
Dr. Julie Mikles-Schluterman
Online Course

COURSE DESCRIPTION: This course is designed to examine the challenges that women face as victims, perpetrators and professionals with the criminal justice system. In addition, this course will discuss the sources of data collection for women and crime. Lastly, in this course students will be introduced to feminist criminology and its contributions to the research on women and crime.

A LETTER FROM DR. MIKLES:

Welcome to Gender and Crime! The scientific evidence is that our gender impacts our experiences. Sociologists describe this as the intersection of gender and experiences. This is no less true for experiences with crime and the criminal justice system.

In this course you are going to learn what those gendered patterns are AND what the literature tells us about why these patterns exist. We will explore men and women's involvement in crime, whether as victims or as offenders or as professionals working in the criminal

My objectives are that you learn what these patterns are and learn to think critically about why they might exist with the goal of considering how these problems can be addressed; to consider how we can prevent crime and improve experiences for everyone.

Be prepared to read, think and write. You must put in the work in order to learn. If you have any questions or find something you want to discuss further, please send me an email to discuss.

ENJOY!
Dr. Mikles-Schluterman

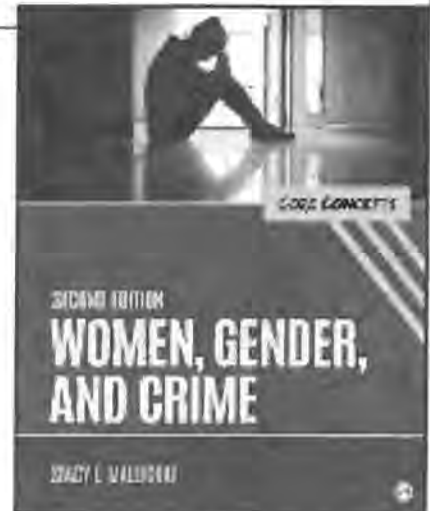
CONTACT INFORMATION:

Office Hours: Wednesday 9am-noon OR
by Webex appointment
Office: WPN 344
Telephone: 498-6050
Email: jmiklesschluterman@atu.edu

COMMUNICATION POLICY:

I will use email as the primary means of communication for the course. Therefore, it is up to you to check your email and stay current with the course announcements. I will respond to emails within 24 hours of receiving them. Emails received over the weekend will be replied to on the following Monday at the latest

TEXTBOOK: Required.
Stacy L. Mallicoat. (2022). Women, Gender, and Crime, 2nd edition.
California State University,
Fullerton: Sage Publications.



Course Objectives: Students should be able to...

- | |
|--|
| Explain how women were viewed as victims, offenders and professionals within the criminal justice system |
| Discuss how the feminist movement contributed to the research on women and crime |
| Identify the sources of crime data along with their strengths and weaknesses |

EVALUATION:

Grading is based on performance. If you would like any advice or help, please feel free to contact me.
In this course each of you can earn up to 300 points:

Writing Assignment	2 @ 50 pts each	100pts
Exams	3 @ 100 pts each	300pts
		400pts

<u>EVALUATION</u>	<u>INSTRUCTIONS</u>	<u>DUE DATE</u>
<u>Writing Assignments</u>	After reading the assigned chapters of Monique W. Morris' book "Pushout: The Criminalization of Black Girls in Schools," (found under course materials) you are to choose a quote from the chapter that speaks to you or that stands out to you. Then, answer the THREE following questions: 1. What is the quote? (Include page number and paragraph number) 2. What does this quote say or mean to you? 3. Why did you choose this quote? Your grade on this assignment (worth 100 points) will depend on your ability to use your sociological imagination, use of sociological concepts, tools, and theories or sociological research that are cited in your textbook. It also depends on writing ability (grammar, spelling, punctuation, organization) and ability to follow instructions. <u>Formatting Requirements:</u> At least 2 pages Double spaced 12 point font	<u>Must be turned in BEFORE finals week.</u> <u>See schedule for SUGGESTED dates.</u>
<u>Exams</u>	There will be three multiple choice exams throughout the semester. Each exam will be made up of 50 multiple choice questions worth 2 points each. All exams will require a thorough understanding of the course material, which includes all assigned materials up to that point. At any point in the term, you may log in and take any one of these exams OR three. (The final exam will only be available during final exam week.) YET, once you begin taking an exam you only have 60 minutes to complete it. EXAMS 1-2 MUST BE COMPLETED BY THE LAST DAY OF CLASSES. LAST DAY TO COMPLETE FINAL EXAM IS THE LAST DAY OF FINAL EXAM WEEK. <u>NOTES ON TEST TAKING:</u> Each exam is a 60-minute, timed exam with 50 multiple choice questions randomized for each student. You may use your books and notes while taking these exams. BUT because you have a limited amount of time (approximately 1 minute per question), you need to <u>be thoroughly prepared</u> and know the material (or at least where to look for it). Some notes about taking exams online: • PLAN AHEAD. Decide when is the best time for you to take the exams and make your study schedule around that time. • Do NOT wait until the last week of the term to take the exams. Take them early in case of problems. • Once you begin taking the exam, you cannot go back and change any answers and you cannot start over. • Pace yourself. Keep up with your time. If you do not finish in this time frame all unanswered questions are counted against you. <u>This is why it's important that you study and be prepared BEFORE beginning the exam.</u> If you have a computer glitch and you are kicked out of the exam, you will have one more opportunity to take the exam. At this point a second exam will be made available to you UPON REQUEST. <u>BUT this opportunity is only to be taken if you have had a computer problem NOT because you want to try to improve your score.</u>	<u>Weeks 5, 9 and final exam week</u>

ACADEMIC DISHONESTY

You are allowed to use your books and notes during the exams. BUT, keep in mind this means that I have higher expectations for your performance. See Code of Academic Integrity Statement below.

You may turn these assignments in at ANY POINT in the term. I suggest completing them on assigned dates, but all will be accepted through the last day of classes. Note that if you turn these in at the end of the term you will most likely not receive feedback.

WEEK 1: Jan 16	Topic	Reading	Exam/Assignments
	Introduction	• Mallicoat Chapters 1	
WEEK 2: Jan 22			
	Theories of Victimization	• Mallicoat Chapters 2	
WEEK 3: Jan 29			
	Rape and Sexual Assault	• Mallicoat Chapters 3	
WEEK 4: Feb 5			
	Intimate partner Abuse and Stalking	• Mallicoat Chapter 4	
WEEK 5: Feb 12			
			Exam 1 Chapters 1-4
WEEK 6: Feb 19			
	Gender-Based Violence	Mallicoat Chapter 5	
WEEK 7: Feb 26			
	Women, Gender and Offending	Mallicoat Chapter 6	
WEEK 8: Mar 4			
	Girls, Gender, and Juvenile Delinquency	Mallicoat Chapter 7	Writing Assignment #1 From Intro and Chapt 1 of PushOut
WEEK 9: Mar 11			
			Exam 2 Chapters 5-7
WEEK 10: SPRING BREAK			
WEEK 11: Mar 25			
	Female Offenders and Their Crimes	Mallicoat Chapter 8	
WEEK 12: Apr 1			
WEEK 13: Apr 8			
	The Supervision of Women	Mallicoat Chapter 10	Writing Assignment #2 From Chapt 5 of PushOut
WEEK 14: Apr 15			
WEEK 15: Apr 22			
	Women Professionals and the Criminal Justice System	Mallicoat Chapters 12	
WEEK 16: Apr 29 and 30 follow MWF schedule May 1 Reading Day			
Final Exams May 2-7		Final Exam Chapters 8, 10 and 12	

MAKE-UP POLICY: All work is due before the end of the term – May 7th.

Important to Know:

Campus Security

<https://www.atu.edu/psafe/>
479.968.0222

Campus IT Support

<https://ois.atu.edu/contact-us/>
479.968.0646

Registrar

<https://www.atu.edu/registrar/>
479.968.0272

Financial Aid

<https://www.atu.edu/financialaid/>
479.968.0399

Residence Life

<https://www.atu.edu/reslife/>
479.968.0376

Health and Wellness

<https://www.atu.edu/healthandwellness/>
479.968.0329

Jerry Cares

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

Code of Academic Integrity

<https://www.atu.edu/academic-integrity>

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

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

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, 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]."

University Services

Disability Services: If you had an IEP or a 504 plan in high school and need assistance with your coursework or would like to request accommodations (extra time, different due dates, etc.) then reach out to this office. It can sometimes take time to document your needs, so make sure to request early in the semester.

Website: <https://www.atu.edu/disabilities/>

Phone: 479.968.0302

Email: disabilities@atu.edu

Office: Doc Bryan, Suite 141

Tutoring Center: Tutoring services are provided at the Learning Center in the Library, Suite 124). For more information, feel free to call (479)968-0249. Or click here:

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

Student Needs Statement

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

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

Tolerance & Diversity Statement

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, by calling (479) 968-0302 or visit their website <http://www.atu.edu/disabilities/index.php>.



ARKANSAS TECH UNIVERSITY

SOC/CS Family Violence

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	6/22/2025

Title	Signature	Date
Department Head	<i>[Signature]</i>	6/24/25
Dean	<i>[Signature]</i>	6/30/25
Assessment	<i>Amanda Richter</i>	7/1/25
Registrar	<i>[Signature]</i>	7/21/25
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:
SOC / CS	4223	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Family Violence		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Family Violence		

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 CJ4223

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

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

Family Violence course has been offered as a seminar (Family and Crime) for the past year and has consistently made. The American Sociological Association recommends that undergraduate students should have access to courses focused on social justice issues like family crime to build intellectual breadth and to be best prepared for future careers. The sociology faculty are in agreement that the course material aligns with the career needs for the many students who are interested in working with families in the nonprofit sector, education system, criminal justice system, and social work.

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.

FAMILY VIOLENCE (SOC/CJ 4223)

Spring 20XX

Dr. Julie Mikles-Schluterman

CRN: xxxx

COURSE DESCRIPTION: This course is designed to examine the intersection of family and crime exploring through the sociological lens.

A LETTER FROM DR. MIKLES:

Welcome to Family and Crime! As a family sociologist, I have been fascinated by the many significant ways that the institution of the family and our experiences in our families have ripple effects on so many areas of our lives. In particular, I am interested in the ways that our social world impacts our family experiences and the family as a social institution!

In this course you are going to explore the intersection of family and criminology. And while the examination of the family in relation to criminology is not a new one, it has just recently been recognized as an area of research. The textbook chosen for this course is a first.

My objectives are that you learn about the intersection of family and crime and learn to think critically about why these exist with the goal of considering how these problems can be addressed; to consider how we can prevent crime and improve experiences for everyone.

Be prepared to read, think and write. You must put in the work in order to learn. If you have any questions or find something you want to discuss further, please send me an email to discuss. ENJOY!

Dr. Mikles-Schluterman

CONTACT INFORMATION:

Office Hours: TR 8-11am OR by Webex appointment

Office: WPN 344

Telephone: 498-6050

Email: jmiklesschluterman@atu.edu

COMMUNICATION POLICY:

I will use email as the primary means of communication for the course.

Therefore, it is up to you to check your email and stay current with the course announcements.

I will respond to emails within 24 hours of receiving them. Emails received over the weekend will be replied to on the following Monday at the latest

TEXTBOOK: Required.

Amanda Holt. (2024). Family Criminology An Introduction.

Switzerland: Palgrave Macmillan



FAMILY CRIMINOLOGY

An Introduction

AMANDA HOLT

Course Objectives: Students should be able to...

Explain the relationship between family and criminology

Discuss how this literature impacts family and crime policy

Identify the different areas of family criminology research

Write about the topics demonstrating professionalism and good writing skills

Read academic journals

EVALUATION:

Grading is based on performance. If you would like any advice or help, please feel free to contact me.
In this course each of you can earn up to 300 points:

Writing Portfolio	200pts
Exams	2 @ 100 pts each
	400pts

<u>EVALUATION</u>	<u>INSTRUCTIONS</u>	<u>DUE DATE</u>
<u>Writing Portfolio</u>	Purpose: The purpose of this project is for you to collect and digest information about the social world in the community around you over a period of time. You are expected to examine the pieces of information you collect in a sociological manner. Guidelines: You will be assigned a topic. See course announcements for your topic. Individually, you will be responsible for collecting and analyzing information about your topic. Your portfolio should consist of a cover page, a table of contents and a minimum of 10 writing assignments. For each writing assignment you will choose (and when possible provide copy in the portfolio) items that deal with your assigned topic. For each of the 10 writing assignment you will write: • an <u>introduction</u> (at least 350 words) in which you describe the item you chose • followed by your <u>analysis</u> of that item (the analysis must be at least 500 words). Further Instructions found on Blackboard under Course Content.	<u>While you write ONE assignment each week, you turn them all in together at the end of the semester.</u> SEE SCHEDULE.
<u>Exams</u>	There will be two multiple choice exams throughout the semester. Each exam will be made up of 50 multiple choice questions worth 2 points each. Questions come from textbook and from the abstracts of provided online readings. MIDTERM EXAM MUST BE COMPLETED BY MIDTERM. FINAL EXAM MUST BE COMPLETED DURING FINAL EXAM WEEK. NOTES ON TEST TAKING: Each exam is a 60-minute, timed exam with 50 multiple choice questions randomized for each student. You may use your books and notes while taking these exams. BUT because you have a limited amount of time (approximately 1 minute per question), you need to <u>be thoroughly prepared</u> and know the material (or at least where to look for it). Some notes about taking exams online: • PLAN AHEAD. Decide when is the best time for you to take the exams and make your study schedule around that time. • Do NOT wait until the last week of the term to take the exams. Take them early in case of problems. • Once you begin taking the exam, you cannot go back and change any answers and you cannot start over. • Pace yourself. Keep up with your time. If you do not finish in this time frame all unanswered questions are counted against you. <u>This is why it's important that you study and be prepared BEFORE beginning the exam.</u> IF you have a computer glitch and you are kicked out of the exam, you will have one more opportunity to take the exam. At this point a second exam will be made available to you UPON REQUEST. <u>BUT this opportunity is only to be taken if you have had a computer problem NOT because you want to try to improve your score.</u>	Midterm and Final Exam Week

ACADEMIC DISHONESTY

You are allowed to use your books and notes during the exams. BUT, keep in mind this means that I have higher expectations for your performance. See Code of Academic Integrity Statement below.

COURSE SCHEDULE		
	Assigned Readings Textbook by Amanda Holt (Holt) Abstracts of Online Readings (OL)	Exam/Assignments
WEEK 1: Jan 13		
WEEK 2: Jan 20	Holt: Chapter 1 OL: DeMarco24	Writing Assignment #1
WEEK 3: Jan 27	Holt: Chapter 2 OL: Scott22	Writing Assignment #2
WEEK 4: Feb 3	Holt: Chapter 3 OL: Melendez16	Writing Assignment #3
WEEK 5: Feb 10	Holt: Chapter 4 OL: Morgan23	Writing Assignment #4
WEEK 6: Feb 17	Holt: Chapter 5 OL: Maher20	
WEEK 7: Feb 24	*MIDTERM EXAM MUST BE COMPLETED BY THIS WEEK OR YOU WILL BE DROPPED FROM THE COURSE.	Midterm Exam Chapters 1-5 and Online Readings
WEEK 8: Mar 3	Holt: Chapter 6 OL: Meyer21	Writing Assignment #5
WEEK 9: Mar 10		Writing Assignment #6
WEEK 10: Mar 17	Holt: Chapter 7 OL: Jackson22	Writing Assignment #7
WEEK 11: SPRING BREAK		
WEEK 12: Mar 31	Holt: Chapter 8 OL: BentGoodley23	Writing Assignment #8
WEEK 13: Apr 7		Writing Assignment #9
WEEK 14: Apr 14		Writing Assignment #10
WEEK 15: Apr 21	Holt: Chapter 9 OL: Slakoff24	Writing Portfolio DUE
WEEK 16: Apr 28 and 30 READING DAY May 1 FINAL EXAM WEEK May 2-7		Final Exam Chapters 6-9 and Online Readings

*Note: If you do NOT complete the midterm exam by midterm, you will be dropped from this course.
See the schedule below.*

Important to Know:

Campus Security

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

479.968.0222

Campus IT Support

<https://ois.atu.edu/contact-us/>
479.968.0646

Registrar

<https://www.atu.edu/registrar/>
479.968.0272

Financial Aid

<https://www.atu.edu/financialaid/>
479.968.0399

Residence Life

<https://www.atu.edu/residence-life/>
479.968.0376

Health and Wellness

<https://www.atu.edu/health-wellness/>
479.968.0329

Jerry Cares

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

Code of Academic Integrity

<https://www.atu.edu/academic-integrity>

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

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

AI Policy: NOT Permitted in this Course with Attribution

In this course, students are not permitted to use Generative AI Tools such as ChatGPT for specific assignments, as designated by the instructor.

University Services

Disability Services: If you had an IEP or a 504 plan in high school and need assistance with your coursework or would like to request accommodations (extra time, different due dates, etc.) then reach out to this office. It can sometimes take time to document your needs, so make sure to request early in the semester.

Website: <https://www.atu.edu/disabilities/>

Phone: 479.968.0302

Email: disabilities@atu.edu

Office: Doc Bryan, Suite 141

Tutoring Center: Tutoring services are provided at the Learning Center in the Library, Suite 124). For more information, feel free to call (479)968-0249. Or click here:

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

Student Needs Statement

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

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

Tolerance & Diversity Statement

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, by calling (479) 968-0302 or visit their website <http://www.atu.edu/disabilities/index.php>.



ARKANSAS TECH UNIVERSITY

CJ/SOC Criminal Evidence

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	6/25/25

Title	Signature	Date
Department Head	<i>Dr. Hart</i>	6/25/25
Dean	<i>[Signature]</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar		
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) CJ 1506	Course Number: (e.g., 1003) 4XXX 4303	Effective Term: ☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Criminal Evidence		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Criminal Evidence		

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 SOC ~~4XXX~~ **4303**

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

☒ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

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

What is the rationale for adding this course? What evidence demonstrates this need? The rationale for adding *Criminal Evidence* is to equip students with a deeper understanding of how evidence is collected, interpreted, and used in the criminal justice process—an area not covered in detail by existing courses. This knowledge is essential for students preparing for careers in law, law enforcement, forensic investigation, or legal advocacy, and it supports a stronger understanding of constitutional rights and procedural fairness. Demand for the course is supported by student interest in criminal law topics, advisor feedback, and the fact that comparable programs at peer institutions include similar offerings. It also addresses the needs of sociology students interested in the legal system, civil liberties, and structural inequality.

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) See Syllabus**

- 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 CJ/SOC 4XXX
 - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 - 4. Prerequisites CJ 2003 or SOC 1003
 - 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) N?A
- 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.

4303
CJ/SOC ~~4XXX~~ Criminal Evidence

James Stobaugh, Ph.D.
Office Hours: MW 8-10, 12-1, and by apt.
Office/Phone: Witherspoon 361/(479) 968-0463
E-Mail: jstobaugh3@atu.edu
Mailbox: Witherspoon 348

Arkansas Tech University
Criminal Justice/Sociology
Fall 2025
Class Hours: MWF 11:00-11:150
Room: RPL 300A

INTRODUCTION: This course provides a comprehensive introduction to the principles, rules, and procedures governing criminal evidence in the United States legal system. Emphasizing both theory and application, the course examines how evidence is gathered, analyzed, and used at various stages of a criminal trial. Students will explore foundational concepts such as the burden of proof, admissibility standards, and the roles of judges, juries, and attorneys in evaluating evidence. The course will cover both direct and circumstantial evidence, as well as key issues related to witness testimony, hearsay, privileges, and constitutional protections under the Fourth, Fifth, and Sixth Amendments. Special attention will be given to how evolving case law and the Federal Rules of Evidence influence trial strategy and the rights of the accused.

Throughout the semester, students will analyze landmark court decisions and practical case scenarios to better understand how evidence affects real-world criminal prosecutions. Topics include the exclusionary rule, the confrontation clause, chain of custody, scientific and digital evidence, and rules pertaining to search and seizure. Students will also examine the balance between individual rights and the public interest in effective law enforcement. By the end of the course, students will be able to identify, interpret, and critique evidentiary issues from both legal and sociological perspectives. This course is cross-listed with Criminal Justice and Sociology and is designed for students interested in law, policing, legal studies, and the broader justice system.

OBJECTIVES:

- Define and accurately use key terms related to criminal evidence, including hearsay, admissibility, relevance, and chain of custody.
- Identify and describe the constitutional protections that shape evidentiary rules, particularly the Fourth, Fifth, and Sixth Amendments.
- Compare and contrast different types of evidence (direct, circumstantial, physical, testimonial, and scientific) and explain their relevance in trial proceedings.
- Apply the Federal Rules of Evidence to hypothetical criminal cases, determining whether evidence would be admitted or excluded.
- Analyze the use and limits of hearsay evidence, including major exceptions and their constitutional implications.
- Explain the role and function of witness testimony, including competency, credibility, and privileges that may restrict testimony.
- Evaluate case scenarios to determine whether the exclusionary rule or the fruit of the poisonous tree doctrine applies.
- Interpret and critique key appellate decisions involving criminal evidence, using legal reasoning to support a position.
- Describe how social factors can influence the collection, interpretation, and presentation of evidence.

- Assess how criminal evidentiary practices reflect and reinforce broader social structures, norms, and inequalities in the justice system.

REQUIRED TEXTS:

The books will be available on Blackboard.

- Gardner, Thomas J. and Terry M. Anderson. 2016. *Criminal Evidence: Principles and Cases*. Boston: Cengage.
- Other readings will be assigned as the course goes along. These will be made available through Blackboard.

REQUIREMENTS:

Online Tests (155 points total): You will take several online tests on the assigned chapters via Blackboard. **Once a test closes, it won't be available again until the designated make-up weekend.**

Online Activities (125 points total): Online activities will be assigned on Blackboard, due on select days. **After the deadline, these activities won't be accessible again until the make-up weekend.** 20 points will be deducted from your total points for each activity you will.

Reading Quizzes (170 points total): Given the seminar's format, it's crucial that you stay updated with the readings. To ensure this, daily quizzes will be conducted at the beginning of each class to assess your engagement with the material. **These quizzes cannot be retaken for any reason. Your two lowest quiz scores will be dropped. Missing five quizzes will result in your removal from the class.**

Midterm and Final (360 points total): Students will take two exams in this course. The dates for these are on the schedule below. The midterm is worth 170 points and the final is worth 190 points for a total of 360 possible points. Due to the nature of the course, the final will be cumulative. Exams will consist of questions from the readings, videos, lectures, and class discussions.

Missed exams— Students who miss the midterm will be permitted to make-up that exam only with a documented, verifiable excuse for missing the exam. Furthermore, all make-up exams will be offered only on the final day listed on the course schedule. This means that if you miss the exam for legitimate reasons (sleeping through your alarm is not a legitimate reason), you will have to wait to complete your missed exam until after you take the final during the scheduled final time.

Participation (90 points): Active participation is essential for the smooth flow of the class. It's expected that everyone will come prepared, having completed the readings and ready to engage. Lack of attendance or participation will lead to point deductions.

POLICIES:

Email: I will disseminate class-related information via email. It's your responsibility to regularly check your email to stay updated. For this course, I will communicate through your official university email account. If you use a personal email account outside the university, ensure that emails are forwarded to your preferred address.

I aim to respond to student emails within 24 hours on weekdays. Emails received over the weekend will be addressed on Monday. If your email doesn't contain a question, I might not reply. Please refrain from emailing me to inquire about missed content. I cannot convey lessons via email, and I don't share my lecture notes. You'll need to obtain missed notes from your classmates.

Assignment of Letter Grades: Final course letter grades will be determined based on the scales provided below (grades will be rounded to the nearest whole number):

Grading Scale

A = 810-900
B = 720-809
C = 630-719
D = 540-629
F = 0-539

Point breakdown

Online Tests = 155

Online activity = 125

In-class quizzes = 170

Midterm = 170

Final = 190

Participation = 90

ASSIGNMENT SUBMISSION: All assignments must be submitted via Blackboard, as this course utilizes Turn It In. Assignments sent via email will not be accepted, and any work emailed will be considered late and will not be graded.

MAKE-UP WEEKEND: Due dates are firm. Once a due date passes the assignment will remain closed. There is one opportunity to make up missed online tests and online activities on December 3rd. This will be the only time these assignments will be reopened. **Once an activity has been graded, you will not be able to redo it for higher grade during the make-up day.** Midterms and in-person quizzes cannot be made up. Be sure to keep up on the due dates below.

NONATTENDANCE: Students are expected to keep up with the course schedule. The make-up day is not designed for students to complete the whole course in one day. If a student fails to turn in 2 or more activities, 2 online test, the midterm, 4 in-class quizzes, or some combination of these they will be dropped for nonattendance. Be sure you are keeping up.

EXTRA CREDIT: Extra credit will not be provided on an individual basis. However, if a special, course-related opportunity arises during the semester, I may offer the entire class the option to earn extra credit by participating.

WHAT IF'S: I don't entertain hypothetical grade scenarios or "what ifs". Students can access their scores for graded tasks and must handle their own grade calculations.

ACADEMIC HONESTY: I hold academic integrity in high regard. Any suspected breaches of the academic honesty policy will be reported. Collaborative efforts such as sharing, copying, or jointly completing assignments are not allowed unless explicitly permitted. Claiming ignorance won't be accepted as a defense against academic misconduct. Acts of cheating or plagiarism are strictly prohibited. For further clarity on these terms or consequences, refer to the Student Code of Conduct in your Student Handbook.

AI POLICY: Not Permitted in this Course In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI. Impermissible use of a Generative AI Tool to complete assignments is a form of academic dishonesty.

FINALIZED GRADES: Once I've computed the final grades, they are definitive. No assignments will be entertained after this juncture. It's your duty to review Blackboard before the semester concludes to ensure all your submissions have been appropriately marked/graded.

DISCUSSION OF COURSE PERFORMANCE: I will not discuss your performance or grades with anyone other than you. This extends to parents, spouses, partners, siblings, or any other individual. The onus is on you regarding questions about assignments, activities, and grades.

TOBACCO: Our campus is tobacco-free, which encompasses both dipping and chewing. Additionally, no vaporizers, whether tobacco-based or not, are allowed.

STUDENTS WITH DISABILITIES: Any student who has special needs should contact the Office of Disability Services and supply me with the proper documentation. It is the student's responsibility to make testing arrangements with the Learning Center and remind me to get their test to the testing center on time.

CELL PHONES– Please put away cellphones before class. Even if your phone is on silent or vibrate, the use of these items can be very distracting to other students and the instructor. It is essential that cell phones be put away at the beginning of class. Students using cell phones for any reason during class will not be tolerated. **Students seen using their phone during class will have their overall grade reduced by 90 points.**

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services (479) 968-0302, located in Doc Bryan Student Center, Suite 171, or visit: <http://www.atu.edu/disabilities/index.php>.

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

Failure to abide by these principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.

COURSE SCHEDULE¹

Week	Topic	Gardner and Anderson
1 (1/9-1/15)	Introduction	1 and 2
2 (1/16-1/22)	Using Evidence to Determine Guilt	3
3 (1/23-1/29)	Direct and Circumstantial Evidence	4
4 (1/30-2/5)	Witnesses	5
5 (2/6-2/12)	Shield Laws	6
6 (2/13-2/19)	Hearsay in the Courtroom	7
7 (2/20-2/26)	Confrontation Clause	8
8 (2/27-3/5)	Midterm	
9 (3/6-3/12)	Exclusionary Rule	9
10 (3/13-3/19)	Exclusionary Exceptions	10
11 (3/20-3/26)	Special Needs Searches	11
12 (3/27-4/2)	Confessions	12
13 (4/3-4/9)	Public Order Crimes	13
14 (4/10-4/16)	Electronic Searches	15
15 (4/17-4/23)	Trace Evidence	16
16 (4/24-4/30)	Final	

¹ I reserve the right to make changes to the schedule as dictated by our progress, as well as the right to modify the readings as becomes necessary. Any change made will either be communicated to you in class or through email.

Alexis Scrimshire

From: David Ward
Sent: Wednesday, July 2, 2025 12:32 PM
To: Curriculum Proposals
Subject: Re: Proposal Questions: Catalog descriptions

Thanks for helping us!

SOC/CJ 3223 Cybercrimes

An examination of cybercrime including, but not limited to, the types, historical background, theoretical perspectives, measurement, and law enforcement of cybercrime.

SOC/CJ 4073 Criminal Law

This course covers the substantive foundations of criminal law in the United States including legal theory, statutory interpretation, and real-world case analysis. Particular attention is given to crimes against persons, property, public order, and the state. This course emphasizes both historical and contemporary legal reasoning, with a focus on how criminal law reflects broader social values and constitutional constraints. This course is designed for students in both Criminal Justice and Sociology and is suitable for those considering careers in law, public policy, or justice-related fields.

SOC/CJ 4303 Criminal Evidence

A comprehensive introduction to the principles, rules, and procedures governing criminal evidence in the United States legal system. Emphasizing both theory and application, the course examines how evidence is gathered, analyzed, and used at various stages of a criminal trial. Topics cover include the burden of proof, admissibility standards, and the roles of judges, juries, and attorneys in evaluating evidence. Special attention will be given to how evolving case law and the Federal Rules of Evidence influence trial strategy and the rights of the accused. By the end of the course, students will be able to identify, interpret, and critique evidentiary issues from both legal and sociological perspectives. This course is designed for students in both Criminal Justice and Sociology and is suitable for those considering careers in law, public policy, or justice-related fields.

David

Ps this was the question:

Sorry, two more questions about the proposals you bring over. I don't see catalog descriptions included in the syllabi for CJ 3223, 4073, and 4303, unless you want to include the introductions in the syllabi which seem lengthy for the catalog description. Do you want to use those or provide catalog descriptions?



ARKANSAS TECH UNIVERSITY

add Soc Internship

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	06/24/2025

Title	Signature	Date
Department Head	<i>[Signature]</i>	6/27/25
Dean	<i>[Signature]</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>[Signature]</i>	7/2/25
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:
SOC	4XX (1-4 variable) 4971-4	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Internship		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Internship		

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

☐ Yes ☒ No

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

If so, list course subject and number. ☐ Yes ☒ No

Is this course repeatable for additional earned hours? ☒ Yes ☐ No How many total hours? 6

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: N/A

☒ Elective ☐ Major ☐ Minor

Required as a one of two classes to choose from; program change form submitted

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

n/a

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

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

Answer the following Assessment questions:

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

The Behavioral Science Department is updating course offerings to align with current student interests and workforce trends, especially in adding an emphasis on career training and experience. Adding this course will address that gap by equipping students with theoretical and practical tools for understanding career applications. Demand for these experiences are growing, as reflected in national labor market trends and the American Soc Association statements.

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 *SOC 1003*
 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.

LEARNING OUTCOME 3: ANALYTIC PROBLEM SOLVING

FALL 2027	SOC 1003	I	Test/Exam/Quiz Students will be evaluated by four examinations throughout the semester	C or better on topic specific exam
	SOC 2053	R		
	SOC 3163 OR SOC 3143	M	Final Paper – design research project, test hypotheses, report findings	C or better on final paper
	SOC 4283 OR Internship Class proposed	M	Final Paper – includes demonstration of senior level skills such as critical thinking and analysis	C or better on final paper

LEARNING OUTCOME 4: WRITTEN EXPRESSION				
SPRING 2027	SOC 2073	I/R	Final Exam	C or better on final exam
	SOC 3163 OR SOC 3143	M	Final Paper – includes literature review, methods, findings and discussion	C or better on final paper
	SOC 4283 OR Internship Class proposed	M	Final Paper – includes demonstration of senior level skills such as critical thinking and analysis	C or better on final paper

INTERNSHIP IN SOCIOLOGY

SOC ~~4XX(1-4)~~ 4971-4
FALL 20XX

Instructor: Julie Mikles-Schluterman, Ph.D.

Office: 344 WPN

Phone: (479) 498-6050

Email: jmiklesschluterman@atu.edu

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

Catalog Description

Prerequisites: SOC 1003.

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

Note: One hour of credit is equivalent to 10 internship clock hours.

Course Goals

The goals of this course (as related to program goals:

Ethical Awareness and Social Responsibility:

Apply scientific knowledge to address societal challenges, contributing to the improvement of human well-being and advocating for justice in society.

Preparation for Graduate Study and Professional Careers:

Develop a strong foundation for continued academic research in sociology, criminology, social work, law, public policy, and other scientific disciplines.

Equip students with the scientific skills and methodologies required to excel in careers that demand research, data analysis, and evidence-based decision-making in social services, business, law enforcement, education, and more.

Course Materials

There are no required texts for this course.

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

Learning Activities

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

Grading

Final grades will be based on the following percentages:

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

If a internship site dismisses you because of poor performance, you will receive and F in the course.

Attendance and Make-up/Late

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

Disability Services

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

COVID-Related Policies and Guidelines

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

Tolerance & Diversity Statement

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

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

Additional Policies

- Any evidence of academic dishonesty (e.g., cheating, plagiarism, etc.) will MINIMALLY result in an F grade assigned for the course. Further details concerning academic dishonesty procedures can be found in the Student Handbook. Claiming ignorance of what constitutes academic dishonesty is not an adequate defense. If you have questions about these issues, please feel free to contact me prior to submitting an assignment.
 - I believe that the grade a student earns should be a fair and accurate representation of what they have learned and the quality of their completed projects/assignments. Due to this belief, I DO NOT CURVE FINAL GRADES and I DO NOT PROVIDE EXTRA CREDIT TO INDIVIDUAL STUDENTS.
 - As stated above, I will make myself available outside of class during both scheduled office hours and by appointment. Feel free to contact me during these times or by email with any of your questions or concerns.
-



ARKANSAS TECH UNIVERSITY

Chang Anth 2103 to U.D.

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Behavioral Sciences	06/18/2025

Title	Signature	Date
Department Head David Ward	<i>David Ward</i>	6/26/25
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	6/30/25
Assessment	<i>Amanda Bricker</i>	7/1/25
Registrar	<i>Heaven</i>	7/21/25
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)
ANTH	2103
Official Catalog Title:	
Ozark-Ouachita Studies	

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)

3113

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

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

New Course Description:

New Cross List:

☐ Adding Cross-Listing

☐ Changing Cross-Listing

☐ Deleting Cross-Listing

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

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

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

☐ Elective

☐ Major

☐ Minor

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

Answer the following Assessment questions:

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

Not applicable

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

Not applicable. This is a cosmetic change of the course number.

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 course has always had significant upper-level content. With the closure of the Associate's in Ozark-Ouachita Studies program, there is no need to keep a 2000-level

numbering for this course. A 3000-level numbering better reflects current course content.

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.

Change Anth 2203 to UD



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Behavioral Sciences	06/18/2025

Title	Signature	Date
Department Head David Ward	<i>D. Ward</i>	6/26/25
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	6/30/25
Assessment	<i>Amanda Cardona</i>	7/1/25
Registrar	<i>Heaven</i>	7/21/25
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)
ANTH	2203
Official Catalog Title:	
Indians of North America	

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)

3203

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

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

New Course Description:

New Cross List:

☐ Adding Cross-Listing

☐ Changing Cross-Listing

☐ Deleting Cross-Listing

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

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

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

☐ Elective

☐ Major

☐ Minor

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

Answer the following Assessment questions:

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

Not applicable

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

Not applicable. This is a cosmetic change of the course number.

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 course has always had significant upper-level content. With the closure of the Associate's in Ozark-Ouachita Studies program, there is no need to keep a 2000-level

numbering for this course. A 3000-level numbering better reflects current course content.

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.

Chng Anth 2223 to 40



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Behavioral Sciences	06/18/2025

Title	Signature	Date
Department Head David Ward	<i>David Ward</i>	6/26/25
Dean Jeffrey Cass	<i>Jeffrey Cass</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>Glenn</i>	7/21/25
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)
ANTH	2223
Official Catalog Title:	
North American Archeology	

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)

3223

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

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

New Course Description:

New Cross List:

☐ Adding Cross-Listing

☐ Changing Cross-Listing

☐ Deleting Cross-Listing

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

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

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

☐ Elective

☐ Major

☐ Minor

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

Answer the following Assessment questions:

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

Not applicable

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

Not applicable. This is a cosmetic change of the course number.

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 course has always had significant upper-level content. With the closure of the Associate's in Ozark-Ouachita Studies program, there is no need to keep a 2000-level

numbering for this course. A 3000-level numbering better reflects current course content.

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

Change Psy 3123 to
proper description
in cat.

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Behavioral Sciences	6/26/25

Title	Signature	Date
Department Head	<i>Da/Wa</i>	6/26/25
Dean	<i>Jeff Lane</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>Hessner</i>	7/21/25
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)
PSY	3123
Official Catalog Title:	
Evolutionary Psychology	

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

☐ Yes ☒ No

Request to change: (check appropriate box):

☐ Course Number ☐ Title ☒ Course Description

☐ Cross-Listing ☒ Prerequisite ☐ Co-requisite

☐ Grading ☐ Fee

☐ Other

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

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

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

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

New Course Description:

This course focuses on the origins and functions of psychological mechanisms. Emphasis is placed on the psychological adaptations that aided in survival and reproduction across human ancestral history.

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):

A grade of "C" or higher in PSY 2003, PSY/SOC 2053, and PSY/SOC 2063 or permission 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.)

This catalog description was discovered to be incorrect. We do not know how the current description came about. The current description does not describe the course at all. The prereqs are the same as most of our other upper div courses.

Answer the following Assessment questions:

a. Non applicable.

PSY3123-001: Evolutionary Psychology

Dr. Justin Moss

Fall 2022 Syllabus

Classroom Hours and Location TR 9:30 am – 10:50 am Witherspoon 273	Contact Information Email: jmoss12@atu.edu Phone: (479) 356 – 2046
Office Location Witherspoon 351 Located inside Witherspoon 348	Student Support Hours TR 11:00 am – 2:00 pm By appointment

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

Catalog Description

Prerequisite: A grade of "C" or higher in PSY 2003, PSY 2053, and PSY/SOC 2063.

This course focuses on the origins and functions of psychological mechanisms. Emphasis is placed on the psychological adaptations that aided in survival and reproduction across human ancestral history.

Note: A grade of "C" or higher is required for Psychology majors.

Course Objectives

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

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

Required Textbook

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

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

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

Blackboard and Email

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

Federal Attendance

You must complete the Federal Attendance Module on Blackboard to remain enrolled in this course. The registrar will drop you from the course if you do not complete the attendance module by Wednesday, August 31 at 11:59 pm. Please complete this module ASAP.

Exams (560 Points)

There are five exams offered in this class. There are four unit exams and a cumulative final exam during final exam week. Each unit exam is 50 multiple choice questions worth 2 points each for a total of 100 points per unit exam. The cumulative final exam is 80 multiple choice questions worth 2 points each for a total of 160 points. The dates for each exam are listed at the end of this syllabus.

I replace your lowest unit exam grade with your second lowest unit exam grade. The cumulative final exam is mandatory and cannot be replaced.

- Example 1: 70, 80, 90, 100 becomes 80, 80, 90, 100
- Example 2: 0, 80, 90, 100 becomes 80, 80, 90, 100
- Example 3: 80, 80, 90, 100 stays 80, 80, 90, 100
- Example 4: 0, 0, 90, 100 stays 0, 0, 90, 100

Because I replace your lowest unit exam grade, there are no makeup exams offered in this class except for university approved reasons communicated to me prior to the exam. These reasons include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Otherwise, missing a unit exam will result in a zero and will be replaced by your second lowest unit exam grade.

If you are eligible for a makeup exam, you must complete the makeup exam within a week of the missed exam. Unless I approve an extension for extenuating circumstances, failure to complete the makeup exam within a week of the missed exam results in a zero and will be replaced by your second lowest unit exam grade.

Reading Quizzes (120 Points)

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

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

The due dates for quizzes are listed at the end of this syllabus. You must complete these quizzes by 11:59 pm on the due date listed or you will receive a zero for that quiz. Because I drop your lowest quiz grade, there are absolutely no exceptions to this rule.

Critical Annotations (120 Points)

For this assignment, you will choose three journal articles from the list on Blackboard to read, summarize, and critique. I have posted instructions, the journal articles, a rubric, APA formatting guidelines, and a sample critical annotation on Blackboard. The critical annotations are worth 120 points towards your final grade. You must submit your critical annotations to Blackboard by Tuesday, October 18 at 11:59 pm. Critical annotations will receive a 10% reduction in grade for every 24 hours that they are late, including weekends.

Grades

There are 800 possible points in this class. Contrary to popular belief, you do not begin this class with an A and lose points throughout the semester. Rather, you begin this class with a zero and earn points toward achieving the desired letter grade. The table below depicts the number of points you must earn for each letter grade. These cutoffs already include rounding (e.g., $\geq 89.5\%$ = A).

Grade	Points
A	≥ 716
B	636 – 715
C	556 – 635
D	476 – 555
F	< 476

Discrimination Policy

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

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

Students with Disabilities

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

Privacy and Accessibility Policies

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

Problems in the Course

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

Incomplete Grade

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

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

Academic Dishonesty

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

COVID-19 Considerations

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

1. Until further notice, masks must be worn by all individuals in indoor public spaces, including classrooms and laboratories. Any student showing up for class without a mask will be given the opportunity to retrieve one. Entry into classrooms and laboratories without a mask will be prohibited. Please refer to the guidance from CDC as to the proper use of cloth masks

(<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>).

2. All students are required to participate in a daily health self-screen (<https://www.atu.edu/pandemicrecovery/student-health-screening.php>). For students commuting to campus, please complete before coming to campus. For residential students, please complete each day before leaving your residence hall. If you do not own a thermometer, please have your temperature taken at one of the temperature testing sites listed on the student health screening webpage.
3. Any student who tests positive for COVID-19 must self-report to the ATU Health and Wellness Center by completing the COVID-19 Reporting Form at <https://atu.medicatconnect.com>. If you are unable to complete this form, please call the ATU Health and Wellness Center at 479-968-0329 or email hwc@atu.edu to report your positive test. Doing so will allow the university to communicate with you about isolation instructions and with others who might have been exposed to the virus.
4. If required by your instructor, students must sit in the same seat in the classroom each day. A seating chart may be used to determine close contacts for contract tracing should you or a classmate test positive for COVID-19.

Students are expected to abide by the above steps in accordance with the Student Handbook section on Classroom Behavior.

To decrease the spread of COVID-19 in our community and to protect students, faculty, staff, and visitors, students are highly encouraged, when possible, to maintain at least 6 feet of distance from every person indoors. We understand that this may not be possible in all campus locations.

For more information about ATU COVID-19 policies, please refer to the University's Pandemic Recovery webpage (<https://www.atu.edu/pandemicrecovery/>).

Course Calendar

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

Date	Topic	Assignment
R 8/18	Course Introduction	
T 8/23	Chapter 1 – The Scientific Movements Leading to EP	
R 8/25	Chapter 1 – The Scientific Movements Leading to EP	Chapter 1 Quiz
T 8/30	Chapter 2 – The New Science of EP	
R 9/1	Chapter 2 – The New Science of EP	Chapter 2 Quiz
T 9/6	Chapter 3 – Combating the Hostile Forces of Nature	
R 9/8	Chapter 3 – Combating the Hostile Forces of Nature	Chapter 3 Quiz
T 9/13	Exam 1	
R 9/15	Chapter 4 – Women’s Long-Term Mating Strategies	Chapter 4 Quiz
T 9/20	Chapter 4 – Women’s Long-Term Mating Strategies	
R 9/22	Chapter 5 – Men’s Long-Term Mating Strategies	Chapter 5 Quiz
T 9/27	Chapter 6 – Short-Term Sexual Strategies	
R 9/29	Chapter 6 – Short-Term Sexual Strategies	Chapter 6 Quiz
T 10/4	Exam 2	
R 10/6	Fall Break (No Class)	Chapter 7 Quiz
T 10/11	Chapter 7 – Problems of Parenting	
R 10/13	Chapter 7 – Problems of Parenting	Chapter 8 Quiz
T 10/18	Chapter 8 – Problems of Kinship	Critical Annotations
R 10/20	Chapter 9 – Cooperative Alliances	Chapter 9 Quiz
T 10/25	Chapter 9 – Cooperative Alliances	
R 10/27	Chapter 10 – Aggression and Warfare	Chapter 10 Quiz
T 11/1	Exam 3	
R 11/3	Chapter 11 – Conflict between the Sexes	Chapter 11 Quiz
T 11/8	Chapter 11 – Conflict between the Sexes	
R 11/10	Chapter 12 – Status, Prestige, and Social Dominance	Chapter 12 Quiz
T 11/15	Chapter 13 – Toward a Unified EP	
R 11/17	Chapter 13 – Toward a Unified EP	Chapter 13 Quiz
T 11/22	Exam 4	
R 11/24	Thanksgiving (No Class)	
TBA	Cumulative Final Exam	



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Behavioral Sciences	6/26/25

Title	Signature	Date
Department Head	<i>[Signature]</i>	6/26/25
Dean	<i>[Signature]</i>	6/30/25
Assessment	<i>[Signature]</i>	7/1/25
Registrar	<i>[Signature]</i>	7/21/25
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)
SOC	2073
Official Catalog Title:	
Classical Theories of Sociology	

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

Rename the course

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)

Survey of Sociological Theories

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

New Course Description:

n/a

New Cross List:

☐ Adding Cross-Listing

☐ Changing Cross-Listing

☐ Deleting Cross-Listing

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

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.)

The SOC sequence of SOC 2073 and SOC 2083 is being reduced to just SOC 2073. This is included in a submitted program change form.

Answer the following Assessment questions:

a. Non applicable.



ARKANSAS TECH UNIVERSITY

Chang Minut Rel course
Name

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Behavioral Sciences	6/26/25

Title	Signature	Date
Department Head	<i>[Signature]</i>	6/26/25
Dean	<i>[Signature]</i>	6/30/25
Assessment	<i>[Signature]</i>	7/1/25
Registrar	<i>[Signature]</i>	7/21/25
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)
SOC	4003
Official Catalog Title:	
Minority Relations	

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)

Communities and Societal Relations

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

Communities and Societal Rel

New Course Description:

n/a

New Cross List:

☐ Adding Cross-Listing

☐ Changing Cross-Listing

☐ Deleting Cross-Listing

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

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. Non applicable.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Behavioral Sciences	6/26/25

Title	Signature	Date
Department Head	<i>Pat Ward</i>	6/27/25
Dean	<i>Jeff L...</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>Heather</i>	7/21/25
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: Bachelor of Arts in Sociology

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)

- Allow students to choose between Capstone (SOC 4283) OR SOC ~~4XX3~~ ⁴⁹⁷³ Internship (proposed), rather than just requiring Capstone (SOC 4283)
- Allow students to choose between SOC 3163 OR SOC 3143 Qual Methods, rather than just requiring SOC 3163
- Add SOC 3141 Careers Class as a requirement.
- Drop SOC 2083 as a requirement
- *add 3 hours upper division ANTH*
- *delete 1 hour of elective in Senior Spring term*

What impact will the change have on staffing, on other programs and space allocation? **Negligible. The impact on staffing is that one sociology faculty will oversee the internship and the capstone in the spring. This will not interfere with other course offerings or other programs. There should be no changes to space allocation.**

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **The program change supports the university's mission by enhancing students' career readiness through employer connections, hands-on experience, and skill development.** It also fosters civic engagement by encouraging students to become active, contributing members of their communities.
- 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? **Offering students the option to taken an internship, choice of methods courses, and a careers educational course course enhances learning through meaningful experiential and career oriented education.**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **In assessment of a spring 2025 interdisciplinary, project-based learning course, ATU students overwhelmingly reported that the community engagement component of the course was valuable and wanted. Ninety-five percent of the respondents (N=23) agreed or strongly agreed that the community engagement component helped them to see the application of their college education and that more courses should include a community engagement component. Over 90% of the respondents agreed or strongly agreed that the community engagement component helped them develop such skills as working in teams, communication, organization, and problem-solving.**
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **The addition of an internship course, methods choices and career course reflect a broader trend within the sociology discipline emphasizing applied learning and career readiness. The American Sociological Association (ASA) encourages programs to integrate experiential learning opportunities, including internships, to help students bridge course material with work and graduate school experiences. Within Arkansas, peer institutions, such as the University of Central Arkansas and Arkansas State University, have already moved toward the inclusion of internships into their sociology curricula.**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment

plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Attached.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .

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

Curriculum Matrix for Catalog	
Curriculum in <u>Sociology (BA)</u>	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Upper division ANTH elective; Sociology Careers (SOC 3141) Delete: Classical Theories of Sociology (SOC 2083) Total Hours:16
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Introduction to Social Research (SOC 3163) OR Qualitative Methods (SOC 3143) Delete: Total Hours:15
Senior Fall Semester Add/Change: Delete:	Senior Spring Semester Add/Change: Sociology Capstone (SOC 4283) OR Sociology Internship (SOC 4XX3) proposed 4913

Total Hours:	Delete: 1 hour of elective Total Hours: 15 14
--------------	---

Sociology Program Assessment Information

Assessment Info

Assessment Calendar: One Learning Outcome will be assessed per semester with each being assessed every 5 semesters.

LEARNING OUTCOME 1: THEORETICAL KNOWLEDGE				
Semester	Assessed in AT LEAST 2 courses	Level	Measure	Expectations/Target for this Outcome
SPRING 2026	SOC 1003	I	Test/Exam/Quiz Students will be evaluated by four examinations throughout the semester	C or better on topic specific exam
	SOC 2073	R/M	Final Exam – list assumptions of 3 major theoretical perspectives	C or better on final exam
LEARNING OUTCOME 2: RESEARCH DESIGN, ETHICS AND CRITICAL THINKING				
SPRING 2026	SOC 1003	I	Test/Exam/Quiz Students will be evaluated by four examinations throughout the semester	C or better on topic specific exam
	SOC 2063	R		
	SOC 3163 OR SOC 3143	M	Final Paper – design research project	C or better on final paper
LEARNING OUTCOME 3: ANALYTIC PROBLEM SOLVING				
FALL 2027	SOC 1003	I	Test/Exam/Quiz Students will be evaluated by four examinations throughout the semester	C or better on topic specific exam
	SOC 2053	R		
	SOC 3163 OR SOC 3143	M	Final Paper – design research project, test hypotheses, report findings	C or better on final paper
	SOC 4283 OR Internship Class proposed	M	Final Paper – includes demonstration of senior level skills such as critical thinking and analysis	C or better on final paper

LEARNING OUTCOME 4: WRITTEN EXPRESSION				
SPRING 2027	SOC 2073	I/R	Final Exam	C or better on final exam
	SOC 3163 OR SOC 3143	M	Final Paper – includes literature review, methods, findings and discussion	C or better on final paper
	SOC 4283 OR Internship Class proposed	M	Final Paper – includes demonstration of senior level skills such as critical thinking and analysis	C or better on final paper
LEARNING OUTCOME 5: Culture, Diversity and Inclusion				
FALL 2028	SOC 1003	I	Test/Exam/Quiz Students will be evaluated by four examinations throughout the semester	C or better on topic specific exam
	SOC 4003	R/M		
	SOC 4023	R/M	Reflection Assignment – define gender stratification and its implications	C or better on reflection assignment
	SOC 4063	R/M		

I = Introduce

R = Reinforce

M = Mastery

Alexis Scrimshire

From: David Ward
Sent: Wednesday, July 2, 2025 11:50 AM
To: Curriculum Proposals
Subject: The 1 hr deletion in SOC catalog Matrix

Let's just take the last semester (Senior, spring) and reduce the electives from 9 to 8. That is basically how we did psy and haven't noticed a problem with it.

That works right?

dw

Ps the question was:

For the BA-Sociology program changes, the proposal is taking out a three hour course in the sophomore spring and replacing it with 3141 and a 3 hour Anthropology upper division elective? If that is the case, where do you want to take out the other 1 hour elective to stay at 120 credit hours for the program, or did you want that upper division Anthropology course to be 2 hours, which would leave that sophomore spring semester to total 15 hours instead of 16 and leave the total at 120?

David Ward, Ph.D.
Department Head and Professor of Psychology
Department of Behavioral Sciences
Arkansas Tech University
Russellville, AR 72801
(479) 968-0305

SOCIOLOGY, BACHELOR OF ARTS

Dr. David Ward, Department Head
Witherspoon Hall, Room 348
(479) 968-0305
dwward@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
SOC 1003	Introductory Sociology	3	_____
TECH 1001	Orientation to the University	1	_____
Elective ^{2,3}		3	_____
Hours		14	
Spring			
ANTH 1213 or ANTH 2003	Introduction to Anthropology or Cultural Anthropology	3	_____
ENGL 1023	Composition II ¹	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
MATH XXXX	Mathematics ¹	3	_____
Elective ^{2,3}		3	_____
Hours		15	
Sophomore			
Fall			
PSY 2003	General Psychology	3	_____
PSY/SOC 2053	Statistics for the Behavioral Sciences	3	_____
PSY/SOC 2063	Research Design for the Behavioral Sciences	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
SOC 2073	Classical Theories of Sociology	3	_____
Hours		16	
Spring			
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
SOC 2083 ANTH elective (3000-4000)	Contemporary Theories of Sociology	3 3	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Elective ^{2,3}		6	_____
SOC 3141		15	
Junior			
Fall			
RS 2003 or CJ/SOC 2003	Introduction to Rehabilitation Science or Introduction to Criminal Justice	3	_____
Elective ^{2,3}		12	_____
Hours		15	
Spring			
SOC 3163 or 3143	Introduction to Social Research	3	_____
Elective ^{2,3}		12	_____
Hours		15	

Senior**Fall**Sociology Elective (3000-4000 level) ^{4, 5, 6}

6

Elective ^{2, 3, 4, 5, 6}

9

Hours**15****Spring**SOC 4283 **or 4473** Sociology Capstone

3

Sociology Elective (3000-4000 level) ^{4, 5, 6}

3

Elective ^{2, 3, 4, 5, 6}~~9~~ **8****Hours**~~15~~ **14****Total Hours****120**

- ¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".
- ² Complete a minor, an associate's degree or a second degree.
- ³ To be chosen in consultation with advisor. Students are strongly encouraged to pursue a foreign language. At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.
- ⁴ This program partners the Bachelor of Arts (BA) Sociology undergraduate degree with the Master of Science (MS) in Higher Education and Student Affairs. Students in this accelerated program can substitute up to 12 hours of student affairs administration courses from the following: SAA 6023 Introduction to Student Affairs Administration, SAA 6033 Student Development Theory, SAA 6043 Today's College Students and SAA 6073 Counseling Theories and Helping Skills for up to 9 hours of 3000-4000 level sociology electives and 3 hours of electives or up to 12 hours of electives for a maximum of 12 hours.
- ⁵ This program partners the Bachelor of Arts (BA) in Sociology undergraduate degree with the Master of Science (MS) in Emergency Management and Homeland Security. Students in this accelerated program can substitute up to twelve (12) hours of emergency management courses from the following: nine (9) hours from the graduate core: EMHS 6063 Principles of Emergency Management, EMHS 6093 Principles of Homeland Security, and EMHS 6103 Research Design and Methods, and three (3) electives from any approved EMHS course for up to 12 hours of 3000-4000 sociology electives.
- ⁶ This program partners the Bachelor of Arts (BA) in Sociology undergraduate degree with the Master of Arts (MA) in Organizational Leadership and Learning. Students in this accelerated program can substitute up to 12 hours of organizational leadership and learning courses from the following: 6 hours from the graduate core: OL 5043 Ethical Decision-Making and Development, OL 5643 Organizational Culture, OL 6043 Leadership in Organizational Change, OL 6143 Consultation, Coaching, and Leadership Development, EMHS 6103 Research Design and Methods, and 6 hours from elective: OL 5143 Nonprofit Organizations, OL 5343 Community Development, for any elective or 3000-4000 level sociology electives.

DEGREE AUDIT CHECK LIST

(BA-SOC) Sociology

2025-26 ~~2024-25~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		27
Electives		
TOTAL ELECTIVE HOURS		53 54

Student's Name		
T#		
Major Requirements		Hrs
SOC	1003** 2073 2083 3163 4283 or 4973	15 13
SOC/PSY	~(2053, BUAD 2053, or STAT 2163) 2063	6
SOC	(9 HRS UD)	9
ANTH	1213 or 2003**	3
PSY	2003**	3
	(RS 2003 or CJ/SOC 2003)	3
ANTH	3000-4000 elective	3
MUST COMPLETE MINOR OR 2ND DEGREE		
TOTAL MAJOR HOURS		39 40
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-SOC) Sociology

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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		27
Electives		
TOTAL ELECTIVE HOURS		53

Student's Name		
T#		
Major Requirements		Hrs
SOC	1003** 2073 3141	
	(3143 or 3163) (4283 or 4973)	13
SOC/PSY	~(2053, BUAD 2053, or STAT 2163) 2063	6
SOC	(9 HRS UD)	9
ANTH	1213 or 2003**	3
ANTH	UD Elective	3
PSY	2003**	3
	(RS 2003 or CJ/SOC 2003)	3
MUST COMPLETE MINOR OR 2ND DEGREE		
TOTAL MAJOR HOURS		40
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
Kinesiology & Rehabilitation Science	7/10/2025

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	7/10/2025
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/10/25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	7/15/25
Registrar Ms. 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)	

Program Title: Accelerated BA in Psychology to MS in Counseling Program
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Outline change in program:

The proposed AB2M program partners the Bachelor of Arts in Psychology undergraduate degree with the Master of Science in Counseling – Rehabilitation Counseling Option and Clinical Mental Health Option. Students in this accelerated program can substitute up to 12 hours of graduate level CNSL courses for undergraduate Elective courses in the senior fall and spring terms.

CNSL 5003: Medical and Psychosocial Aspects of Disability for 3 hours of 3000-4000 level Elective;
CNSL 5223: Ethics and Professional Development for 3 hours of 3000-4000 level Elective;
CNSL 5233: Diversity and Inclusion in Human Service Settings for 3 hours of 3000-4000 level Elective; and
CNSL 5253: Psychopathology for 3 hours of 3000-4000 level Elective.

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

There should be no impact on other programs other than a few upper division Psychology courses having a few less students in them due to the substitutions from the newly created AB2M Psychology to MS in Counseling pathway.

Answer the following Assessment questions:

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

This allows the MS in Counseling program to have our second stackable AB2M pathway. It will help retain students who obtain their bachelors and master's degrees from ATU.

- 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 get an example of what graduate course work will look like while still being an undergraduate student. Due to the admissions process, we will only be accepting students who have the potential to do well in graduate work so they will be successful.

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

Students will be held to the same assessment plan that the MS in Counseling program has adopted. We follow the curriculum guidelines of our future hope of being CACREP accredited as well as following the guidance of the Arkansas Board of Examiners in Counseling (LPC) and the Commission of Certified Rehabilitation Counselors (CRCC) to ensure our students will become licensed and/or certified counselors upon graduation.

- 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.

I am not aware of any other Counseling program in the state of Arkansas that has a accelerated pathway such as this for Psychology majors. This is a great opportunity both financially and time wise for students to get up to 12 hours of credit at the undergraduate tuition cost and have 12 of 60 graduate credit hours completed before they obtain their bachelors in Psychology. This will be a huge recruitment and retention tool for both the Psychology program and the Masters in Counseling program.

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

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 http://www.atu.edu/registrar/curriculum_forms.php.

Please see last page for signatures for this required page.

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

Curriculum Matrix for Catalog Curriculum in Psychology	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester <i>Footnote 9</i> Add: the AB2M footnote: CNSL 5223: Ethics and Professional Development for 3 hours of 3000-4000 level Elective Add the AB2M footnote: CNSL 5233: Diversity and Inclusion in Human Service Settings for 3 hours of 3000-4000 level Elective Delete: Total Hours:	Senior Spring Semester <i>Footnote 9</i> Add: the AB2M footnote: CNSL 5003: Medical and Psychosocial Aspects of Disability for 3 hours of 3000-4000 level Elective Add the AB2M footnote: CNSL 5253: Psychopathology for 3 hours of 3000-4000 level Elective Delete: Total Hours:

MS in Counseling Assessment Plan

(AB2M Classes are highlighted in yellow below)

Standard Outcome	Courses for Outcome	Outcome Measure
Standard 1: Successful graduates comprehend the major concepts, principles, theories, and research underlying the philosophical foundations of clinical mental health and rehabilitation counseling, and they work successfully within organizational components.	CNSL 5223 CNSL 6123	- Written Synthesis Exercises - Clinical Case Studies - Quizzes & Exams - Reflection Papers
Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.	CNSL 5223 CNSL 5163 CNSL 5223 CNSL 5233 CNSL 5243 CNSL 6013 CNSL 6023 CNSL 6123 CNSL 6163 CNSL 6204 CNSL 6233 CNSL 6803	- Video/Live Counseling & Reflection Exercises - Clinical Case Studies - Case Management Portfolio - Reflection Journals - Quizzes & Exams - Formative & Summative Assessments - Experiential Assessments - Treatment Plan Development
Standard 3: Successful graduates are successful in their various roles as clinical professionals. They serve as informed advocates for those with rehabilitation and/or mental health needs, and for providing consultative services to community organizations. They engage with families and community members to form collaborative relationships.	CNSL 5163 CNSL 6223 CNSL 6823	- Case Study and Advisory Plan - Treatment Plan Development - Consultation Plan Development
Standard 4: Successful graduates can competently obtain, evaluate and utilize research, in addition to classroom knowledge, in a manner that scaffolds the clinical relationship.	EDFD 6003 CNSL 5163 CNSL 6023 CNSL 6973 CNSL 6981-6 CNSL 6991-5	- Video/Live Counseling & Reflection Exercises - Clinical Case Studies - Formative & Summative Assessments - Experiential Assessments - Pre-Professional Experience Research Project and Thesis

Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.	CNSL 5003 CNSL 5163 CNSL 5233 CNSL 6013 CNSL 6163 CNSL 6204 COUN 6213 CNSL 6223	- Research & Analysis Synthesis Paper - Clinical Case Studies - Formative & Summative Assessments - Experiential Assessments - Research Project and Thesis
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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 ☒ supports ☐ does not support the change.
Comments:	

Department Head Signature: _____

Date: _____

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Kinesiology & Rehabilitation Science	This department ☐ supports ☐ does not support the change.
Comments: KRS supports this change.	

Department Head Signature: Rockie Pederson

Date: 7/10/2025

PSYCHOLOGY, BACHELOR OF ARTS

Dr. David Ward, Department Head

Witherspoon Hall, Room 348

(479) 968-0305

dward@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I ¹	3	_____
MATH XXXX	Mathematics ¹	3	_____
TECH 1001	Orientation to the University	1	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Elective ^{2,3}		6	_____
Hours		16	
Spring			
ENGL 1023	Composition II ¹	3	_____
PSY 2003	General Psychology ⁴	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Elective ^{2,3}		6	_____
Hours		16	
Sophomore			
Fall			
FAH 1XXX	Fine Arts and Humanities Courses ¹	6	_____
PSY/SOC 2053	Statistics for the Behavioral Sciences ⁴	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Hours		13	
Spring			
Psychology Topical Core ⁵		3	_____
PSY/SOC 2063	Research Design for the Behavioral Sciences ⁴	3	_____
PSY 3191	Careers in Psychology ⁴	1	_____
Elective ^{2,3}		8	_____
Hours		15	
Junior			
Fall			
SOC 1003	Introductory Sociology	3	_____
Psychology Topical Core ⁵		6	_____
Elective ^{2,3}		6	_____
Hours		15	
Spring			
ANTH 1213 or ANTH 2003	Introduction to Anthropology or Cultural Anthropology	3	_____
Psychology Topical Core ⁵		6	_____
Elective ^{2,3}		6	_____
Hours		15	
Senior			
Fall			
Psychology Elective (3000-4000 level) ⁶		6	_____

Elective ^{2,3,6,7,8}		9
	Hours	15
Spring		
Select one of the following Capstone Courses:		3
PSY 4003	Capstone: Advanced Research Method and Lab for Psychology ^{4,6}	_____
PSY 4103	Capstone: Advanced Psychological Science	_____
PSY 4203	Capstone: Psychology in the Community	_____
Elective ^{2,3,6,7,8}		12
	Hours	15
	Total Hours	120

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

² Complete a minor, an associate's degree or a second degree.

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

⁴ Psychology majors must earn a grade of 'C' or higher.

⁵ **Take 15 hours from the below Topical Core courses:**

PSY 3003 Abnormal Psychology or PSY 3153 Personality Psychology;

PSY 3053 Behavioral Neuroscience or PSY 4053 Sensation and Perception;

PSY 3063 Developmental Psychology: Childhood or PSY 3183 Development Psychology: Adolescence;

PSY 3073 Psychology of Learning or PSY 4073 Cognitive Psychology;

PSY 3123 Evolutionary Psychology or PSY 4043 Social Psychology/SOC 4043 Social Psychology.

⁶ This program partners the Bachelor of Arts (BA) in Psychology undergraduate degree with the Master of Science (MS) in Higher Education and Student Affairs. Students in this accelerated program can substitute up to 12 hours of student affairs administration courses from the following: SAA 6113 Research Design and Analysis for PSY 4003 Capstone: Advanced Research Method and Lab for Psychology; and/or SAA 6023 Introduction to Student Affairs Administration and/or SAA 6033 Student Development Theory for electives; and/or SAA 6043 Today's College Students and/or SAA 6073 Counseling Theories and Helping Skills for 3000-4000 level psychology electives.

⁷ This program partners the Bachelor of Arts (BA) in Psychology undergraduate degree with the Master of Science (MS) in Emergency Management and Homeland Security. Students in this accelerated program can substitute up to twelve (12) hours of emergency management courses from the following: nine (9) hours from the graduate core: EMHS 6063 Principles of Emergency Management, EMHS 6093 Principles of Homeland Security, and EMHS 6103 Research Design and Methods, and three (3) electives from any approved EMHS course for up to 12 hours of 3000-4000 level psychology electives.

⁸ This program partners the Bachelor of Arts (BA) in Psychology undergraduate degree with the Master of Arts (MA) in Organizational Leadership and Learning. Students in this accelerated program can substitute up to 12 hours of organizational leadership and learning courses from the following: 6 hours from the graduate core: OL 5043 Ethical Decision-Making and Development, OL 5643 Organizational Culture, OL 6043 Leadership in Organizational Change, EMHS 6103 Research Design and Methods, OL 6143 Consultation, Coaching, and Leadership Development, and 6 hours from electives: OL 5143 Nonprofit Organizations, and OL 5343 Community Development for any elective or 3000-4000 level psychology electives.

⁹ Accelerated BA Psychology to MS Counseling (both options)

COUNSELING - REHABILITATION COUNSELING OPTION, MASTER OF SCIENCE

Dr. Robert Stevens, Program Director

Browning Hall, Room 305

(479) 964-0545

rstevens5@atu.edu

Curriculum

Code	Title	Hours
■ CNSL 5003	Medical and Psychosocial Aspects of Disability	3
■ CNSL 5163	Foundations of Substance Abuse	3
■ CNSL 5223	Ethics and Professional Development	3
■ CNSL 5233	Diversity and Inclusion in Human Service Settings	3
■ CNSL 5253	Psychopathology	3
■ CNSL 6013	Vocational Rehabilitation	3
■ CNSL 6023	Assessment in Counseling Environments	3
■ CNSL 6123	Counseling Theories	3
■ CNSL 6204	Counseling Skills	4
■ CNSL 6223	Family and Relationship Counseling: Theories and Techniques	3
■ CNSL 6233	Theories and Techniques of Group Counseling	3
■ CNSL 6803	Psychopharmacology and the Counseling Profession	3
■ CNSL 6823	Advanced Case Management Strategies for Counseling	3
■ CNSL 6973	Practicum in Counseling	3
■ CNSL 6986	Internship in Counseling	6
■ COUN 6213	Developmental Counseling: Theory and Application	3
■ EDFD 6003	Educational Research	3
Select one of the following:		5
■ CNSL 6991/6992/6993/6994/6995	Thesis Research	
■ Elective		
Total Hours		60

COUNSELING - CLINICAL MENTAL HEALTH OPTION, MASTER OF SCIENCE

Dr. Robert Stevens, Program Director

Browning Hall, Room 305

(479) 964-0545

rstevens5@atu.edu

Curriculum

Code	Title	Hours
CNSL 5163	Foundations of Substance Abuse	3
CNSL 5223	Ethics and Professional Development	3
CNSL 5233	Diversity and Inclusion in Human Service Settings	3
CNSL 5253	Psychopathology	3
CNSL 6013	Vocational Rehabilitation	3
CNSL 6023	Assessment in Counseling Environments	3
CNSL 6123	Counseling Theories	3
CNSL 6163	Addictions Diagnosis and Treatment Strategies	3
CNSL 6204	Counseling Skills	4
CNSL 6223	Family and Relationship Counseling: Theories and Techniques	3
CNSL 6233	Theories and Techniques of Group Counseling	3
CNSL 6803	Psychopharmacology and the Counseling Profession	3
CNSL 6823	Advanced Case Management Strategies for Counseling	3
CNSL 6973	Practicum in Counseling	3
CNSL 6986	Internship in Counseling	6
COUN 6213	Developmental Counseling: Theory and Application	3
EDFD 6003	Educational Research	3
Select one of the following:		5
CNSL 6991/6992/6993/6994/6995	Thesis Research	
Elective	CNSL 5003	
Total Hours		60



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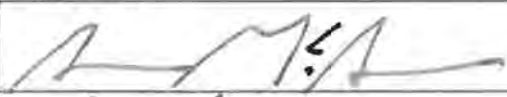
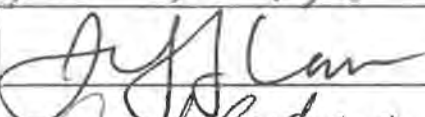
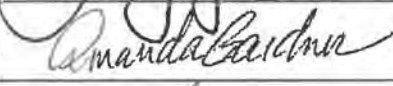
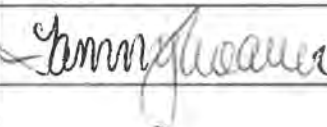
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JUN 27 2025

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
History and Political Science	06/18/2025
	3

Title	Signature	Date
Department Head Aaron McArthur		27 June 25
Dean Jeffrey Cass		6/27/25
Assessment		7/1/25
Registrar		7/27/25
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) GEOG	Course Number: (e.g., 1003) 3503	Effective Term: ☐ Spri... ☒ Sum...
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Political Geography		

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

POLITICAL GEOGRAPHY

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/Practicu...

☐ 07 Apprenticeship/Externs...

☐ 08 Independent St...

☐ 09 Readings

☐ 10 Special Topics

☐ 12 Individual Lesso...

☐ 13 Applied Instructi...

☐ 16 Studio Course

☐ 17 Dissertation Res...

☐ 18 Activity Course

☐ 19 Seminar

☐ 98 Other

Does this course require a fee?

☐ Yes ☒ No

How Much?

Select Fee Type

If selected other list fee type:

☒ Elective

☐ Major

☐ Minor

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

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

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

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

Answer the following Assessment questions:

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

Not Applicable

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

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

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

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

This is part of the first revision to the ATU Anthropology and Geography

program since its creation in 2015. As our Anthropology and Geography major grows, additional coursework in upper-division geography is needed to meet student demand. "Political Geography" is a very common upper-division geography course across the US, with in-state examples of this course at UCA (GEOG 3381) and the University of Arkansas (GEOS 42403).

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.

GEOG 3503: Political Geography



Instructor: Dr. Patrick Hagge, phagge@atu.edu

Office: WPN 244B, 479-968-0265; **Office Hours:** MT 1-3, W 1-2

Course Description: An investigation of political geography, with a focus on the spatial dimensions of politics in the United States.

Required Text: None, but you are required to keep up with all Blackboard readings. The supplementary readings, along with maps, discussions, notes, and multimedia examples serve as the course textbook.

Course Rationale: This upper-division course is a thematic-based study of political geography, with a heavy emphasis on the history, trends, and spatial dimensions of political geography in the United States.

Learning Objectives: Throughout this course, students will:

- Evaluate key concepts in political geography
- Identify the spatial distribution of political power and governance structures in the United States
- Examine historical developments in U.S. political geography
- Analyze spatial patterns and trends in U.S. electoral geography
- Understand political maps and electoral geographies to evaluate voting patterns
- Analyze the influence of urban-rural divides on political ideologies and outcomes

Assessment:

- 50% Exams (15% Exam 1, 15% Exam 2, 20% Exam 3)
- 20% Research Project
- 20% Blackboard Assignments
- 10% Attendance Quizzes

Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

Class policies:

- **Devices:** Do NOT use phones. Laptop use is for taking notes, so do not distract the class.
- **Lectures:** You must attend class lectures and take careful notes to succeed in the class. A small portion of the course grade comes from daily attendance and attendance quizzes.
- **Tutoring:** The "Tech Learning Center" on the 1st floor of the Ross Pendergraft Library offers free tutoring for ATU students on a variety of courses, including many GEOG courses. Please use the free tutoring services at <https://www.atu.edu/tutoring/> or contacting tlc@atu.edu.

- **Plagiarism:** All work is to be completed by the student, and ATU's plagiarism policies will be strictly enforced (refer to the ATU student handbook). Unsourced copying of AI/Internet material is strictly forbidden in *any* assignment. If you are caught plagiarizing or cheating, you will receive an "F" for the assignment, and depending on the severity, for the course. Any rare acceptable use of LLMs/AI will be discussed in class.

ATU Institutional Policies:

Code of Academic Integrity: Students must refrain from ALL TYPES OF cheating, plagiarism, fabrication, impersonation, forgery, collusion, and/or other dishonest practices. (See examples at <https://www.atu.edu/academic-integrity/>) Students who violate the ATU Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university-level sanctions.

Special Accommodations Statement: ATU adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit: <http://www.atu.edu/disabilities/index.php>

Anti-Discrimination Statement: ATU does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct, report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify ATU's Title IX Coordinator and share the basic facts of your experience. Visit: <http://www.atu.edu/titleix/index.php>

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

Course Content: (SUBJECT TO CHANGE UPON TEACHING)

- Week 1: Introduction to Political Geography

- Week 2: Historical Formation of U.S. Political Boundaries and the Modern State System
- Week 3: Federalism and Spatial Distribution of Power in the U.S.
- Week 4: Nations, Nationalism, and Identity in the U.S.
- Week 5: Electoral Geography and Gerrymandering in the U.S. **(EXAM 1)**
- Week 6: Urban-Rural Political Divides and Political Polarization in the U.S.
- Week 7: Centripetal and Centrifugal Forces in U.S. Political Cohesion
- Week 8: Legal Geography and Indigenous Political Spaces
- Week 9: Colonialism, Global Diffusion of State Models, and the U.S. Legacy **(EXAM 2)**
- Week 10: Boundaries and Boundary Disputes: U.S. and Global Perspectives
- Week 11: Geopolitics and U.S. Global Spatial Influence
- Week 12: Contemporary Political Geography Challenges in the U.S.
- Week 13: Mapping Political Power in the U.S.: Visualization and Spatial Analysis
- Week 14: Regionalism, Political Culture, and Spatial Identities in the U.S. **(EXAM 3 - Final)**



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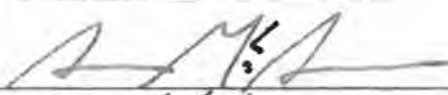
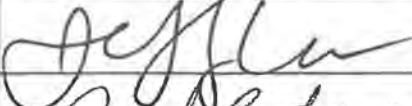
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REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
History and Political Science	06/18/2023

Title	Signature	Date
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Dean Jeffrey Cass		6/27/25
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Registrar		7/23/25
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) GEOG	Course Number: (e.g., 1003) 3713	Effective Term: ☐ Spri... ☒ Sum...
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) The Middle East		

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

THE MIDDLE EAST

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/Practicu...

☐ 07 Apprenticeship/Externs...

☐ 08 Independent St...

☐ 09 Readings

☐ 10 Special Topics

☐ 12 Individual Lesso...

☐ 13 Applied Instructi...

☐ 16 Studio Course

☐ 17 Dissertation Res...

☐ 18 Activity Course

☐ 19 Seminar

☐ 98 Other

Does this course require a fee?

☐ Yes ☒ No

How Much?

Select Fee Type

If selected other list fee type:

☒ Elective

☐ Major

☐ Minor

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

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

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

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

Answer the following Assessment questions:

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

Not Applicable

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

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

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

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

This is part of the first revision to the ATU Anthropology and Geography

program since its creation in 2015. As our Anthropology and Geography major grows, additional coursework in upper-division geography is needed to meet student demand. Courses that incorporate the geography of the Middle East course are common across the US, with in-state examples of courses similar to this proposal at UALR (ANTH 3319) and the University of Arkansas (GEOS 40403).

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
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- d. Catalog description
 - 1. Arkansas Course Transfer System (ACTS) course number, if applicable
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- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

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

GEOG 3713 - Course Syllabus

The Middle East and North Africa: A Contemporary Geography

Contact Information

Instructor: Dr. Joseph

Swain Office: 244A

Witherspoon Phone: 479-880-4287

Email: jswain@atu.edu

Student Support Hours: Mon & Wed 10:00-11:00 & 12:30-1:30; Online Thurs 10:00-12:00

Also available by email or WebEx appointment

Catalog Description

A regional study of the Middle East and North Africa, focusing on climate, culture, population, and conflict. Includes case studies from countries like Egypt, Iran, Turkey, and Saudi Arabia, emphasizing both historical context and contemporary geographic challenges.

Course Rationale

This course offers a comprehensive overview of the physical and human geography of the Middle East and North Africa (MENA). Through a regional lens, we will explore the spatial patterns of cultural identity, natural resources, environmental challenges, urban development, conflict, and globalization. The course places particular emphasis on both historical legacies and contemporary geographic issues in countries such as Egypt, Iran, Saudi Arabia, Turkey, Syria, and Israel.

Required Textbook

Kéchichian, Joseph A. (Ed.). 2023. The Middle East and North Africa: A Contemporary Geography. Rowman & Littlefield.

The eTextbook is included in your course charge and available pre-loaded in Blackboard.

Course Objectives

- Understand the role of physical geography in shaping environmental challenges, population patterns, and resource distribution in the MENA region.
 - Explore historical and contemporary human-environment interactions.
 - Analyze the geographic roots and consequences of political conflicts and border disputes.
 - Investigate urbanization, economic development, and globalization in the context of the Middle East and North Africa.
 - Examine the cultural landscapes of the region, including religious and ethnic identities.
-

Assessment

Breakdown 20%

Discussion Assignments
25% Chapter Reading
Quizzes 25% Chapter
Review Questions 20%
Semester Research Paper
10% Map Quizzes

Grading Scale:

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

Assignments and Tests

- Quizzes: One reading quiz per chapter; lowest quiz dropped.
 - Review Questions: Short answer/essay format to reinforce major concepts.
 - Discussions: Based on short documentaries and case studies tied to course themes.
 - Research Paper: A 7-10 page paper exploring a regional or thematic issue.
 - Map Quizzes: Complete map activities via Seterra or similar tools and upload screenshots.
-

Technology Requirements

A reliable computer and internet connection. See Blackboard's Student Resource Module for minimum requirements. Library checkouts available if needed.

Attendance Policy

Attendance will be tracked through Blackboard logins. Students should log in every few days and check announcements regularly.

Late Work Policy

Assignments must be submitted by the posted deadline. Approved documentation is required for late work.

Academic Integrity

Violations will result in a zero for the assignment and may result in an F for the course.

Refer to ATU's Code of Academic Integrity.

AI Policy:

Use of Generative AI Tools - Permitted 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]."

Course Schedule

Getting Started: August 20 - August 29

- Syllabus, Federal Attendance Module, and Chapter 1: Introduction
- **Assignments Due:** Friday, August 29

Part 1: September 1 - September 22

Themes:

- Physical Geography
- Environmental Challenges
- Historical Foundations of the MENA region

Text: Chapters 2-4

Assignments Due: Monday, September 22

Part 2: September 23 - October 20

Themes:

- Cultural Geography
- Religious and Ethnic Landscapes
- Population & Migration

Text: Chapters 5-7

Assignments Due: Monday, October 20

- *(Fall Break is Oct. 9-10 — no due dates scheduled during break)*

Part 3: October 21 - November 10

Themes:

- Urbanization
- Development & Resource Conflict
- Globalization

Text: Chapters 8-10

Assignments Due: Monday, November 10

Part 4: November 11 to Final Exam Day (TBA)

Themes:

- Subregions: North Africa, Levant, Arabian Peninsula, Iran & Turkey

Text: Chapters 11-14

Final Assignments & Research Paper Due Final Day of Course

- *(Reading Day is Dec. 8; Finals Week is Dec. 8-12)*

University Policies

Academic Integrity

A violation of academic integrity refers to various categories of inappropriate academic behavior with respect to a course. Students must refrain from cheating, plagiarism, fabrication, impersonation, forgery, collusion, and/or other dishonest practices. See the ATU Code of Academic Integrity for common examples of unacceptable academic behavior.

<https://www.atu.edu/academic-integrity/>

Discrimination Policy

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, we encourage you to report this to the institution. Faculty and staff must report incidents to the Title IX Coordinator. For more info:

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

Disability Services

If you need an accommodation due to a disability, contact the ATU Office of Disability Services, Doc Bryan Student Center, Suite 171.

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

Student Needs Statement

Students facing challenges with food or housing that may affect performance are encouraged to contact the instructor or the Office of the Vice President for Student Services. Resources:

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

COVID Policy

Review the latest guidance at www.atu.edu/hwc/hwc_covid.php. HWC continues to offer COVID-19 testing and vaccinations. Communicate directly with instructors regarding absences related to illness.



ARKANSAS TECH UNIVERSITY

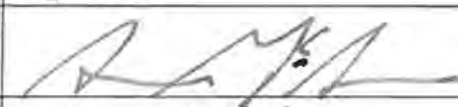
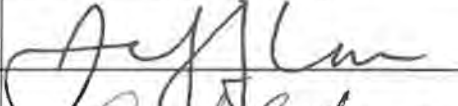
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Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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) GEOG	Course Number: (e.g., 1003) 3903	Effective Term: ☐ Spri... ☒ Sum...
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Geography in Focus		

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

GEOGRAPHY IN FOCUS

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?

6

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/Practicu...

☐ 07 Apprenticeship/Externs...

☐ 08 Independent St...

☐ 09 Readings

☐ 10 Special Topics

☐ 12 Individual Lesso...

☐ 13 Applied Instructi...

☐ 16 Studio Course

☐ 17 Dissertation Res...

☐ 18 Activity Course

☐ 19 Seminar

☐ 98 Other

Does this course require a fee?

☐ Yes ☒ No

How Much?

Select Fee Type

If selected other list fee type:

☒ Elective

☐ Major

☐ Minor

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

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

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

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

Answer the following Assessment questions:

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

Not Applicable

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

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

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

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

This is part of the first revision to the ATU Anthropology and Geography

program since its creation in 2015. As our Anthropology and Geography major grows, additional coursework in upper-division geography is needed to meet student demand. "Topics in Geography" allows for rotating, upper-division topics taught at the 3000-level. At present, the only option for topics-based classes is GEOG 4983: Geography Seminar, designed for capstone-style seminar approaches.

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.

GEOG 3903: Geography in Focus

Instructor: Dr. Joseph Swain, jswain@atu.edu; **Office:** Witherspoon 244A



Course Description: A rotating topic course in relevant concepts of human or physical geography.

Required Text: *AS A ROTATING TOPICS COURSE, THIS SECTION WILL DIFFER EACH TIME THE COURSE IS TAUGHT*

Learning Objectives: *AS A ROTATING TOPICS COURSE, LEARNING OBJECTIVES WILL DIFFER EACH TIME THE COURSE IS TAUGHT*

Assessment: *AS A ROTATING TOPICS COURSE, THIS SECTION WILL DIFFER EACH TIME THE COURSE IS TAUGHT*

Grading Scale: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 0-59%

Class policies: *AS A ROTATING TOPICS COURSE, THIS SECTION WILL DIFFER EACH TIME THE COURSE IS TAUGHT, AND DEPENDING ON THE INSTRUCTOR*

Code of Academic Integrity: Students must refrain from ALL TYPES OF cheating, plagiarism, fabrication, impersonation, forgery, collusion, and/or other dishonest practices. (See examples at <https://www.atu.edu/academic-integrity/>) Students who violate the ATU Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university-level sanctions.

Special Accommodations Statement: ATU adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit: <http://www.atu.edu/disabilities/index.php>

Anti-Discrimination Statement: ATU does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct, report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify ATU's Title IX Coordinator and share the basic facts of your experience. Visit: <http://www.atu.edu/titleix/index.php>

Student Needs Statement: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are

available for students and can be found at the following webpage:

<https://www.atu.edu/localresources/> If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Course Content: *AS A ROTATING TOPICS COURSE, THIS SECTION WILL DIFFER EACH TIME THE COURSE IS TAUGHT*



ARKANSAS TECH UNIVERSITY

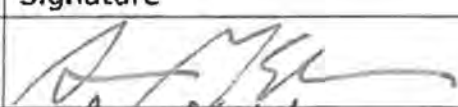
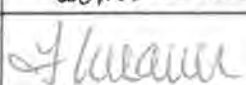
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JUN 27 2025

REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
History and Political Science	06/18/2023

Title	Signature	Date
Department Head Aaron McArthur		27 June 23
Dean Jeffrey Cass		6/27/25
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) GEOG	Course Number: (e.g., 1003) 4791/2/3/4	Effective Term: ☐ Spri... ☒ Sum...
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Geography Internship		

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

GEOGRAPHY INTERNSHIP

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

☐ Yes ☒ No

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

If so, list course subject and number. ☐ Yes ☒ No

Is this course repeatable for additional earned hours? ☒ Yes ☐ No

How many total hours?

6

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/Practicu...

☐ 07 Apprenticeship/Externs...

☐ 08 Independent St...

☐ 09 Readings

☐ 10 Special Topics

☐ 12 Individual Lesso...

☐ 13 Applied Instructi...

☐ 16 Studio Course

☐ 17 Dissertation Res...

☐ 18 Activity Course

☐ 19 Seminar

☐ 98 Other

Does this course require a fee?

☐ Yes ☒ No

How Much?

Select Fee Type

If selected other list fee type:

☒ Elective

☐ Major

☐ Minor

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

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

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

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

Answer the following Assessment questions:

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

Not Applicable

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

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

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

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

This is part of the first revision to the ATU Anthropology and Geography

program since its creation in 2015. As our Anthropology and Geography major has grown, we have had several students work as interns in community organizations, such as the Russellville city government. This course, "Geography Internship", with a variable set of hours from 1 to 4, allows students to earn course credit for internship work. The structure and description of this course also mirror existing internship courses in HIST and POLS.

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.

GEOG 479x: Geography Internship

Note: This is a comparable syllabus from a previous iteration of an internship-as-special-problems course.



Instructor: Dr. Patrick Hagge, phagge@atu.edu

Office: WPN 244B, 479-968-0265; **Office Hours:** MTW 1-3

Course Description: A supervised placement in a geography-related organization under the joint professional guidance of the organization and a faculty member. Emphasis will be placed on real-world experiential learning. Students are required to complete a comprehensive report and a minimum number of internship-related hours, to be determined by the instructor.

Course Note: May be taken for 1, 2, 3, or 4 hours of credit. One credit hour is equivalent to 10 internship clock hours.

Course Information

This undergraduate research course focuses on a valuable internship-type opportunity with the Russellville Planning & Development Office (<https://www.russellvillearkansas.org/166/Planning-Development>). The duties and responsibilities encountered during this course will allow enrolled students to gain first-hand knowledge of urban planning outside of the traditional classroom.

Students will work (unpaid) with the Russellville Planning & Development Office around 8-10 hours per week (with occasional evening public meeting hours as needed) under the supervision of the Russellville "City Planner" (Sara Jondahl) and the associate "Planner I" (Victoria Marchant). Victoria Marchant (479-968-1002) also serves the main contact for this program. This course is a pilot program for a more formal internship that could occur between ATU and the City of Russellville in 2022 and beyond.

Learning Objectives: Throughout this internship course experience, students will:

- Apply geographic knowledge and skills in a professional setting.
- Communicate and collaborate effectively in a workplace environment.
- Connect academic learning with real-world geographic practice.
- Evaluate how geographic methods contribute to organizational goals.
- Complete and reflect on internship experiences in a final report.

Student Responsibilities

Student responsibilities during this program may include: compliance checks for city ordinance petitions (including zoning, permit requests, street closing requests, etc.), scheduling work with the Planning Commission and Board of Adjustment, communication to applicants of ordinance submissions, preparation of a Monthly

Recommendation Report for the City Council Agenda, maintenance of Master Zoning Code Manual/Land Subdivision and Development Code Manual, and other duties as requested.

At the end of this course, the student will prepare a summary report for the instructor (Dr. Patrick Hagge) relating their experience to wider connections in urban geography. This workload is equivalent to a 2-hour upper-level course in urban geography.

Code of Academic Integrity: Students must refrain from ALL TYPES OF cheating, plagiarism, fabrication, impersonation, forgery, collusion, and/or other dishonest practices. (See examples at <https://www.atu.edu/academic-integrity/>) Students who violate the ATU Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university-level sanctions.

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

Regular Student-Instructor Communication

GEOG 479X is an off-campus course, but the student and ATU instructor will maintain communication in order to regularly assess the student experience, and to make wider connections to urban geography.

Grading

90 pts = successful completion of internship duties as agreed upon by the instructor and the

Russellville Planning & Development Office

10 pts = summary paper of experiences

100 pts total points possible



ARKANSAS TECH UNIVERSITY

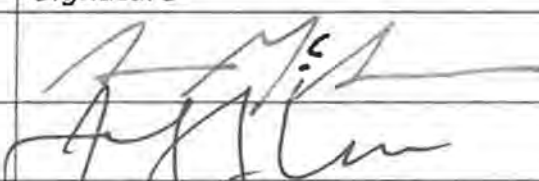
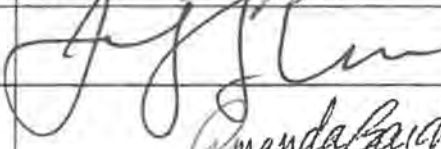
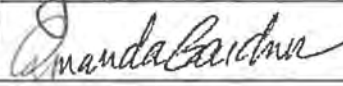
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JUN 27 2025

REQUEST FOR COURSE CHANGE

Registrar's Office

Department Initiating Proposal	Date
History and Political Science	06/18/2025

Title	Signature	Date
Department Head Aaron McArthur		27 Jun 25
Dean Jeffrey Cass		6/27/25
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) GEOG	Course Number: (e.g., 1003) 2013
Official Catalog Title: Regional Geography of the World	

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 Descri...

☐ 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:

A survey of major regions that focuses on the physical and human geography of Earth's major regions: Europe, Latin America, the Middle East, Africa, Asia, the Pacific, and North America

New Cross List:

☐ Adding Cross-Listi...

☐ Changing Cross-Lis...

☐ Deleting Cross-Li...

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

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

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

☐ Elective

☐ Major

☐ Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- b. If this course is required for the major or minor, complete the following.
Not applicable. This is a cosmetic change of the course

description. The course is already assessed for the program as well as for ATU GenEd.

- 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 current course description, "A survey of major regions with particular emphasis upon Europe, the Commonwealth of Independent States, the Orient, the Mid East, Africa, and Latin America", has geographically clunky language not known to current students, such as "the Commonwealth of Independent States", "the Orient", and "the Mid East". The new proposed course description is more geographically appropriate to the discipline.

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.

Not applicable. This is a cosmetic change of the course description.



ARKANSAS TECH UNIVERSITY

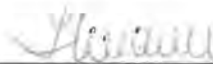
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REQUEST FOR COURSE CHANGE

Registrar's Office

Department Initiating Proposal	Date
History and Political Science	06/18/2025

Title	Signature	Date
Department Head Aaron McArthur		27 June 25
Dean Jeffrey Cass		6/27/25
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)
GEOG	3113
Official Catalog Title:	
Geography of the United States and Canada	

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 Descri...

☐ 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:

A regional study emphasizing the physical and cultural aspects of the United States and Canada.

New Cross List:

☐ Adding Cross-Listi...

☐ Changing Cross-Lis...

☐ Deleting Cross-Li...

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

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

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

☐ Elective

☐ Major

☐ Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
- b. If this course is required for the major or minor, complete the following.
Not applicable. This is a cosmetic change of the course

description. The course is already assessed for the program.

- 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 current course description, “A regional study emphasizing the physical and cultural aspects of Anglo America”, has geographically clunky language not known to current students, such as “Anglo America”. The new proposed course description is more geographically appropriate to the discipline.

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.

Not applicable. This is a cosmetic change of the course description.



ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Department of History and Political Science	09/23/2024

Title	Signature	Date
Department Head		8/7/2025
Dean	<i>Jeffrey Cass</i>	08/07/2025

Course Subject: (e.g., ACCT, ENGL) PHIL	Course Number: (e.g., 1003) 2013
---	--

Official Catalog Title:
Religions of the World

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)

Cross-list PHIL 2013 with the HIST subject.

*HIST 2023: Religions of the world
(HIST 2013 already
exists)*

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. Explain the rationale for the cosmetic course change.

The long-standing course description runs as follows: "An examination of the major historical religions according to their basic scripture, their historical development, and their contemporary ideas and practices." Given the historical approach to its subject matter, the course would also be a good fit with the history program.

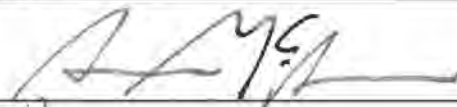
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.



ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
History & Political Science	4/25/2025

Title	Signature	Date
Aaron McArthur, Ph.D. Department Head		29 Apr 2025
Jeffrey Cass, Ph.D. Dean		4/29/25

Course Subject: (e.g., ACCT, ENGL) POLS	Course Number: (e.g., 1003) 2413
Official Catalog Title: International Relations	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) We request to change the course title to "World Politics" instead of "International Relations."	
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.	

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b. Explain the rationale for the cosmetic course change.

- International Relations, as a concept, focuses only on the interactions, diplomacy, and politics between the officially recognized countries of the world.
- While studying these relations for 194 U.N. recognized countries (plus several semi-recognized entities, such as Kosovo) is an important component of this course, focusing only on the countries of the world excludes many important actors, such as:
 - Non-state actors (Ex.: terrorist organizations),
 - Intergovernmental organizations (The United Nations, NATO, etc.),
 - Nongovernmental organizations (The International Red Cross, etc.), and
 - Multinational corporations (Walmart, Huawei, AstraZeneca, etc.)
- World Politics, in contrast, is a broader and more comprehensive term, and includes the examination of all these aforementioned political actors, in addition to the interactions and diplomacy between countries of the world that the term "International Relations" encompasses.
- Additionally, World Politics is seen as the more contemporary term for introducing new students to the global side of political science. International Relations, while still occasionally used, is somewhat dated.

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.

Not Applicable.

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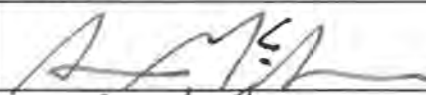
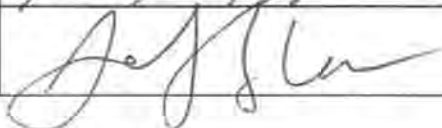
Registrar's Office



ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
History and Political Science	4/25/2025

Title	Signature	Date
Aaron McArthur, Ph.D. Department Head		27 Apr 2025
Jeffrey Cass, Ph.D. Dean		4/25/25

Course Subject: (e.g., ACCT, ENGL) POLS	Course Number: (e.g., 1003) 3013
Official Catalog Title: Recent American Foreign and Military Policy	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) We want to A) change the course title and B) modify the course description.	

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.

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Registrar's Office

b. Explain the rationale for the cosmetic course change.

- We want to change the course title to "U.S. Foreign Policy," which is shorter, simpler, and far more commonly used in political science.
 - At institutions of higher education in Arkansas, as well as at peer institutions across the region, they almost universally use this simpler title for their foreign policy course.
 - While the U.S. military is covered in this class, it never has been treated as a co-equal topic in the course that should garner equal billing in the course title.
- We also want to update the Course Description. The current course description does not reflect how U.S. foreign policy is taught nowadays, but reflects an approach that was more commonplace two decades ago.
 - The 2024 – 2025 Course Catalog description currently reads:

The post World War II environment in which U.S. foreign and military policy functions; emphasis is on the formulation of policy, relationship of foreign policy and domestic affairs, problems of foreign and military policy coordination and control, and the military industrial complex.
 - We would like to modify the course description to read as follows:

This course examines the foreign policy and relations of the United States with an emphasis on the post-World War Two environment. This class looks at the global and historical background of U.S. foreign policy and relations, the many institutions that shape foreign policy, important societal influences on foreign policy, and a selection of the major, pressing foreign policy issues.

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.

Not applicable.

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ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
History & Political Science	4/25/2025

Title	Signature	Date
Aaron McArthur, Ph.D. Department Head		29 Apr 2025
Jeffrey Cass, Ph.D. Dean		4/25/25

Course Subject: (e.g., ACCT, ENGL) POLS	Course Number: (e.g., 1003) 3473
Official Catalog Title: National Security Policy	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) We request to make two cosmetic changes to this course: 1. We want to change its course description to make it more explanatory than the existing course description in the Course Catalog. 2. We want to change the Course Title to better reflect the new course description presented herein.	
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.	

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Registrar's Office

b. Explain the rationale for the cosmetic course change.

- The current course description is too short, non-descriptive, and does not even mention the United States (which is the central theme of this course).
 - It currently reads:

A study of national security policy making, with an emphasis on current national security issues.
 - We want to expand this description in order to better explain to potential students what this course covers. We request this new course description read:

This course examines the United States military establishment with a focus on the post-World War Two era. It will examine the global threat environment, the military's formal chain of command, societal and governmental forces that are highly influential to U.S. security policy, and key regions and security challenges facing the U.S. today.
- With the course description changed, we then request to change the course name to "American National Security."
 - This course title actually mentions the United States, which has been the central focus of this course for the last 16+ years.
 - This new course title also corresponds better with the suggested course description above.

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.

Not Applicable.

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ARKANSAS TECH UNIVERSITY

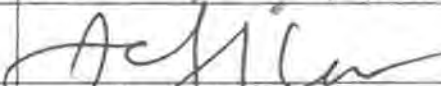
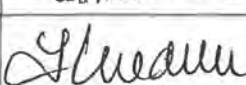
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JUN 27 2025

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
History and Political Science	06/18/2025

Title	Signature	Date
Department Head Aaron McArthur		27 June 2025
Dean Jeffrey Cass		6/27/25
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: BA Anthropology and Geography
--

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)

Note: This is part of a Department of History and Political Science-wide curriculum update for the BA Anthropology and Geography, BA History, and BA Political Science

1. Delete the 6-hours of Foreign Language requirements, "Beginning Language I" and "Beginning Language II" *Add 6 hours FAH*
2. Delete the 3-hour HIST 2203: Intro to Public History requirement
3. Add a 3-hour upper-division "History Elective (3000-4000)" requirement
4. Add a 3-hour upper-division "Political Science Elective (3000-4000)" requirement
5. Add a 3-hour "Philosophy Elective" requirement
6. Add a 3-hour upper-division "Sociology Elective (3000-4000)" requirement

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

1. Changing the foreign language requirement may affect some language enrollments, though the overall impact is expected to be minimal. Many HPS students already have their language requirement waived, either by earning one or two years of Arkansas high school language credit or due to intermittent language course offerings at ATU. Additionally, students may still choose to take language classes to fulfill General Education requirements.
2. Revising the HIST/POLS/PHIL/SOC electives will have minimal impact. The addition of one 3-hour course per discipline will be distributed across multiple semesters for each student. We estimate that typical upper-level classes in these disciplines may experience an increase of just one or two students per semester.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These program changes support the university's goals of being "dedicated to student success" and "providing life-changing educational opportunities" by offering students additional training in related fields, thereby better preparing them for the future.
- 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?
Currently, many students may take random 3000- or 4000-level courses simply to meet Arkansas' 40-hour upper-level requirement. Offering more upper-level courses relevant to the BA in Anthropology and Geography will help students develop skills that are more directly aligned with the job market.
 2. Provide an example or examples of student learning assessment

evidence which supports the changes in the program.

The entire HPS curriculum committee, along with the input collected from informal departmental discussions, acknowledges the ongoing issues with our upper-level course matrix. For students, the proposed changes continue the multi-year revision of the BA in Anthropology and Geography, which is a process shaped by student feedback, such as the 2022 program name change from Cultural and Geospatial Studies.

- 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.

At Arkansas Tech, interdisciplinary cooperation is common, which clearly aligns with the inherently interdisciplinary nature of the BA in Anthropology and Geography.

Across Arkansas, both disciplines (Anthropology and Geography) also maintain broad curricular connections with other social sciences:

-ASU Jonesboro: Anthropology coursework is among the specific elective choices for a Sociology degree

-ASU Jonesboro: Geography is housed within the Department of Criminology and Sociology (the department was known as the Department of Criminology, Sociology & Geography until recently)

-Hendrix: currently has a combined Anthropology/Sociology Bachelor's degree

-UALR: Department of History includes many Geography connections (the current Chair of History department is a Geography professor and teaches geography courses)

-UCA: The BA in Geography requires a minor from a field other than geography

-UCA's "Upper Division Core", similar to a mini-upper-division GenEd, requires all UCA students to complete a handful of upper-division courses. As noted by UCA, "Some students will have to go outside of their majors to satisfy the UD Core. This is a good thing. We need to get out of our silos and get a breadth of experiences..." <https://uca.edu/core/files/2014/11/Quick-Guide-to-the-UCA-Upper-Division-Core.pdf>

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

This is not entirely applicable, as history, philosophy, political science, and sociology courses are already assessed via detailed assessment plans for the BA in History, Minor in Philosophy, BA in Political Science, and BA in Sociology.

However, broadening the course offerings and therefore the relevant skills for students in the BA in Anthropology and Geography meets some portion of our four major program learning objectives: Integration of Core Concepts, Methods and Skills,

Evaluation of Environmental Context, and Research Design. This Anthropology and Geography assessment plan is currently active throughout the 2025-2028 cycle and may be amended for future cycles if prompted by curricular changes.

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

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

Curriculum Matrix for Catalog	
Curriculum in _____ (enter title for program changing)	
Freshman Fall Semester Add/Change: N/A Delete: N/A Total Hours: 15	Freshman Spring Semester Add/Change: N/A Delete: N/A Total Hours: 16
Sophomore Fall Semester Add/Change: PHIL Elective 3hrs FAH 3hrs General Elective Delete: HIST 2203-Intro to Public History *Beginning Language I Total Hours: 15	Sophomore Spring Semester Add/Change: General Elective FAH 3hrs Delete: *Beginning Language II Total Hours: 16
Junior Fall Semester Add/Change: N/A Delete: N/A Total Hours: 15	Junior Spring Semester Add/Change: HIST Elective (3000-4000 level) 3 hrs Delete: General Elective (3000-4000 level) 3 hrs Total Hours: 15
Senior Fall Semester Add/Change: POLS Elective (3000-4000 level) 3 hrs Delete: General Elective (3000-4000 level) 3 hrs Total Hours: 15	Senior Spring Semester Add/Change: SOC Elective (3000-4000 level) Delete: General Elective (3000-4000 level) Total Hours: 13

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English and World Languages	This department ☒ supports ☐ does not support the change.
Comments <i>While language proficiency benefits these majors, I understand the reasoning for the changes.</i>	

Department Head Signature: *Emely Hoffman*
Date: *06-27-25*

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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 supports does not support the change.
Comments:	

Department Head Signature: _____


Date: 6/27/25

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ANTHROPOLOGY AND GEOGRAPHY, BACHELOR OF ARTS

Dr. Aaron McArthur, Department Head
Witherspoon Hall, Room 255
(479) 968-0455
amcarthur2@atu.edu

Curriculum

The anthropology and geography degree requires thirty-three semester hours in major curriculum requirements beyond the required General Education curriculum.

To satisfy General Education requirements, majors are required to take:

Code	Title	Hours
ANTH 1213	Introduction to Anthropology	3
ANTH 2003	Cultural Anthropology	3
GEOG 2013	Regional Geography of the World	3
Beginning Language I³		3
Beginning Language II³		3

The thirty-three semester hours required for the degree includes:

Code	Title	Hours
GEOG 2833	Introduction to Geographic Information Systems	3
ANTH 2833	Cultural Resource Management	3
HIST 2203	Introduction to Public History	3

Those students completing the **anthropology track** will take an additional course emphasizing qualitative research methods (ANTH 3403 Ethnographic Methods) and an upper-level anthropology seminar (ANTH 4983 Seminar in Anthropology).

Those students completing the **geography track** will take an additional methods course in geographic information science (GEOG 3403 GIS II - Planning Applications) and a senior level geography seminar (GEOG 4983 Geography Seminar).

Of the remaining eighteen hours of required anthropology/geography credit, six must come from anthropology and six from geography. Twenty-one of the required thirty-three semester hours must be on the 3000-4000 level. *update*

Curriculum

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

Course	Title	Hours	Completed
Freshman			
Fall			
ANTH 1213	Introduction to Anthropology	3	_____
ENGL 1013	Composition I ¹	3	_____
MATH XXXX	Mathematics ¹	3	_____
TECH 1001	Orientation to the University	1	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Elective ²		2	_____
Hours		15	
Spring			
ENGL 1023	Composition II ¹	3	_____
GEOG 2013	Regional Geography of the World	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Elective ²		6	_____
Hours		16	

Sophomore			
Fall			
PHIL Elective		3	
ANTH 2003	Cultural Anthropology	3	
Beginning Language I ²		2	
HIST 2203	Introduction to Public History	3	
Elective ²		6	
Hours		15	
Spring			
FAH		3	
Beginning Language II ³		3	
GEOG 2833	Introduction to Geographic Information Systems	3	
SCIL 1XXX	Science with Laboratory ¹	4	
Elective ²		6	
Hours		16	
Junior			
Fall			
ANTH 2833	Cultural Resource Management	3	
ANTH 3403	Ethnographic Methods ⁴	3	
or GEOG 3403	or GIS II - Planning Applications		
Anthropology/Geography Elective		3	
Elective ²		6	
Hours		15	
Spring			
HIST Elective (3000-4000)		3	
Anthropology Elective (3000-4000 level)		3	
Geography Elective (3000-4000 level)		3	
Elective ²		6	
Hours		15	
Senior			
Fall			
POLS Elective (3000-4000)		3	
Anthropology Elective (3000-4000 level)		3	
Geography Elective (3000-4000 level)		3	
Elective ²		6	
Hours		15	
Spring			
SOC Elective (3000-4000)		3	
ANTH 4983	Seminar in Anthropology ⁴	3	
or GEOG 4983	or Geography Seminar		
Anthropology/Geography Elective (3000-4000 level)		3	
Elective ²		4	
Hours		13	
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 be in one language. Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better. Students would take 6 hours of fine arts or humanities in place of language.

⁴ ANTH 3403 Ethnographic Methods and ANTH 4983 Seminar in Anthropology or GEOG 3403 GIS II - Planning Applications and GEOG 4983 Geography Seminar.

DEGREE AUDIT CHECK LIST

(BA-AAG) Anthropology and Geography

~~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		0
FINE ART/HUM		3 3
FINE ART/HUM		3 3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		21 27
Electives		
TOTAL ELECTIVE HOURS ¹⁰ (19 UD)		42 51

Student's Name		
T#		
Major Requirements		Hrs
ANTH	1213** 2003** 2833	
ANTH	(6 UD)	
GEOG	2013** 2833	
GEOG	(6 UD)	
ANTH/ GEOG	6 (3 UD)	
(ANTH 3403 & 4983) or (GEOG 3403 & 4983)		
HIST	2203	42 39
FOR LANG	(2 SEM, 1 LANG)**	6
HIST	3 HRS UD	3
POLS	3 HRS UD	3
PHIL	Elective	3
SOC	3 HRS UD	3
TOTAL MAJOR HOURS		48 51
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-AAG) Anthropology and Geography

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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		27
Electives		
TOTAL ELECTIVE HOURS (10 UD)		42

Student's Name		
T#		
Major Requirements		Hrs
ANTH	1213** 2003** 2833	
ANTH	(6 HRS UD)	
GEOG	2013** 2833	
GEOG	(6 HRS UD)	
ANTH/ GEOG	6 (3 HRS UD)	
	(ANTH 3403 & 4983) or (GEOG 3403 & 4983)	39
HIST	(3 HRS UD)	3
		3
		3
		3
	TOTAL MAJOR HOURS	51
	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



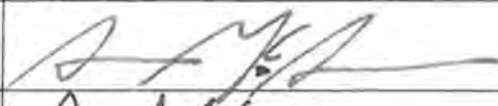
ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

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JUN 27 2025

Department Initiating Proposal	Registrar's Office
History and Political Science	Date
	06/18/2025
	5

Title	Signature	Date
Department Head Aaron McArthur		27 June 25
Dean Jeffrey Cass		6/17/25
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: BA History

JUN 27 2025

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)

Note: This is part of a Department of History and Political Science-wide curriculum update for the BA Anthropology and Geography, BA History, and BA Political Science

1. Delete the 6-hours of Foreign Language requirements, "Beginning Language I" and "Beginning Language II"
2. Delete the 3-hour ECON 2003 requirement
3. Add a 3-hour "PHIL 2003 or PHIL 2043" requirement
4. Add a 3-hour "PHIL 2053" requirement
5. Add a 3-hour upper-division "Philosophy Elective (3000-4000)" requirement
6. Add a 3-hour upper-division "Political Science Elective (3000-4000)" requirement

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

1. Changing the foreign language requirement may affect some language enrollments, though the overall impact is expected to be minimal. Many HPS students already have their language requirement waived, either by earning one or two years of Arkansas high school language credit or due to intermittent language course offerings at ATU. Additionally, students may still choose to take language classes to fulfill General Education requirements.
2. Deleting the ECON 2003 requirement will have minimal impact other departments. Per OneTech, over 300 students enrolled in ECON 2003 at ATU during the 2024-2025 academic year, so HIST's effects on enrollment will be minimal. In addition, students can still take ECON 2003 for General Education credit.
3. Adding the PHIL and POLS electives will have minimal impact on space allocation or staffing. Only one 3-hour POLS class requirement is added, and many PHIL courses are taught online and have sufficient staffing in place.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These program changes support the university's goals of being "dedicated to student success" and "providing life-changing educational opportunities" by offering students additional training in related fields, thereby better preparing them for the future.
- 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?
Currently, many students may take random 3000- or 4000-level courses simply to meet Arkansas' 40-hour upper-level

requirement. Offering more upper-level courses relevant to the BA in History will help students develop skills that are more directly aligned with the job market. Critical thinking skills offered by lower-level Philosophy courses will be even more in-demand given the rise of AI over the next generation.

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

The entire HPS curriculum committee, along with the input collected from informal discussions throughout the department, recognizes this issue with our upper-level course matrix.

- 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.

At Arkansas Tech, interdisciplinary cooperation is common, given the interdisciplinary nature of the Department of History and Political Science (formerly the Department of Social Sciences and Philosophy). Likewise, the current BA in History was formerly part of a BA in History and Political Science degree, and the current BA in Social Studies Education has course requirements in history, political science, and geography.

Across Arkansas, History has broader curriculum connections with other social sciences:

-University of Arkansas: BA in History "strongly encourages" a second major or minor, such as Religious Studies (with a strong PHIL component), or International Studies (with a POLS component)

-UALR: Department of History includes many Geography connections (the current Chair of History department is a Geography professor)

-UCA's "Upper Division Core", similar to a mini-upper-division GenEd, requires all UCA students to complete a handful of upper-division courses. As noted by UCA, "Some students will have to go outside of their majors to satisfy the UD Core. This is a good thing. We need to get out of our silos and get a breadth of experiences..." <https://uca.edu/core/files/2014/11/Quick-Guide-to-the-UCA-Upper-Division-Core.pdf>

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

This is not entirely applicable, as geography, philosophy, and political science courses are already assessed via detailed assessment plans for the BA in Anthropology and Geography, Minor in Philosophy, and BA in Political Science. However, broadening the course offerings and therefore the relevant skills for students in the BA in History will still meet some portion of current program learning objectives, such as "Skills: research" or

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Registrar's Office

"Skills: methodology".

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

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Registrar's Office

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In the attached matrix, include requested changes in the matrix and include Registrar's Office number and title.

Curriculum Matrix for Catalog	
Curriculum in <u>B.A. History</u> (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours: 14	Freshman Spring Semester Add/Change: Delete: Total Hours: 16
Sophomore Fall Semester Add/Change: PHIL 2003 or PHIL 2043 General elective Delete: Beginning Language I ECON 2003 Total Hours: 15	Sophomore Spring Semester Add/Change: PHIL 2053 Delete: Beginning Language II Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours: 15 12	Junior Spring Semester Add/Change: Political Science Elective (3000-4000) Delete: General Elective (3000-4000) Total Hours: 15 18
Senior Fall Semester Add/Change: Philosophy Elective (3000-4000) Delete: General Elective (3000-4000) Total Hours: 15 18	Senior Spring Semester Add/Change: Delete: Total Hours: 15 12

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English and World Languages	This department ☒ supports ☐ does not support the change.
Comments <i>While language proficiency benefits these majors, I understand the reasoning for the changes.</i>	

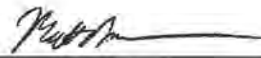
Department Head Signature *Emily Hoffman*
Date: *06-27-25*

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JUN 27 2025
Registrar's Office

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected: School of Business	This department <u>supports</u> does not support the change.
Comments	

Department Head Signature: 
Date: 6-27-25

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JUN 27 2025
Registrar's Office

HISTORY, BACHELOR OF ARTS

Dr. Aaron McArthur, Department Head
Witherspoon Hall, Room 255
(479) 968-0455
amcarthur2@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I ¹	3	_____
HIST 1503	World History to 1500	3	_____
MATH XXXX	Mathematics ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
TECH 1001	Orientation to the University	1	_____
	Hours	14	
Spring			
ENGL 1023	Composition II ¹	3	_____
HIST 1513	World History since 1500	3	_____
POLS 2003	American Government	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Elective ⁵		3	_____
	Hours	16	
Sophomore			
Fall			
ANTH 2003 or SOC 1003	Cultural Anthropology or Introductory Sociology	3	_____
Beginning Language I ²	PHIL 2003 or PHIL 2043	3	_____
ECON 2003	Principles of Macroeconomics	3	_____
GEOG 2013	Regional Geography of the World	3	_____
HIST 2003	United States History to 1877	3	_____
Elective	Hours	3 15	
Spring			
Beginning Language II ²	PHIL 2053	3	_____
GEOG Elective (3000-4000 level)		3	_____
HIST 2013	United States History since 1877	3	_____
HIST 2513	Sources and Methods in History	3	_____
Elective ⁵		3	_____
	Hours	15	
Junior			
Fall			
HIST 2203	Introduction to Public History	3	_____
HIST Elective (3000-4000 level) ³		3	_____
Elective ⁵		6	_____
	Hours	12	
Spring			
HIST Elective (3000-4000 level) ⁴		3	_____
HIST Elective (3000-4000 level) ⁶		3	_____
Elective ⁵		3	_____
POLS Elective (3000-4000)	Hours	9 12 3 18	

Senior**Fall**

HIST 4963	Senior Seminar	3	
HIST Elective (3000-4000 level) ^{3,7}		3	
Elective ^{5,7}		9	12
PHIL Elective (3000-4000)	Hours	3	18

Spring

HIST 4153	History of Arkansas	3	
HIST Elective (3000-4000 level) ^{4,7}		3	
Elective ^{5,7}		6	
	Hours		12
	Total Hours		120

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

² Must be in one language. Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

³ HIST class must be in the sub-field of United States History.

⁴ HIST class must be in the sub-field of European or World History.

⁵ At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

⁶ HIST class must be in the sub-field of Public History

⁷ Students admitted to the accelerated BA History to MA History may substitute six (6) hours of 5000 and 6000-level history courses for 4000-level courses.

DEGREE AUDIT CHECK LIST

(BA-HST) History

~~2025-26~~ **2024-27**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		0
SOC SCI		0
FINE ART/HUM		0
FINE ART/HUM		0
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		18
Electives		
TOTAL ELECTIVE HOURS 10 39		42

Student's Name		
T#		
Major Requirements		Hrs
HIST	1503** 1513** 2003** 2013** 2203 2513 4153 4963	
Public HIST 3 HR	3223 3243 3273 3283 4293 4403	
US HIST 6 HR	3013 3023 3033 3043 3063 3073 3083 3103 3123 4013 4023 4033 4053 4073 4083 4093 4123 4133 4143 4163 4173 4193 4203 4213 4233 4293 4813 POLS 4183	
WORLD/ EURO 6 HR	3313 3323 3413 3423 3433 3443 3453 3463 3473 3483 3493 3503 3513 3533 3543 3553 3563 3573 3603 3613 3623 3633 3703 3803 4023 4483 4503 4513 4813 4823	39
ANTH/ SOC	ANTH 2003 OR SOC 1003	3
ECON	2003	3
GEOG	2013	3
GEOG	(3 HRS UD)	3
POLS FOR LANG	2003 , (3hrs UD)	3 6
	(ONE LANG) 1013** 1023**	6
TOTAL MAJOR HOURS		60 43
TOTAL HOURS		

PHIL (2003 or 2043), 2053, (3hrs UD) 9

Final Check:	Min. hours required	120	Earned Hrs	_____
	40 hours upper level	_____	minus P/C HRS	_____
	# of "D" hours	_____	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

(BA-HST) History

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		0
SOC SCI		0
FINE ART/HUM		0
FINE ART/HUM		0
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		18
Electives		
TOTAL ELECTIVE HOURS (10 UD)		39

Student's Name		
T#		
Major Requirements		Hrs
HIST	1503** 1513** 2003** 2013** 2203 2513 4153 4963	
Public HIST 3 HR	3223 3243 3273 3283 4293 4403	
US HIST 6 HR	3013 3023 3033 3043 3063 3073 3083 3103 3123 4013 4023 4033 4053 4073 4083 4093 4123 4133 4143 4163 4173 4193 4203 4213 4233 4293 4813 POLS 4183	
WORLD/ EURO 6 HR	3313 3323 3413 3423 3433 3443 3453 3463 3473 3483 3493 3503 3513 3533 3543 3553 3563 3573 3603 3613 3623 3633 3703 3803 4023 4483 4503 4513 4813 4823	39
ANTH/ SOC	ANTH 2003 OR SOC 1003	3
GEOG	2013 (3 HRS UD)	6
PHIL	(2003 or 2043) 2053 (3 HRS UD)	9
POLS	2003 (3 HRS UD)	6
TOTAL MAJOR HOURS		63
TOTAL HOURS		

Final Check:

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

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

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



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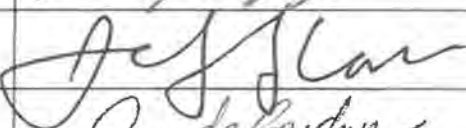
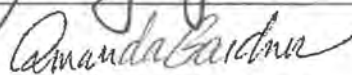
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JUN 27 2025

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
History and Political Science	06/18/2025

Title	Signature	Date
Department Head Aaron McArthur		27 June 25
Dean Jeffrey Cass		6/27/25
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:
BA Political Science

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

Note: This is part of a Department of History and Political Science-wide curriculum update for the BA Anthropology and Geography, BA History, and BA Political Science

1. Delete the 6-hours of Foreign Language requirements, "Beginning Language I" and "Beginning Language II"
2. Delete the 3-hour "HIST 1503, HIST 1513, or GEOG 2013" requirement
3. Add a 3-hour "PHIL 2003, PHIL 2043, or PHIL 2053" requirement
4. Add a 3-hour "HIST 1503, HIST 1513, or HIST 1543" requirement
5. Add a 3-hour "GEOG 2013" requirement
6. Add a 3-hour upper-division "History Elective (3000-4000)" requirement
7. Add a 3-hour upper-division "Geography Elective (3000-4000)" requirement
8. Add a 3-hour upper-division "Philosophy Elective (3000-4000)" requirement

9. delete 9 hours of elective

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

1. Changing the foreign language requirement may affect some language enrollments, though the overall impact is expected to be minimal. Many HPS students already have their language requirement waived, either by earning one or two years of Arkansas high school language credit or due to intermittent language course offerings at ATU. Additionally, students may still choose to take language classes to fulfill General Education requirements.
2. The lower-level requirement changes (#2-#5 above) are merely requiring classes for what used to be a choice of classes. As a result, there will be a minimal impact on HIST, GEOG, and PHIL staffing. Adding the HIST, GEOG, and PHIL upper-level electives will have also minimal impact on space allocation or staffing. Only one 3-hour class requirement of each discipline is added, and many PHIL and GEOG courses are taught online.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These program changes support the university's goals of being "dedicated to student success" and "providing life-changing educational opportunities" by offering students additional training in related fields, thereby better preparing them for the future.
- 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?
Currently, many students may take random 3000- or 4000-

level courses simply to meet Arkansas' 40-hour upper-level requirement. Offering more upper-level courses relevant to the BA in Political Science will help students develop skills that are more directly aligned with the job market. In particular, critical thinking skills offered by lower-level Philosophy courses will be even more in-demand given the rise of AI over the next decade.

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

The entire HPS curriculum committee, along with the input collected from informal discussions throughout the department, recognizes this issue with our upper-level course matrix.

- 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.

At Arkansas Tech, interdisciplinary cooperation is common, given the interdisciplinary nature of the Department of History and Political Science (formerly the Department of Social Sciences and Philosophy). Likewise, the current BA in Political Science was formerly part of a BA in History and Political Science degree, and the current BA in Social Studies Education has course requirements in history, political science, and geography.

Across Arkansas, Political Science has broader curriculum connections with other social sciences:

-University of Arkansas' BA in Political Science requires

Philosophy electives as one of two mandatory tracks

-University of Arkansas' BA in Political Science offers a wider POLS curriculum, including history- and geography- focused courses about Germany (PLSC494H3), China (PLSC 45303), and the US South (PLSC 43303)

-UA Fort Smith's (recently closed) BA in Political Science required upper-level hours towards a second degree

-UCA's "Upper Division Core", similar to a mini-upper-division GenEd, requires all UCA students to complete a handful of upper-division courses. As noted by UCA, "Some students will have to go outside of their majors to satisfy the UD Core. This is a good thing. We need to get out of our silos and get a breadth of experiences..." <https://uca.edu/core/files/2014/11/Quick-Guide-to-the-UCA-Upper-Division-Core.pdf>

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

This is not entirely applicable, as geography, history, and philosophy courses are already assessed via detailed assessment plans for the BA in Anthropology and Geography, BA in History, and Minor in Philosophy.

However, broadening the course offerings and therefore the relevant skills for students in the BA in Political Science will still meet some portion of current program learning objectives, such as “Content: International Relations” (geography electives), “Content: United States Government & Politics” (history electives), or “Content: Political Theory” (philosophy electives).

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>B.A. Political Science</u> (enter title for program changing)	
Freshman Fall Semester Add/Change: HIST 1503, HIST 1513, or HIST 1543 Delete: HIST 1503, HIST 1513, or GEOG 2013 Total Hours: 16	Freshman Spring Semester Add/Change: Delete: Total Hours: 16
Sophomore Fall Semester Add/Change: GEOG 2013 Delete: Beginning Language I Total Hours: 16	Sophomore Spring Semester Add/Change: PHIL 2003, PHIL 2043, or PHIL 2053 Delete: Beginning Language II Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours: 15	Junior Spring Semester Add/Change: Geography Elective (3000-4000) 3 hrs Delete: General Elective (3000-4000 level) 3 hrs Total Hours: 15
Senior Fall Semester Add/Change: History Elective (3000-4000) 3 hrs Delete: General Elective (3000-4000 level) 3 hrs	Senior Spring Semester Add/Change: Philosophy Elective (3000-4000) 3 hrs Delete: General Elective (3000-4000 level) 3 hrs

Total Hours: 15	Total Hours: 12
-----------------	-----------------

Arkansas Tech University DEPARTMENTAL SUPPORT FORM

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

Department Affected: English and World Languages	This department ☒ supports ☐ does not support the change.
Comments <i>While language proficiency benefits these majors, I understand the reasoning for the changes.</i>	

Department Head Signature *Emily Hoffman*
Date: *06-27-25*

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Registrar's Office

POLITICAL SCIENCE, BACHELOR OF ARTS

Dr. Aaron McArthur, Department Head
Witherspoon Hall, Room 255
(479) 968-0455
amcarthur2@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I ¹	3	_____
Select one of the following:		3	_____
ECON 2003	Principles of Macroeconomics		_____
PSY 2003	General Psychology		_____
SOC 1003	Introductory Sociology		_____
Select one of the following:		3	_____
GEOG 2013 HIST 1543	Regional Geography of the World Honors World Hist		_____
HIST 1503	World History to 1500		_____
HIST 1513	World History since 1500		_____
MATH XXXX	Mathematics ¹	3	_____
TECH 1001	Orientation to the University	1	_____
Elective		3	_____
Hours		16	
Spring			
ENGL 1023	Composition II ¹	3	_____
HIST 2003	United States History to 1877	3	_____
POLS 2003	American Government	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Elective ²		3	_____
Hours		16	
Sophomore			
Fall			
Beginning Language I ³ BEOG 2013		3	_____
HIST 2013	United States History since 1877	3	_____
POLS 2253	Survey of Western Political Thought	3	_____
POLS 2513	Research Design	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Hours		16	
Spring			
Beginning Language II ³ PHIL 2003, 2043, or 2053		3	_____
POLS Elective ⁴		6	_____
Elective ²		6	_____
Hours		15	
Junior			
Fall			
POLS 2403	Comparative Government	3	_____
POLS Elective ⁴		3	_____
Elective ²		9	_____
Hours		15	

Spring GE06 Elective (3000-4000)		3
POLS 2413/	International Relations	3
POLS Elective ⁴		3
Elective ²		9
Hours		15
Senior		
Fall HIST Elective (3000-4000)		3
POLS Elective ^{4,5}		9
Elective ^{2,5}		3
Hours		15
Spring PHIL Elective (3000-4000)		3
POLS 4963	Senior Seminar	3
Elective ^{2,5}		6
Hours		12
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 be in one language. Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

⁴ Majors are also required to take 21 additional elective credits in political science, 18 of which are upper level political courses. It is recommended students pursue one of the six career tracks below based on the types of jobs that are most appealing to them:

Law School Track

Public Policy/Administration Track

International Relations/Studies Track

Strategic Studies Track

American Politics, Campaigns & Elections Track

Political Science Graduate School Track

⁵ This program partners the Political Science undergraduate degree with the Master of Science (MS) Emergency Management and Homeland Security degree. Students can substitute EMHS 6063 Principles of Emergency Management, EMHS 6103 Research Design and Methods, EMHS 6093 Principles of Homeland Security, and/or approved EMHS Electives for POLS electives or general electives.

Program Recommendations

It is recommended students pursue one of the six career tracks below based on the types of jobs that are most appealing to them. It is also recommended students work with their advisor to do an internship within their track to give them first-hand experience in a career in their track.

Law School Track

Recommended for students interested in earning their Juris Doctorate in law. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

Code	Title	Hours
POLS 3023	Judicial Process	3
POLS 3043	Judicial Politics	3
POLS 3063	Modern Political Thought	3
POLS 3253	Classical Political Thought	3
POLS 4043	American Constitutional Law	3
POLS 4973	Internship	3
POLS 4983	Political Science Seminar	3

Public Policy/Administration Track

Recommended for students interested in political careers in bureaucratic agencies at the local, state or federal level of government, as well as non-profit organizations that lobby government. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

Code	Title	Hours
POLS 3033	American State and Local Government	3
POLS 3043	Judicial Politics	3
POLS 3053	Introduction to Public Administration	3
POLS 3083	Political Parties and Interest Groups	3
POLS 3143	The United States Presidency	3
POLS 4973	Internship	3
POLS 4983	Political Science Seminar	3

International Relations/Studies Track

Recommended for students interested in careers with non-governmental organizations (NGOs) like the Red Cross, Amnesty International, etc.; political careers working for or with organizations like the United Nations, World Bank, International Monetary Fund (IMF), etc.; or diplomatic careers. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

Code	Title	Hours
POLS 3063	Modern Political Thought	3
POLS 3423	Problems in International Affairs	3
POLS 3433	United Nations	3
POLS 3473	National Security Policy	3
POLS 4973	Internship	3
POLS 4983	Political Science Seminar	3

Strategic Studies Track

Recommended for students interested in military studies and careers. These courses are very popular with students pursuing an ROTC program. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

Code	Title	Hours
POLS 2153		3
POLS 3013	Recent American Foreign and Military Policy	3
POLS 3063	Modern Political Thought	3
POLS 3423	Problems in International Affairs	3
POLS 3433	United Nations	3
POLS 3473	National Security Policy	3
POLS 4973	Internship	3
POLS 4983	Political Science Seminar	3

American Politics, Campaigns & Elections Track

Recommended for students interested in careers working on political campaigns, for political parties, for interest groups, or in any of the branches of government at the local, state and federal level. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

Code	Title	Hours
POLS 3033	American State and Local Government	3
POLS 3083	Political Parties and Interest Groups	3
POLS 3123	American Political Behavior	3
POLS 3133	United States Congress	3
POLS 3143	The United States Presidency	3
Select one of the following:		3
POLS 3513		
SOC 2053	Statistics for the Behavioral Sciences	
STAT 3153	Applied Statistics	
POLS 4976	Internship	6
POLS 4983	Political Science Seminar	3

Political Science Graduate School Track

Recommended for students interested in seeking a master's or doctorate's degree in political science. It is recommended students pursuing this track take at least 18 of their 21 political science credits as follows:

Code	Title	Hours
Select one of the following:		3
POLS 3513		
SOC 2053	Statistics for the Behavioral Sciences	
STAT 3153	Applied Statistics	
15 credits distributed as follows among these three blocks:		15
American Government Course - 6 credits		
International Relations Course - 6 credits		
Political Theory Course - 3 credits		

American Government Course

(6 credits)

Code	Title	Hours
POLS 3023	Judicial Process	3
POLS 3043	Judicial Politics	3
POLS 3053	Introduction to Public Administration	3
POLS 3083	Political Parties and Interest Groups	3
POLS 3123	American Political Behavior	3
POLS 3133	United States Congress	3
POLS 3143	The United States Presidency	3

International Relations Course

(6 credits)

Code	Title	Hours
POLS 3013	Recent American Foreign and Military Policy	3
POLS 3423	Problems in International Affairs	3
POLS 3433	United Nations	3
POLS 3473	National Security Policy	3

Political Theory Course

(3 credits)

Code	Title	Hours
POLS 3063	Modern Political Thought	3
POLS 3253	Classical Political Thought	3
POLS 4043	American Constitutional Law	3
POLS 4973	Internship	3
POLS 4983	Political Science Seminar	3

DEGREE AUDIT CHECK LIST

(BA-POLS) Political Science

~~2025-26~~ **2024-27**

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		0
SOC SCI		0
FINE ART/HUM		0
FINE ART/HUM		0
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		18
Electives		
10		34
TOTAL ELECTIVE HOURS (19UD)		45

Student's Name		
T#		
Major Requirements		Hrs
POLS	2003** 2253 2403 2513 4963	
POLS	2413 or (2153 dormant)	
POLS ELEC	21 HRS (18UD)	39
PHIL	2003, 2043 or 2053	3
	HIST 1503 1513 or GEOG 2013	3
HIST	2003** 2013** (3UD)	6 9
	SOC 1003, PSY 2003, or ECON 2003	3
FOR LANG	(ONE LANG) 1013** 1023**	6
HIST	(1503 or 1543) or 1513	3
GEOG	2013 (3UD)	6
PHIL	(3UD)	3
TOTAL MAJOR HOURS		57
TOTAL HOURS		102

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-POLS) Political Science

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		0
SOC SCI		0
FINE ART/HUM		0
FINE ART/HUM		0
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		18
Electives		
TOTAL ELECTIVE HOURS (10UD)		36

Student's Name		
T#		
Major Requirements		Hrs
POLS	2003** 2253 2403 2513 4963	
POLS	2413 or (2153 dormant)	
POLS ELEC	21 HRS (18UD)	39
	ECON 2003 PSY 2003 SOC 1003	3
GEOG	2013 (3 HRS UD)	6
HIST	2003** 2013** (3 HRS UD)	9
HIST	1503 1543 1513	3
PHIL	(3 HRS UD)	3
PHIL	2003 2043 2053	3
	TOTAL MAJOR HOURS	66
	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

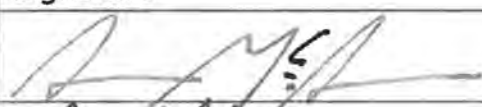
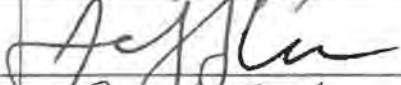
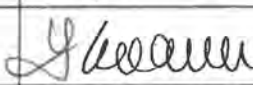
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JUN 27 2025

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
History and Political Science	

Title	Signature	Date
Department Head Aaron McArthur		27 June 2025
Dean Jeffrey Cass		6/27/25
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:
Minor in Pre-Law

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 HIST 4183 American Legal History from support curriculum options

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

None. This class has already been deleted from the official ATU catalog.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Not applicable. This class has already been deleted from the official ATU catalog.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
Not applicable. This class has already been deleted from the official ATU catalog.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Not applicable.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
Not applicable. This class has already been deleted from the official ATU catalog.
- 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. This class has already been deleted from the official ATU 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.

PRE-LAW MINOR

Dr. Aaron McArthur, Department Head
 Witherspoon Hall, Room 255
 (479) 968-0455
 amcarthur2@atu.edu

Curriculum

Code	Title	Hours
COMM 2003	Public Speaking	3
ENGL 2043	Introduction to Creative Writing	3
or ENGL 2053	Technical Writing	
PHIL 3103	Logic	3
POLS/CJ 3023	Judicial Process	3
or POLS 3043	Judicial Politics	
POLS 4043	American Constitutional Law	3
Select two of the following:		6
BLAW 2033	Legal Environment of Business	
CJ 4023	Law and the Legal System	
HIST 3023	The Era of the American Revolution	
HIST 4183		
MGMT 3123	Business Ethics	
PHIL 2053	Introduction to Critical Thinking	
PHIL 3073	Philosophy of Law	
POLS 4033	Principles of Legal Study	
Total Hours		21

DEGREE AUDIT CHECK LIST

(MINOR-PLAW) Pre-Law

2025-26 ~~2026-27~~

Date			Student's Name		
Grade Point		Graduation Date			
T#					
General Education Requirements		Hrs		Minor Requirements	
Hrs		Hrs		Hrs	
ENGL #				COMM 2003	
MATH #				ENGL 2043 OR 2053	
SCIENCE				PHIL 3103	
US HIST/GOVT				POLS 4043	
SOC SCI				POLS/CJ POLS/CJ 3023 OR POLS 3043	
				6 HRS BLAW 2033 CJ 4023 HIST 3023 4183	
				MGMT 3123 PHIL 2053 3073 POLS 4033	
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-PLAW) Pre-Law

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
COMM	2003	3
ENGL	2043 OR 2053	3
PHIL	3103	3
POLS	4043	3
POLS/CJ	POLS/CJ 3023 OR POLS 3043	3
6 HRS	BLAW 2033 CJ 4023 HIST 3023	
	MGMT 3123 PHIL 2053 3073 POLS 4033	6
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

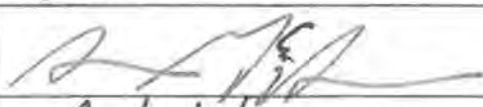
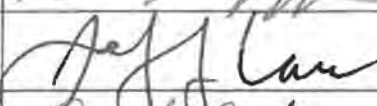
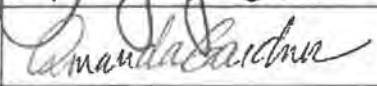
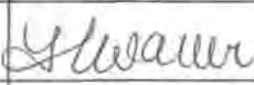
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JUN 27 2025

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
History and Political Science	

Title	Signature	Date
Department Head Aaron McArthur		27 June 25
Dean Jeffrey Cass		6/27/25
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:
Pre-Law, Pre-Professional

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 HIST 4183 American Legal History from support curriculum options

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

None. This class has already been deleted from the official ATU catalog.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
Not applicable. This class has already been deleted from the official ATU catalog.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
Not applicable. This class has already been deleted from the official ATU catalog.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
Not applicable.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
Not applicable. This class has already been deleted from the official ATU catalog.
- 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. This class has already been deleted from the official ATU 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.

PRE-LAW, PRE-PROFESSIONAL PROGRAM

Curriculum

Recommended Curriculum in Pre-Law

Code	Title	Hours
BLAW 2033	Legal Environment of Business	3
CJ/SOC 2043	Crime and Delinquency	3
CJ 4023	Law and the Legal System	3
ENGL 3043	Literary Editing and Publishing	3
HIST 4183		3
JOUR 4123	Laws of Communication	3
PHIL 2053	Introduction to Critical Thinking	3
PHIL/POLS 3063	Modern Political Thought	3
PHIL 3073	Philosophy of Law	3
PHIL 3103	Logic	3
POLS 2003	American Government	3
POLS/CJ 3023	Judicial Process	3
POLS 4043	American Constitutional Law	3
PSY 2003	General Psychology	3
COMM 2003	Public Speaking	3
COMM 2111/2121	Debate Practicum	1
COMM 4153	Persuasive Theory and Audience Analysis	3
Total Hours		49 46



ARKANSAS TECH UNIVERSITY

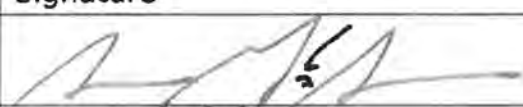
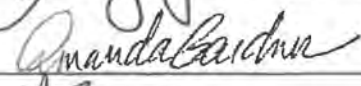
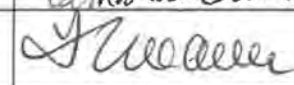
RECEIVED

JUN 27 2025

REQUEST FOR PROGRAM CHANGE

Registrar's Office

Department Initiating Proposal	Date
History and Political Science	

Title	Signature	Date
Department Head Aaron McArthur		27 June 25
Dean Jeffrey Cass		6/27/25
Assessment		7/1/25
Registrar		6/18/25
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:
Minor in Strategic Studies

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

- (1) Reduce required courses from 12 hours to 9 hours;
- (2) Delete POLS 2153 Intro to Strategic Studies, from the required courses;
- (3) Increase the elective from 6 hours to 9 hours;
- (4) Delete HIST 4023 Vietnam War, and HIST 4083 American Diplomatic History, from the electives; and
- (5) Add POLS 3433, United Nations, to the electives.

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

None. These classes are already deleted from the official ATU catalog.

Answer the following Assessment questions:

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

Not applicable. These classes are already deleted from the catalog.

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

c. What is the rationale for this program change?

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

Not applicable. These classes are already deleted from the catalog.

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

Not applicable.

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

Not applicable. These classes are already deleted from the catalog.

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. These classes are already deleted from 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.

STRATEGIC STUDIES MINOR

Dr. Aaron McArthur, Department Head
Witherspoon Hall, Room 255
(479) 968-0455
amcarthur2@atu.edu

Curriculum

Code	Title	Hours
POLS 2153		3
POLS 2413	International Relations	3
POLS 3013	Recent American Foreign and Military Policy	3
POLS 3473	National Security Policy	3
Select two ^{three} of the following:		6 ⁹
EAM 3013	Public Policy and Politics in Emergency Management	
EAM 3243	Terrorism and Counterterrorism	
ECON 4093	International Economics and Finance	
HIST 4013	American Military History	
HIST 4023		
HIST 4083		
HIST 4813	World War II	
Total Hours ^{POLS 3433}	^{United Nations}	18

Students must have a minimum 2.00 grade point average in the required 18 hours to be eligible for a strategic studies minor.

~~2025-26~~ 2026-27

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

DEGREE AUDIT CHECK LIST (MINOR-STST) Strategic Studies

2026-27

Date			Student's Name		
Grade Point		Graduation Date		T#	
General Education Requirements		Hrs	Minor Requirements		Hrs
ENGL #			POLS	2413 3013 3473	9
MATH #			EAM/ECON/ GEOG/HIST	EAM 3013 3243 ECON 4093	
SCIENCE				HIST 4013 4813 POLS 3433	9
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	<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 COURSE CHANGE

Department Initiating Proposal	Date
School of Business	05-05-2025

Title	Signature	Date
Department Head Dr. Matt Brown	<i>Matt Brown</i>	6-3-25
Dean Dr. Tracy Cole	<i>Tracy Cole</i>	6-4-25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	6/30/25
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/23/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Aldolfo 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)
BUAD	1111
Official Catalog Title: Introduction to Business	

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

Credit hours will increase from 1 to 3.

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)

BUAD 1113

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

Introduction to Business

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

Introduction to Business

New Course Description:

The course provides university orientation and a preview of the business discipline. The course explores the fundamentals of organizing and managing business enterprises and the American enterprise system.

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. **This course is mapped to "Foundational Business Knowledge." Nothing will change in assessment process due to change from a one-hour to a three-hour course.**

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **Foundational Business Knowledge is measured by a senior exit exam.**
- c. What is the rationale for adding this course? What evidence supports this action?

Introduction to Business (BUAD 1111) is a one-credit-hour course that will be changed to BUAD 1113, a three-credit-hour course. This change will help students meet the 15-credit-hour financial aid requirement and remove the need for a 2-hour general elective. Further, with the additional course time issues that have been identified in assessment data (various aspects of foundational business knowledge and other program outcomes) can be introduced earlier in the curriculum.

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.

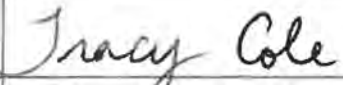
N/A



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
School of Business	4-11-2025

Title	Signature	Date
Department Head Dr. Matt Brown		6-3-25
Dean Dr. Tracy Cole		6-4-25
Assessment Ms. Amanda Gardner		6/30/25
Registrar Ms. Tammy Weaver		7/23/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Aldolfo Santo		

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)
BDA	2023
Official Catalog Title:	
Introduction to Data Visualization	

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

☒ Yes ☐ No

Request to change: (check appropriate box):

☒ Course Number

☐ Title

☐ Course Description

☐ Cross-Listing

☐ Prerequisite

☐ Co-requisite

☐ Grading

☐ Fee

☐ Other

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

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

3023

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

(unchanged)

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

(unchanged)

New Course Description:

(same)

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):

(unchanged)

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

(unchanged)

☐ Elective

☒ Major

☐ Minor

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

Answer the following Assessment questions:

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

Not applicable

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

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

With this change, the course will be added to the BSBA-BDA curriculum. It will support the program learning goal (outcome) of "Advanced Knowledge in Business Data Analytics".

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

The program learning goal of "Advanced Knowledge in Business Data Analytics" is measured each spring in a senior BDA course through a senior exam given on Blackboard.

- c. What is the rationale for adding this course? What evidence supports this action?
- In the 2024/2025 academic year, the BDA curriculum was reviewed (we have a five-year cycle where each program we offered that is AACSB accredited is reviewed). Data collected from alumni surveys indicated more data visualization is needed as a requirement in the BDA curriculum; this also is supported by comparing curriculum at other institutions offering a data analytics degree. Changing this course from a sophomore to junior level course will allow it to be made a BDA requirement and School of Business elective that may be desirable to other programs. Assessment data from "Advanced Knowledge in Business Data Analytics" has also been lower than desired, this change will allow us to add more upper level required data analytics knowledge into the curriculum.

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

No impact to other departments.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
School of Business- Accounting	04-14-2025

Title	Signature	Date
Department Head Dr. H. Matt Brown	<i>H. Matt Brown</i>	6-3-25
Dean Dr. Tracy Cole	<i>Tracy Cole</i>	6-4-25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	6/30/25
Registrar Ms. Tammy Weaver	<i>T. Weaver</i>	7/23/25
Vice President for Academic Affairs Dr. Aldolfo 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:
Accounting, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

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

(1) Change BUAD 1111 to BUAD 1113 in Fall Freshman Semester

(2) Delete 3-hour general elective in Fall Freshman Semester

(3) Add 1 hour to general elective in ~~Spring Freshman~~ Semester

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

No Impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **It aims to improve curriculum for students.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **Changing Introduction to Business from a 1-hour to a 3-hour course will allow for greater business content in the course and make scheduling more efficient.**
 2. Provide an example or examples of student learning assessment evidence that supports the changes in the program. **This change will help students meet the 15-credit-hour financial aid requirement and remove the need for a 2-hour general elective. Further, with the additional course time issues that have been identified in assessment data (various aspects of foundational business knowledge and other program outcomes) can be introduced earlier in the curriculum.**
- 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. (Other institutions do have 3-hour introductory courses.)**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.). **This change will not alter the School of Business assessment plan. (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.

Not Applicable

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

Curriculum Matrix for Catalog	
Curriculum in ACCOUNTING, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION	
(enter title for program changing)	
Freshman Fall Semester Add: BUAD 1003 (Introduction to Business) Delete: BUAD 1111 (Introduction to Business) Delete: 3-hour Elective Total Hours: Change from 16 to 15 hrs.	Freshman Spring Semester Add/Change: <i>increase elective to 3 hours</i> Delete: Total Hours:
Sophomore Fall Semester Change: Delete: Total Hours: Change from 13 to 14 hrs.	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

AOL Plan for the School of Business

The mission statement of the School of Business is considered and revised every five years. The mission statement is used to inform the selection of goals for the undergraduate and graduate programs. When the mission statement is updated, the alignment between mission statement/goals/objectives is reaffirmed. Tables 1 and 2 show the alignment of the mission statement to program goals and program objectives for the undergraduate and MBA programs respectively.

The objectives are mapped to appropriate courses in the undergraduate and graduate programs. Tables 3 and 4 show a map of program objectives to courses for the undergraduate and MBA programs. These objectives are cyclically measured both directly and indirectly. For both the undergraduate and graduate programs, analytic rubrics are applied to the objectives of written communication, oral communication, ethical decision making, technology/data use once every two years by faculty groups who have been assigned a particular objective. Each semester the Director of Curriculum and Assurance of Learning will contact the instructor of the courses scheduled to provide assessment data. The instructors are given a copy of the rubric that will be used and are asked to provide copies of student artifacts on which the rubrics can be applied by the end of the semester. Generally, the student artifacts used are assignments (papers or projects), in the case of oral communication, presentations are recorded. The artifacts are then distributed to the faculty members of the corresponding program learning objective groups (Table 5 details faculty objective group membership). The Director of Curriculum and Assurance of Learning coordinates the use of the rubrics, if needed, calling a meeting to discuss how the rubric will be applied. The Director of Curriculum and Assurance of Learning collects the scores, summarizes the data, and provides reports made available to all faculty through a Curriculum and Assurance of Learning Blackboard shell and to students via summary reports outside the School Business office. Further, the results are presented and discussed at Curriculum and Assurance of Learning Committee meetings (this committee meets a minimum of two times a semester). If scores are below performance targets, the Director of Curriculum and Assurance of Learning will present the results for discussion with the Curriculum and Assurance of Learning Committee, faculty learning objective group, and impacted instructors for appropriate action to be taken. All faculty are invited to be involved in acting on assessment data. However, the Director of Curriculum and Assurance of Learning ensures the appropriate faculty are involved in particular improvement discussions.

Foundational business knowledge and advanced field knowledge are tested through a senior or MBA exam a minimum of once a year. These exams are administered by the instructor of the capstone course and the Director of Curriculum and Assurance of Learning. A survey of undergraduate and graduate students is administered near the end of their final semester as an indirect measure. This survey is administered by the Director of Student Engagement. Similar to rubric data, the senior exams and survey data are collected and summarized by Director of Curriculum and Assurance of Learning, made available to all faculty, and used for continuous improvement. Figure 1 shows the AOL continuous improvement cycle, Tables 6 and 7 show (abbreviated) assessment schedules (a more complete schedule is shown in Table 9). The AOL process is managed and implemented by the Director of Curriculum and Assurance of Learning and by the Curriculum and Assurance of Learning Committee (CALC). The Curriculum and Assurance of Learning is tasked with maintaining and improving the AOL process itself, including the analytic rubrics used, the Senior and MBA exams, the discipline specific exams, and indirect survey data. However, all faculty and students are involved in the AOL process. Table 8 details the AOL roles and responsibilities for the School of Business.

Table 1 Alignment of Mission Statement with Undergraduate Program Goals and Objectives

Undergraduate				
Mission Statement	Applicable Mission Constituent Phrase	Goal	Objective	"Short" Objective Name*
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u>. These programs will emphasize <u>business acumen</u>, <u>experiential learning</u>, <u>development of interpersonal skills</u>, and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have written communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have oral communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate oral communication skills in a business context.	Oral Communication
	Ethical decision making	Appropriate for a Bachelor of Science in Business Administration, students will have the ability to make ethical decisions.	Appropriate for a Bachelor of Science in Business Administration, students will use an ethical decision-making framework in a business context.	Ethical Decision Making
	Data-driven decision making	Appropriate for a Bachelor of Science in Business Administration, students will have technology skills.	Appropriate for a Bachelor of Science in Business Administration, students will use technology to support business decisions.	Technology
	Business acumen	Appropriate for a Bachelor of Science in Business Administration, students will have business acumen.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge
	Add value	Appropriate for a Bachelor of Science in Business Administration, students will have advanced knowledge in their field of study.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the advanced knowledge for their field.	Advanced Field Knowledge

*For brevity, in documentation the "short" objective name is used.

Table 2 Alignment of Mission Statement with Graduate Program Goals and Objectives

Graduate (MBA)				
Mission Statement	Applicable Mission Constituent Phrase	Goal	Objective	"Short" Objective Name*
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u> . These programs will emphasize <u>business acumen</u> , experiential learning, development of <u>interpersonal skills</u> , and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Master of Business Administration, students will have written communication skills.	Appropriate for a Master of Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
	Interpersonal skills	Appropriate for a Master of Business Administration, students will have oral communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate oral communication skills in a business context.	Oral Communication
	Ethical decision making	Appropriate for a Master of Business Administration, students will have the ability to make ethical decisions.	Appropriate for a Master of Business Administration, students will use an ethical decision-making framework in a business context.	Ethical Decision Making
	Data-driven decision making	Appropriate for a Master of Business Administration, students will have the ability to use data skills to support decisions.	Appropriate for a Bachelor of Science in Business Administration, students will use data skills to support business decisions.	Data Use
	Business acumen	Appropriate for a Master of Business Administration, students will have business acumen.	Appropriate for a Master of Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge

*For brevity, in documentation the "short" objective name is used.

Table 3 Undergraduate Map of Program Objectives to Courses

Undergraduate				
Objective	Introductory Course	Reinforcement Course	Mastery Course	Course Used for Summative Assessment
Written Communication	ENGL 2053	ECON 2013	MGMT 4083	MGMT 4083
Oral Communication	COMM 2003 or COMM 2013	BLAW 2033	MGMT 4083	MGMT 4083
Ethical Decision Making	BLAW 2033	NA	MGMT 4013 / ACCT 3023	MGMT 4013 / ACCT 3023
Technology	BUAD 2003	BDA 2003	MGMT 4013 / ACCT 3023	MGMT 4013 / ACCT 3023
Foundational Knowledge	1000-2000 level core business courses	3000 level core business courses	4000 level core business courses	MGMT 4083
Advanced Field Knowledge	1000-2000 level additional required courses for a particular major	3000 additional required courses for a particular major	4000 level additional required courses for a particular major	ACCT 4033, FIN 4033, MKT 4063, MGMT 4083, BDA 3003/BDA 4003

Table 4 Graduate Map of Program Objectives to Courses

Graduate (MBA)		
Objective	Mastery Course	Course Used for Summative Assessment
Written Communication	MGMT 6903	MGMT 6903
Oral Communication	MGMT 6903	MGMT 6903
Ethical Decision Making	BDA/MKT 6323	BDA/MKT 6323
Data Use	BDA 6203	BDA 6203
Foundational Knowledge	All required courses	MGMT 6903

Table 5

Faculty program objective teams (for applying analytic rubrics):

Undergraduate Program Objectives

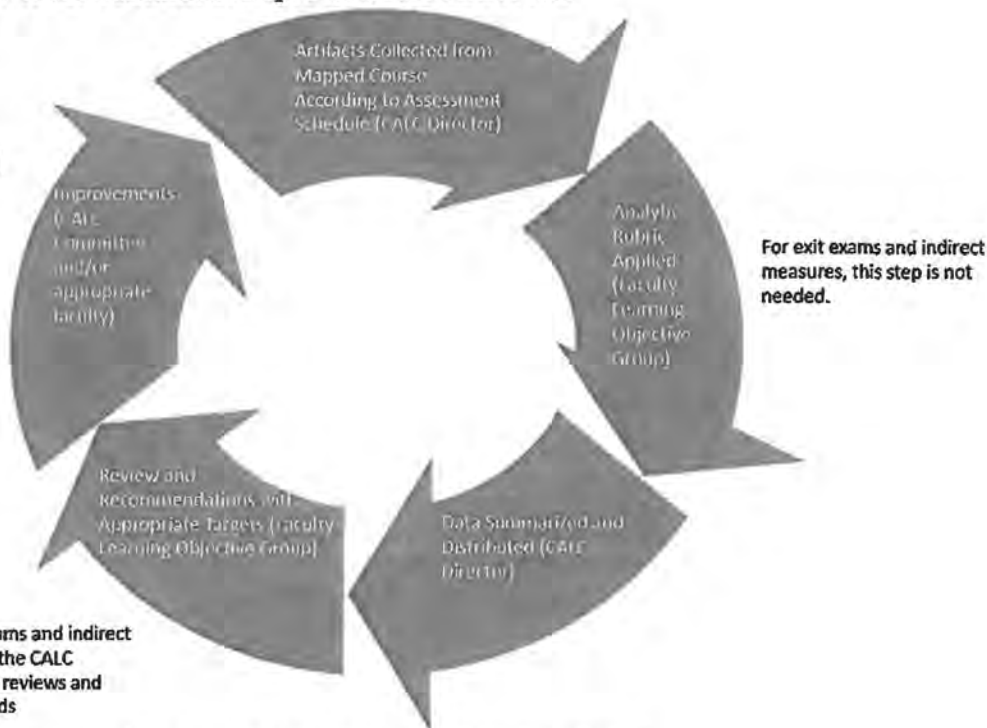
1. Written communication: Debra Hunter, Tracy Johnston
2. Oral communication: Thomas Pennington, Shahed Chowdhury
3. Ethical decision-making: Masa Kuroki, Loretta Cochran
4. Technology: Wan Wei , Kuldeep Singh

Graduate (MBA) Program Objectives

1. Written communication: Stephen Jones, Kevin Mason
2. Oral communication: John Narcum, Matt Brown
3. Ethical decision-making: Ahmed Elkassabgi, Asim Shrestha
4. Use of data: Roc Haung, Matt Brown

Figure 1 Overview of the Continuous Improvement AOL Process

**The AOL
Cycle at
ATU's School
of Business**



*Artifacts collected one semester, rubrics typically applied the semester following collection.

Table 6 Abbreviated Undergraduate Direct Assessment Schedule

Undergraduate*				
Objective	Last Two Measurements		Next Two Measurements	
Written Communication (every two years)	Fall 2020	Fall 2022	Fall 2024	Fall 2026
Oral Communication (every two years)	Spring 2021	Spring 2023	Spring 2025	Spring 2027
Ethical Decision Making (every two years)	Fall 2021	Fall 2023	Fall 2025	Fall 2027
Technology (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Foundational Knowledge (every semester)	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Advanced Field Knowledge (every semester, one a year per discipline)	Fall 2023	Spring 2024	Fall 2024	Spring 2025

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

Table 7 Abbreviated Graduate Direct Assessment Schedule

Graduate (MBA)				
Objective	Last Two Measurements		Next Two Measurements	
Written Communication (every two years)	Fall 2021	Fall 2023	Fall 2025	Fall 2027
Oral Communication (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Ethical Decision Making (every two years)	Spring 2021	Spring 2023	Spring 2025	Spring 2027
Technology (every two years)	Fall 2020	Fall 2022	Fall 2024	Fall 2026
Foundational Knowledge (every year)	Spring 2023	Spring 2024	Spring 2025	Spring 2026

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

The full master schedule can be found in Appendix H, table H.1 in addition to program objective and faculty assignments. Assessment results are made available to faculty through a Blackboard shell. A summary of the current assessment results is also displayed for students outside the School of Business offices.

Table 8 AOL Roles and Responsibilities

AOL Roles and Responsibilities		
Position	Membership	Role in AOL
Dean	Dean	Oversee mission and goals, oversee committee membership, work with advisory board, monitor effectiveness of AOL system, oversee funding and resources related to AOL.
Associate Dean	Associate Dean	Oversee implementation of mission and goals, oversee faculty roles, monitor effectiveness of AOL.
Director of Student Engagement	Administrative position	Administer graduating student exit survey, collect job fair employer surveys
Director of Curriculum and AOL (CALC)	Selected by the dean (with faculty input) for a three-year term (annually reviewed)	Implement AOL plan; ensure the AOL schedule is kept; facilitate faculty learning objective groups use of rubrics; organize, appropriately store, analyze and present assessment data; create reports and documentation, facilitate faculty's use of assessment data to drive improvements; call CALC meetings and set agendas, complete paperwork and place curriculum changes on the CALC agenda, gather signatures and submit approved curriculum changes to the registrar's office
Curriculum and AOL Committee (CALC) (Students and Faculty Members)	Approximately 7 faculty (plus the CALC director) and 2 student representatives (undergrad and MBA)	Oversee and approve AOL process (changes to learning objectives, rubrics, performance targets, schedule of AOL activities, methods of assessment, etc.), review assessment data and improvement activities, use exam data and indirect measures to make recommendations, consider and vote on proposed curriculum changes. (Faculty membership selected by the dean; student membership by CALC chair)
Faculty Learning Objective Groups	All full-time faculty	Apply rubrics to their student learning objective (once every two years); make improvement recommendations based on traits/dimensions that are below performance targets (Membership selected by CALC director based on faculty input.)
Course Instructors	Any faculty member (adjunct or full-time) involved in delivering a business course	Implement recommended changes to course content as needed in efforts to improve student learning
Students	MBA and Undergraduate, all modalities	In addition to representation on the CALC committee, students are informed regarding the purpose of assessment activities in which they participate and assessment results are shared with students.

Table 9 Master Schedule of AOL Related Activities

Master Schedule of Activities to meet the Mission of the ATU College of Business

College of Business

	SP2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP2027	F2027	SP2028	F2028	SP2029
AACSB						Visit									
Mission Statement								Revise							
Strategic Plan		Update		Update		Update		Assess/Revise		Implement		Update		Implement	
Internal Program Review		MGMT, MBA		FIN, ECON		BDA		ACCT		MKT		MGMT, MBA		MKT	
Student Learning Objectives								Review/Revise							
AOL Process								Assess/Revise							

Undergraduate, ABA, Certificates (Rubrics applied on the semester following)

	SP2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP2027	F2027	SP2028	F2028	SP2029
1. Written Communication ¹		ECON 2013 MGMT 4083				ECON 2013 MGMT 4083				ECON 2013 MGMT 4083				ECON 2013 MGMT 4083	
2. Oral Communication ¹			BLAW 2033 MGMT 4083				BLAW 2033 MGMT 4083				BLAW 2033 MGMT 4083				BLAW 2033 MGMT 4083
3. Ethics ¹				BLAW 2033 MGMT 4013 / AIS 3023				BLAW 2033 MGMT 4013 / AIS 3023				BLAW 2033 MGMT 4013 / AIS 3023			
4. Technology ¹	BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023		
5. Senior Business Exam ²	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083
Human Resources Certificate Exam				MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323	
Entrepreneurship Certificate Exam ²					MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063
BDA Certificate Exam ²				BDA 3013		BDA 3013		BDA 3013		BDA 3013		BDA 3013		BDA 3013	

¹ABA is measured by 1-4 in the formative courses; business admin certificate (when approved) is measured by 1,4; Microsoft Office certificate (when approved) is measured by 4.²Beginning spring of 2022, ACCT, FIN, DMKT, MGMT, and BDA exams will be measured with additional questions on the senior exam.³Pending approval

Graduate (Rubrics applied on the semester following)

	SP2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP2027	F2027	SP2028	F2028	SP2029
Written Communication				MGMT 6103				MGMT 6103				MGMT 6103			
Oral Communication	MGMT 6903				MGMT 6903				MGMT 6903				MGMT 6903		
Ethics			BDA 6323 / MKT 6323				BDA 6323 / MKT 6323				BDA 6323 / MKT 6323				BDA 6323 / MKT 6323
Technology		BDA 6203				BDA 6203				BDA 6203				BDA 6203	
MBA Business Exam	MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903

	SP2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP2027	F2027	SP2028	F2028	SP2029
Under Graduate and Graduate: Indirect Measures ⁴	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)

⁴Other indirect measures will be used as they are available, including, employer surveys from job fairs, results of student competitions, advisory board feedback, student success data, etc.

ACCOUNTING, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Dr. Matt Brown, Interim Associate Dean

Rothwell Hall, Room 448

(479) 968-0233

hbrown11@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
BUAD 1111 BUAD 1113	Introduction to Business	1 3	_____
BUAD 2003	Business Information Systems	3	_____
ENGL 1013	Composition I ¹	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
MATH 2223	Quantitative Business Analysis ²	3	_____
Elective		2	_____
Hours		16 15	
Spring			
COMM 2173 or COMM 2003	Business and Professional Speaking or Public Speaking	3	_____
ENGL 1023	Composition II ¹	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
Elective		2 3	_____
Hours		15 16	
Sophomore			
Fall			
ACCT 2004 & ACCT 2000	Accounting Principles I and Accounting Principles I Lab	4	_____
BDA 2003	Business Problem Solving	3	_____
ECON 2003	Principles of Macroeconomics	3	_____
STAT 2163 or PSY/SOC 2053	Introduction to Statistical Methods or Statistics for the Behavioral Sciences	3	_____
Hours		13	
Spring			
ACCT 2013	Accounting Principles II	3	_____
BLAW 2033	Legal Environment of Business	3	_____
ECON 2013	Principles of Microeconomics	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Hours		16	
Junior			
Fall			
ACCT 3003	Intermediate Accounting I	3	_____
ACCT 3043	Federal Taxes I	3	_____
BDA 3013	Business Spreadsheet Modeling	3	_____
ENGL 2053	Technical Writing	3	_____

MGMT 3003	Principles of Management	3	_____
	Hours	15	
Spring			
ACCT 3013	Intermediate Accounting II	3	_____
ACCT 3023	Accounting Information Systems	3	_____
ACCT 3053	Federal Taxes II	3	_____
ECON 3003	Money and Banking	3	_____
MGMT 3103	Operations Management	3	_____
	Hours	15	
Senior			
Fall			
ACCT 4003	Advanced Accounting I	3	_____
ACCT 4013	Advanced Accounting II	3	_____
BDA 3003	Data Analytics Apps Development	3	_____
MKT 3043	Principles of Marketing ³	3	_____
Elective ³		3	_____
	Hours	15	
Spring			
ACCT 4023	Cost Accounting	3	_____
ACCT 4033	Auditing	3	_____
FIN 3063	Business Finance	3	_____
MGMT 4083	Business Policy	3	_____
Elective 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 Any 2000 level MATH or STAT course or higher may be substituted for MATH 2223 Quantitative Business Analysis (excluding MATH 2033 Mathematical Concepts I, MATH 2043 Mathematical Concepts II, and STAT 2163 Introduction to Statistical Methods). Students considering graduate school are advised to take MATH 2914 Calculus I.

³ Students may apply in their junior year for admission into the Accounting Accelerated Bachelor's Plus MBA Degree; however, they must have completed a minimum of 90 credit hours towards the Bachelor degree and have earned a minimum GPA of 3.0 or higher in those undergraduate courses to be eligible. Once approved, the student will be conditionally admitted into the MBA program. The following graduate level courses can be used to replace three upper-division undergraduate courses as follows:

- MKT 6103 Digital Marketing Strategy can replace MKT 3043 Principles of Marketing
- Any 2 core MBA course (other than ACCT 6103 Accounting Analysis, MKT 6103 Digital Marketing Strategy, and MGMT 6903 Corporate Strategic Management) can be used to replace general electives

DEGREE AUDIT CHECK LIST

(BSBA-ACCT) Accounting

~~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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
TOTAL ELECTIVE HOURS		9 11

Student's Name		
T#		
Major Requirements		Hrs
ACCT	2000 2004 2013 3003 3013 3023	
	3043 3053 4003 4013 4023 4033	
		34
BDA	2003 3003 3013	9
BLAW	2033	3
BUAD	1111 2003	4 6
COMM	2173** or 2003**	3
ECON	2003** 2013** 3003	9
ENGL	2053	3
FIN	3063	3
MATH	2223 or 2000-4000 MATH or STAT#**	3
	Exclude MATH 2033 2043 STAT 2163	
MGMT	3003 3103 4083	9
MKT	3043	3
	STAT 2163 or PSY/SOC 2053	3
	50% of COB courses taken at Tech	
TOTAL MAJOR HOURS		86 88
TOTAL HOURS		

Final Check:

Min. hours required 120
 48 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

(BSBA-ACCT) Accounting

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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
TOTAL ELECTIVE HOURS		9

Student's Name		
T#		
Major Requirements		Hrs
ACCT	2000 2004 2013 3003 3013 3023	
	3043 3053 4003 4013 4023 4033	
		34
BDA	2003 3003 3013	9
BLAW	2033	3
BUAD	1113♦ 2003	6
COMM	2173** or 2003**	3
ECON	2003** 2013** 3003	9
ENGL	2053	3
FIN	3063	3
MATH	2223or2000-4000 MATH or STAT#**	3
	Exclude MATH 2033 2043 STAT 2163	
MGMT	3003 3103 4083	9
MKT	3043	3
	STAT 2163 or PSY/SOC 2053	3
	50% of COB courses taken at Tech	
TOTAL MAJOR HOURS		88
TOTAL HOURS		

Final Check:

Min. hours required 120
 48 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
School of Business	03-14-2025

Title	Signature	Date
Department Head Dr. Matt Brown	<i>Matt Brown</i>	6-3-25
Dean Dr. Tracy Cole	<i>Tracy Cole</i>	6-4-25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	6/30/25
Registrar Ms. Tammy Weaver	<i>T. Weaver</i>	7/23/25
Vice President for Academic Affairs Dr. Aldolfo 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 Business Administration

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

- (1) **Change BUAD 1111 to BUAD 1113 in Fall Freshman Semester**
- (2) **Delete Elective 1 hour in Fall Freshman Semester**
- (3) **Delete Elective 1 hours in Spring Sophomore Semester**

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

No Impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **It aims to improve curriculum for students.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **Changing Introduction to Business from a 1-hour to a 3-hour course will allow for greater business content in the course and make scheduling more efficient.**
 2. Provide an example or examples of student learning assessment evidence that supports the changes in the program. **This change will help students meet the 15-credit-hour financial aid requirement and remove the need for a 2- hour general elective. Further, with the additional course time issues that have been identified in assessment data (various aspects of foundational business knowledge and other program outcomes) can be introduced earlier in the curriculum.**
- 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. (Other institutions do have 3-hour introductory courses.)**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **The School of Business assessment plan will not be impacted or changed. (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.

Not Applicable

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

Curriculum Matrix for Catalog	
Curriculum in ASSOCIATE OF BUSINESS ADMINISTRATION	
(enter title for program changing)	
Freshman Fall Semester Add: BUAD 1113 (Introduction to Business) Delete: BUAD 1111 (Introduction to Business) Delete: Elective 1 hour Total Hours: Change from 15 to 16 hrs.	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Elective 1 hour Total Hours: Change from 14 to 13 hrs.

AOL Plan for the School of Business

The mission statement of the School of Business is considered and revised every five years. The mission statement is used to inform the selection of goals for the undergraduate and graduate programs. When the mission statement is updated, the alignment between mission statement/goals/objectives is reaffirmed. Tables 1 and 2 show the alignment of the mission statement to program goals and program objectives for the undergraduate and MBA programs respectively.

The objectives are mapped to appropriate courses in the undergraduate and graduate programs. Tables 3 and 4 show a map of program objectives to courses for the undergraduate and MBA programs. These objectives are cyclically measured both directly and indirectly. For both the undergraduate and graduate programs, analytic rubrics are applied to the objectives of written communication, oral communication, ethical decision making, technology/data use once every two years by faculty groups who have been assigned a particular objective. Each semester the Director of Curriculum and Assurance of Learning will contact the instructor of the courses scheduled to provide assessment data. The instructors are given a copy of the rubric that will be used and are asked to provide copies of student artifacts on which the rubrics can be applied by the end of the semester. Generally, the student artifacts used are assignments (papers or projects), in the case of oral communication, presentations are recorded. The artifacts are then distributed to the faculty members of the corresponding program learning objective groups (Table 5 details faculty objective group membership). The Director of Curriculum and Assurance of Learning coordinates the use of the rubrics, if needed, calling a meeting to discuss how the rubric will be applied. The Director of Curriculum and Assurance of Learning collects the scores, summarizes the data, and provides reports made available to all faculty through a Curriculum and Assurance of Learning Blackboard shell and to students via summary reports outside the School Business office. Further, the results are presented and discussed at Curriculum and Assurance of Learning Committee meetings (this committee meets a minimum of two times a semester). If scores are below performance targets, the Director of Curriculum and Assurance of Learning will present the results for discussion with the Curriculum and Assurance of Learning Committee, faculty learning objective group, and impacted instructors for appropriate action to be taken. All faculty are invited to be involved in acting on assessment data. However, the Director of Curriculum and Assurance of Learning ensures the appropriate faculty are involved in particular improvement discussions.

Foundational business knowledge and advanced field knowledge are tested through a senior or MBA exam a minimum of once a year. These exams are administered by the instructor of the capstone course and the Director of Curriculum and Assurance of Learning. A survey of undergraduate and graduate students is administered near the end of their final semester as an indirect measure. This survey is administered by the Director of Student Engagement. Similar to rubric data, the senior exams and survey data are collected and summarized by Director of Curriculum and Assurance of Learning, made available to all faculty, and used for continuous improvement. Figure 1 shows the AOL continuous improvement cycle, Tables 6 and 7 show (abbreviated) assessment schedules (a more complete schedule is shown in Table 9). The AOL process is managed and implemented by the Director of Curriculum and Assurance of Learning and by the Curriculum and Assurance of Learning Committee (CALC). The Curriculum and Assurance of Learning is tasked with maintaining and improving the AOL process itself, including the analytic rubrics used, the Senior and MBA exams, the discipline specific exams, and indirect survey data. However, all faculty and students are involved in the AOL process. Table 8 details the AOL roles and responsibilities for the School of Business.

Table 1 Alignment of Mission Statement with Undergraduate Program Goals and Objectives

Undergraduate				
Mission Statement	Applicable Mission Constituent Phrase	Goal	Objective	"Short" Objective Name*
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u>. These programs will emphasize <u>business acumen</u>, <u>experiential learning</u>, <u>development of interpersonal skills</u>, and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have written communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have oral communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate oral communication skills in a business context.	Oral Communication
	Ethical decision making	Appropriate for a Bachelor of Science in Business Administration, students will have the ability to make ethical decisions.	Appropriate for a Bachelor of Science in Business Administration, students will use an ethical decision-making framework in a business context.	Ethical Decision Making
	Data-driven decision making	Appropriate for a Bachelor of Science in Business Administration, students will have technology skills.	Appropriate for a Bachelor of Science in Business Administration, students will use technology to support business decisions.	Technology
	Business acumen	Appropriate for a Bachelor of Science in Business Administration, students will have business acumen.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge
	Add value	Appropriate for a Bachelor of Science in Business Administration, students will have advanced knowledge in their field of study.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the advanced knowledge for their field.	Advanced Field Knowledge

*For brevity, in documentation the "short" objective name is used.

Table 2 Alignment of Mission Statement with Graduate Program Goals and Objectives

Graduate (MBA)				
Mission Statement	Applicable Mission Constituent Phrase	Goal	Objective	"Short" Objective Name*
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u>. These programs will emphasize <u>business acumen</u>, experiential learning, development of <u>interpersonal skills</u>, and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Master of Business Administration, students will have written communication skills.	Appropriate for a Master of Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
	Interpersonal skills	Appropriate for a Master of Business Administration, students will have oral communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate oral communication skills in a business context.	Oral Communication
	Ethical decision making	Appropriate for a Master of Business Administration, students will have the ability to make ethical decisions.	Appropriate for a Master of Business Administration, students will use an ethical decision-making framework in a business context.	Ethical Decision Making
	Data-driven decision making	Appropriate for a Master of Business Administration, students will have the ability to use data skills to support decisions.	Appropriate for a Bachelor of Science in Business Administration, students will use data skills to support business decisions.	Data Use
	Business acumen	Appropriate for a Master of Business Administration, students will have business acumen.	Appropriate for a Master of Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge

*For brevity, in documentation the "short" objective name is used.

Table 3 Undergraduate Map of Program Objectives to Courses

Undergraduate				
Objective	Introductory Course	Reinforcement Course	Mastery Course	Course Used for Summative Assessment
Written Communication	ENGL 2053	ECON 2013	MGMT 4083	MGMT 4083
Oral Communication	COMM 2003 or COMM 2013	BLAW 2033	MGMT 4083	MGMT 4083
Ethical Decision Making	BLAW 2033	NA	MGMT 4013 / ACCT 3023	MGMT 4013 / ACCT 3023
Technology	BUAD 2003	BDA 2003	MGMT 4013 / ACCT 3023	MGMT 4013 / ACCT 3023
Foundational Knowledge	1000-2000 level core business courses	3000 level core business courses	4000 level core business courses	MGMT 4083
Advanced Field Knowledge	1000-2000 level additional required courses for a particular major	3000 additional required courses for a particular major	4000 level additional required courses for a particular major	ACCT 4033, FIN 4033, MKT 4063, MGMT 4083, BDA 3003/BDA 4003

Table 4 Graduate Map of Program Objectives to Courses

Graduate (MBA)		
Objective	Mastery Course	Course Used for Summative Assessment
Written Communication	MGMT 6903	MGMT 6903
Oral Communication	MGMT 6903	MGMT 6903
Ethical Decision Making	BDA/MKT 6323	BDA/MKT 6323
Data Use	BDA 6203	BDA 6203
Foundational Knowledge	All required courses	MGMT 6903

Table 5

Faculty program objective teams (for applying analytic rubrics):

Undergraduate Program Objectives

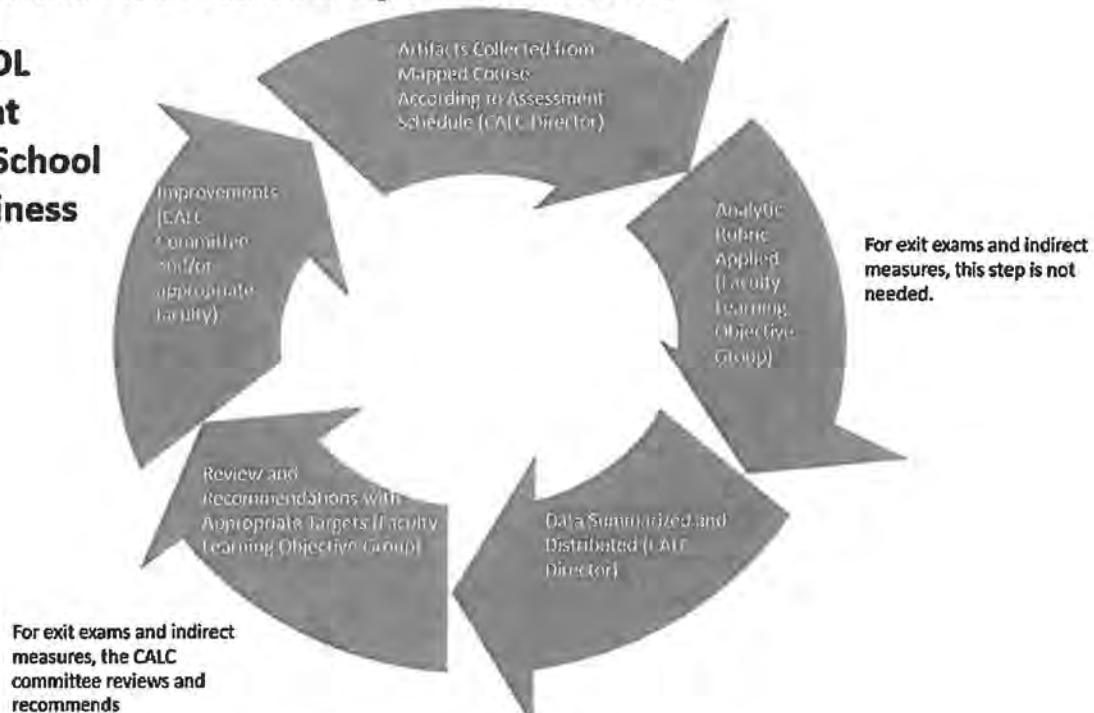
1. Written communication: Debra Hunter, Tracy Johnston
2. Oral communication: Thomas Pennington, Shahed Chowdhury
3. Ethical decision-making: Masa Kuroki, Loretta Cochran
4. Technology: Wan Wei, Kuldeep Singh

Graduate (MBA) Program Objectives

1. Written communication: Stephen Jones, Kevin Mason
2. Oral communication: John Narcum, Matt Brown
3. Ethical decision-making: Ahmed Elkassabgi, Asim Shrestha
4. Use of data: Roc Haung, Matt Brown

Figure 1 Overview of the Continuous Improvement AOL Process

**The AOL
Cycle at
ATU's School
of Business**



*Artifacts collected one semester, rubrics typically applied the semester following collection.

Table 6 Abbreviated Undergraduate Direct Assessment Schedule

Undergraduate*				
Objective	Last Two Measurements		Next Two Measurements	
Written Communication (every two years)	Fall 2020	Fall 2022	Fall 2024	Fall 2026
Oral Communication (every two years)	Spring 2021	Spring 2023	Spring 2025	Spring 2027
Ethical Decision Making (every two years)	Fall 2021	Fall 2023	Fall 2025	Fall 2027
Technology (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Foundational Knowledge (every semester)	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Advanced Field Knowledge (every semester, one a year per discipline)	Fall 2023	Spring 2024	Fall 2024	Spring 2025

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

Table 7 Abbreviated Graduate Direct Assessment Schedule

Graduate (MBA)				
Objective	Last Two Measurements		Next Two Measurements	
Written Communication (every two years)	Fall 2021	Fall 2023	Fall 2025	Fall 2027
Oral Communication (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Ethical Decision Making (every two years)	Spring 2021	Spring 2023	Spring 2025	Spring 2027
Technology (every two years)	Fall 2020	Fall 2022	Fall 2024	Fall 2026
Foundational Knowledge (every year)	Spring 2023	Spring 2024	Spring 2025	Spring 2026

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

The full master schedule can be found in Appendix H, table H.1 in addition to program objective and faculty assignments. Assessment results are made available to faculty through a Blackboard shell. A summary of the current assessment results is also displayed for students outside the School of Business offices.

Table 8 AOL Roles and Responsibilities

AOL Roles and Responsibilities		
Position	Membership	Role in AOL
Dean	Dean	Oversee mission and goals, oversee committee membership, work with advisory board, monitor effectiveness of AOL system, oversee funding and resources related to AOL.
Associate Dean	Associate Dean	Oversee implementation of mission and goals, oversee faculty roles, monitor effectiveness of AOL.
Director of Student Engagement	Administrative position	Administer graduating student exit survey, collect job fair employer surveys
Director of Curriculum and AOL (CALC)	Selected by the dean (with faculty input) for a three-year term (annually reviewed)	Implement AOL plan; ensure the AOL schedule is kept; facilitate faculty learning objective groups use of rubrics; organize, appropriately store, analyze and present assessment data; create reports and documentation, facilitate faculty's use of assessment data to drive improvements; call CALC meetings and set agendas, complete paperwork and place curriculum changes on the CALC agenda, gather signatures and submit approved curriculum changes to the registrar's office
Curriculum and AOL Committee (CALC) (Students and Faculty Members)	Approximately 7 faculty (plus the CALC director) and 2 student representatives (undergrad and MBA)	Oversee and approve AOL process (changes to learning objectives, rubrics, performance targets, schedule of AOL activities, methods of assessment, etc.), review assessment data and improvement activities, use exam data and indirect measures to make recommendations, consider and vote on proposed curriculum changes. (Faculty membership selected by the dean; student membership by CALC chair)
Faculty Learning Objective Groups	All full-time faculty	Apply rubrics to their student learning objective (once every two years); make improvement recommendations based on traits/dimensions that are below performance targets (Membership selected by CALC director based on faculty input.)
Course Instructors	Any faculty member (adjunct or full-time) involved in delivering a business course	Implement recommended changes to course content as needed in efforts to improve student learning
Students	MBA and Undergraduate, all modalities	In addition to representation on the CALC committee, students are informed regarding the purpose of assessment activities in which they participate and assessment results are shared with students.

Table 9 Master Schedule of AOL Related Activities

Master Schedule of Activities to meet the Mission of the ATU College of Business

College of Business

	SP 2022	F2022	SP 2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP 2027	F2027	SP 2028	F2028	SP2029
AACSB						Visit									
Mission Statement								Revise							
Strategic Plan		Update		Update		Update		Assess/Revise		Implement		Update		Implement	
Internal Program Review		MGMT, MBA		FIN, ECON		BOA		ACCT		MKT		MGMT, MBA		MKT	
Student Learning Objectives								Review/Revise							
AOL Process								Assess/Revise							

Undergraduate, ABA, Certificates (Rubrics applied on the semester following)

	SP 2022	F2022	SP 2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP 2027	F2027	SP2028	F2028	SP2029
1. Written Communication ¹		ECON 2013 MGMT 4083				ECON 2013 MGMT 4083				ECON 2013 MGMT 4083				ECON 2013 MGMT 4083	
2. Oral Communication ²			BLAW 2033 MGMT 4083				BLAW 2033 MGMT 4083				BLAW 2033 MGMT 4083				BLAW 2033 MGMT 4083
3. Ethics ¹				BLAW 2033 MGMT 4013 / AIS 3023				BLAW 2033 MGMT 4013 / AIS 3023				BLAW 2033 MGMT 4013 / AIS 3023			
4. Technology ¹	BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023		
5. Senior Business Exam ²	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083
Human Resources Certificate Acumen				MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323	
Entrepreneurship Certificate Acumen ³					MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063
BDA Certificate Acumen ³				BDA 3013		BDA 3013		BDA 3013		BDA 3013		BDA 3013		BDA 3013	

¹ABA is measured by 2-4 in the formative courses; business admin certificate (when approved) is measured by 1,4; Microsoft Office certificate (when approved) is measured by 4.²Beginning spring of 2022, ACCT, FIN, DMKT, MGMT, and BOA acumen will be measured with additional questions on the senior exam.³Pending approval

Graduate (Rubrics applied on the semester following)

	SP 2022	F2022	SP 2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP 2027	F2027	SP2028	F2028	SP2029
Written Communication				MGMT 6109				MGMT 6103				MGMT 6103			
Oral Communication	MGMT 6903				MGMT 6903				MGMT 6903				MGMT 6903		
Ethics			BDA 6323 / MKT 6323				BDA 6323 / MKT 6323				BDA 6323 / MKT 6323				BDA 6323 / MKT 6323
Technology		BDA 6203				BDA 6203				BDA 6203				BDA 6203	
MBA Business Exam	MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903

	SP 2022	F2022	SP 2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP 2027	F2027	SP2028	F2028	SP2029
Under Graduate and Graduate: Indirect Measures ⁴	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)

⁴Other indirect measures will be used as they are available, including, employer surveys from job fairs, results of student competitions, advisory board feedback, student success data, etc.

BUSINESS ADMINISTRATION, ASSOCIATE OF BUSINESS ADMINISTRATION

Dr. Matt Brown, Interim Associate Dean
 Rothwell Hall, Room 448
 (479) 968-0233
 hbrown11@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
BUAD 1111 BUAD 1113	Introduction to Business	1 3	_____
BUAD 2003	Business Information Systems	3	_____
ENGL 1013	Composition I	3	_____
MATH 1113	College Algebra	3	_____
SCIL 1XXX	Science with Laboratory	4	_____
Elective		1	_____
Hours		15 16	
Spring			
BDA 2003	Business Problem Solving	3	_____
COMM 2003 or COMM 2173	Public Speaking or Business and Professional Speaking	3	_____
ENGL 1023	Composition II	3	_____
FAH 1XXX	Fine Arts and Humanities Courses	3	_____
MATH 2223	Quantitative Business Analysis	3	_____
Hours		15	
Sophomore			
Fall			
ACCT 2004	Accounting Principles I	4	_____
ACCT 2000	Accounting Principles I Lab	0	_____
BLAW 2033	Legal Environment of Business	3	_____
ECON 2003	Principles of Macroeconomics	3	_____
STAT 2163 or PSY 2053 or SOC 2053	Introduction to Statistical Methods or Statistics for the Behavioral Sciences or Statistics for the Behavioral Sciences	3	_____
USHG 1XXX	U.S. History and Government	3	_____
Hours		16	
Spring			
ACCT 2013	Accounting Principles II	3	_____
ECON 2013	Principles of Microeconomics	3	_____
FAH 1XXX	Fine Arts and Humanities Courses	3	_____
SCIL 1XXX	Science with Laboratory	4	_____
Elective		1	_____
Hours		14 13	
Total Hours		60	

OV

DEGREE AUDIT CHECK LIST

(ABA-ABA) Business Administration

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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
TOTAL ELECTIVE HOURS		0 2

Student's Name		
T#		
Major Requirements		Hrs
ACCT	2000 2004 2013	7
BDA	2003	3
BLAW	2033	3
BUAD	1111 ♦ 2003	4 6
COMM	(2173** or 2003**)	3
ECON	2003** 2013**	6
	(STAT 2163 or PSY/SOC 2053)	3
MATH	1113*** 2223	6
	May omit MATH 1113 see catalog	
	50% of COB courses taken at Tech	
TOTAL MAJOR HOURS		35 35 37
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

(ABA-ABA) Business Administration

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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
TOTAL ELECTIVE HOURS		0

Student's Name		
T#		
Major Requirements		Hrs
ACCT	2000 2004 2013	7
BDA	2003	3
BLAW	2033	3
BUAD	1113♦ 2003	6
COMM	(2173** or 2003**)	3
ECON	2003** 2013**	6
	(STAT 2163 or PSY/SOC 2053)	3
MATH	1113#** 2223	6
	May omit MATH 1113 see catalog	
	50% of COB courses taken at Tech	
TOTAL MAJOR HOURS		37
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

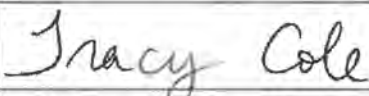
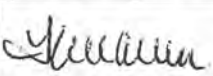
** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
School of Business	4-11-25

Title	Signature	Date
Department Head Dr. Matt Brown		6/6/25
Dean Dr. Tracy Cole		6-6-25
Assessment Ms. Amanda Gardner		6/30/25
Registrar Ms. Tammy Weaver		7/23/25
Vice President for Academic Affairs Dr. Aldolfo 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:
BSBA in Business Data Analytics (BDA)

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

Change BUAD 1111 to BUAD 1113

Move COMM 2173 or COMM 2003 from Freshman Fall Semester to Sophomore Fall Semester

Move BDA 3013 from Sophomore Fall Semester to Senior Fall Semester

Delete 2 hours of General Elective from the Senior Fall Semester

Delete ECON 3093 from the Junior Spring Semester

Add BDA 3023 to the Junior Spring Semester

Delete MKT 3153 from the Senior Spring Semester

Add 3 hours of General Elective to the Senior Spring Semester

Remove the following from approved electives footnote 2: COMS 1013 Programming Foundations I and COMS 1011 Programming Foundations I Lab, COMS 1333 Web and Mobile Technologies, HIM 4063 Organization and Administration, PHIL 3103 Logic

Add the following from approved electives footnote 2:

MKT 3153 Marketing Research and Analysis, ECON 3093 Econometrics

New Footnote 2:

Approved Electives: BDA 4031 BDA Internship/BDA 4032 BDA Internship/BDA 4033 BDA Internship, BDA 4073 Special Topics, FIN 4033 Financial Modeling, MGMT 3113 Business Process Improvement, MGMT 4103 Supply Chain Management, MKT 3063 Social Media Marketing, MKT 4013 Digital Metrics, STAT 2304 Programming Languages for Data Science or higher STAT course, **MKT 3153 Marketing Research and Analysis, ECON 3093 Econometrics**

Remove the following from approved electives footnote 3: change "can replace MKT 3153 Marketing Research Analysis" to "can replace any Approved Elective" and "can replace BDA 4003 Business Intelligence" to "can replace any Approved Elective"

New Footnote 3:

This program partners the BSBA undergraduate degree with the MBA degree. A maximum of twelve (12) graduate level credit hours can be counted towards both the BSBA degree in Business Data Analytics and the MBA degree. Four graduate level courses can be used to replace four upper-division undergraduate courses as follows:

- BDA 6203 Business Information Analysis can replace any Approved Elective.
- MGMT 6203 Decision Modeling in Supply Chain Management can replace any Approved Elective.
- MKT 6103 Digital Marketing Strategy can replace any Approved Elective.
- BDA 6323 Applied Predictive Analytics can replace any Approved Elective.

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

No impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
It aims to improves curriculum and success for BDA 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?
In an attempt to improve retention and introduce students to key program learning goals earlier in the curriculum, BUAD 1111 Introduction to Business is being changed to BUAD 1113, a three-hour course. In addition, BDA 3023 data visualization will be added as a

required BDA course. To make room for these changes two courses are being moved from required courses to approved electives. The accelerated MBA path from BDA is also being made more flexible by removing specific courses from the replacement list. The remaining changes clean up the approved elective lists, and move courses in the matrix to support these changes. These proposed changes improve the BDA curriculum by adding key advanced BDA knowledge, while given students more flexibility in approved electives.

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

In the 2024/2025 academic year, the BDA curriculum was reviewed (we have a five- year cycle where each program we offered that is AACSB accredited is reviewed). Data collected from alumni surveys indicated more data visualization is needed as a requirement in the BDA curriculum; this also is supported by comparing curriculum at other institutions offering a data analytics degree. Changing this course to from a sophomore to junior level course will allow it to be made a BDA requirement and school of business elective that may be desirable to many other programs. Assessment data from "Advanced Knowledge in Business Data Analytics" has also been lower than desired, this change will allow us to add more upper level required data analytics knowledge into the curriculum.

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

Adding a required data visualization course for BDA is supported by comparing curriculum at other institutions offering data analytics or related degrees.

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

Attached

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

Not applicable

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

Curriculum Matrix for Catalog Curriculum in <u>Business Data Analytics</u> , Bachelor of Science in Business Administration (enter title for program changing)	
Freshman Fall Semester Add/Change: Change BUAD 1111 (Introduction to Business) to BUAD 1113 Delete: COMS 2173 or COMM 2003 Total Hours: decrease total hours from 16 to 15	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: : COMM 2173 (Business & Professional Speaking) or COMM 2003 (Public Speaking) Delete: BDA 3013 (Business Spreadsheet Modeling) Total Hours: 16	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: BDA 3023 (Data Visualization) Delete: ECON 3093 (Econometrics) Total Hours: 15
Senior Fall Semester Add/Change: BDA 3013 (Business Spreadsheet Modeling) Delete: 2 hours of general elective Total Hours: Increase total hours from 14 to 15	Senior Spring Semester Add/Change: 3 hours of general elective Delete: MKT 3153 (Marketing Research and Analysis) Total Hours: 12

Change footnote 2 to read as follows:

Approved Electives: BDA 4031 BDA Internship/BDA 4032 BDA Internship/BDA 4033 BDA Internship, BDA 4073 Special Topics, FIN 4033 Financial Modeling, MGMT 3113 Business Process Improvement, MGMT 4103 Supply Chain Management, MKT 3063 Social Media Marketing, MKT 4013 Digital Metrics, STAT 2304 Programming Languages for Data Science or higher STAT course, **MKT 3153 Marketing Research and Analysis**, **ECON 3093 Econometrics**

Change footnote 3 to read as follows:

This program partners the BSBA undergraduate degree with the MBA degree. A maximum of twelve (12) graduate level credit hours can be counted towards both the BSBA degree in Business Data Analytics and the MBA degree. Four graduate level courses can be used to replace four upper-division undergraduate courses as follows;

- BDA 6203 Business Information Analysis can replace **any Approved Elective**.
- MGMT 6203 Decision Modeling in Supply Chain Management can replace any Approved Elective.
- MKT 6103 Digital Marketing Strategy can replace any Approved Elective.
- BDA 6323 Applied Predictive Analytics can replace **any Approved Elective**.

AOL Plan for the School of Business

The mission statement of the School of Business is considered and revised every five years. The mission statement is used to inform the selection of goals for the undergraduate and graduate programs. When the mission statement is updated, the alignment between mission statement/goals/objectives is reaffirmed. Tables 1 and 2 show the alignment of the mission statement to program goals and program objectives for the undergraduate and MBA programs respectively.

The objectives are mapped to appropriate courses in the undergraduate and graduate programs. Tables 3 and 4 show a map of program objectives to courses for the undergraduate and MBA programs. These objectives are cyclically measured both directly and indirectly. For both the undergraduate and graduate programs, analytic rubrics are applied to the objectives of written communication, oral communication, ethical decision making, technology/data use once every two years by faculty groups who have been assigned a particular objective. Each semester the Director of Curriculum and Assurance of Learning will contact the instructor of the courses scheduled to provide assessment data. The instructors are given a copy of the rubric that will be used and are asked to provide copies of student artifacts on which the rubrics can be applied by the end of the semester. Generally, the student artifacts used are assignments (papers or projects), in the case of oral communication, presentations are recorded. The artifacts are then distributed to the faculty members of the corresponding program learning objective groups (Table 5 details faculty objective group membership). The Director of Curriculum and Assurance of Learning coordinates the use of the rubrics, if needed, calling a meeting to discuss how the rubric will be applied. The Director of Curriculum and Assurance of Learning collects the scores, summarizes the data, and provides reports made available to all faculty through a Curriculum and Assurance of Learning Blackboard shell and to students via summary reports outside the School Business office. Further, the results are presented and discussed at Curriculum and Assurance of Learning Committee meetings (this committee meets a minimum of two times a semester). If scores are below performance targets, the Director of Curriculum and Assurance of Learning will present the results for discussion with the Curriculum and Assurance of Learning Committee, faculty learning objective group, and impacted instructors for appropriate action to be taken. All faculty are invited to be involved in acting on assessment data. However, the Director of Curriculum and Assurance of Learning ensures the appropriate faculty are involved in particular improvement discussions.

Foundational business knowledge and advanced field knowledge are tested through a senior or MBA exam a minimum of once a year. These exams are administered by the instructor of the capstone course and the Director of Curriculum and Assurance of Learning. A survey of undergraduate and graduate students is administered near the end of their final semester as an indirect measure. This survey is administered by the Director of Student Engagement. Similar to rubric data, the senior exams and survey data are collected and summarized by Director of Curriculum and Assurance of Learning, made available to all faculty, and used for continuous improvement. Figure 1 shows the AOL continuous improvement cycle, Tables 6 and 7 show (abbreviated) assessment schedules (a more complete schedule is shown in Table 9). The AOL process is managed and implemented by the Director of Curriculum and Assurance of Learning and by the Curriculum and Assurance of Learning Committee (CALC). The Curriculum and Assurance of Learning is tasked with maintaining and improving the AOL process itself, including the analytic rubrics used, the Senior and MBA exams, the discipline specific exams, and indirect survey data. However, all faculty and students are involved in the AOL process. Table 8 details the AOL roles and responsibilities for the School of Business.

Table 1 Alignment of Mission Statement with Undergraduate Program Goals and Objectives

Mission Statement	Applicable Mission Constituent Phrase	Undergraduate		
		Goal	Objective	"Short" Objective Name*
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u> . These programs will emphasize <u>business acumen</u> , <u>experiential learning</u> , <u>development of interpersonal skills</u> , and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have written communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have oral communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate oral communication skills in a business context.	Oral Communication
	Ethical decision making	Appropriate for a Bachelor of Science in Business Administration, students will have the ability to make ethical decisions.	Appropriate for a Bachelor of Science in Business Administration, students will use an ethical decision-making framework in a business context.	Ethical Decision Making
	Data-driven decision making	Appropriate for a Bachelor of Science in Business Administration, students will have technology skills.	Appropriate for a Bachelor of Science in Business Administration, students will use technology to support business decisions.	Technology
	Business acumen	Appropriate for a Bachelor of Science in Business Administration, students will have business acumen.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge
	Add value	Appropriate for a Bachelor of Science in Business Administration, students will have advanced knowledge in their field of study.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the advanced knowledge for their field.	Advanced Field Knowledge

*For brevity, in documentation the "short" objective name is used.

Table 2 Alignment of Mission Statement with Graduate Program Goals and Objectives

Graduate (MBA)				
Mission Statement	Applicable Mission Constituent Phrase	Goal	Objective	"Short" Objective Name*
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u>. These programs will emphasize <u>business acumen</u>, experiential learning, development of <u>interpersonal skills</u>, and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Master of Business Administration, students will have written communication skills.	Appropriate for a Master of Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
	Interpersonal skills	Appropriate for a Master of Business Administration, students will have oral communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate oral communication skills in a business context.	Oral Communication
	Ethical decision making	Appropriate for a Master of Business Administration, students will have the ability to make ethical decisions.	Appropriate for a Master of Business Administration, students will use an ethical decision-making framework in a business context.	Ethical Decision Making
	Data-driven decision making	Appropriate for a Master of Business Administration, students will have the ability to use data skills to support decisions.	Appropriate for a Bachelor of Science in Business Administration, students will use data skills to support business decisions.	Data Use
	Business acumen	Appropriate for a Master of Business Administration, students will have business acumen.	Appropriate for a Master of Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge

*For brevity, in documentation the "short" objective name is used.

Table 3 Undergraduate Map of Program Objectives to Courses

Undergraduate				
Objective	Introductory Course	Reinforcement Course	Mastery Course	Course Used for Summative Assessment
Written Communication	ENGL 2053	ECON 2013	MGMT 4083	MGMT 4083
Oral Communication	COMM 2003 or COMM 2013	BLAW 2033	MGMT 4083	MGMT 4083
Ethical Decision Making	BLAW 2033	NA	MGMT 4013 / ACCT 3023	MGMT 4013 / ACCT 3023
Technology	BUAD 2003	BDA 2003	MGMT 4013 / ACCT 3023	MGMT 4013 / ACCT 3023
Foundational Knowledge	1000-2000 level core business courses	3000 level core business courses	4000 level core business courses	MGMT 4083
Advanced Field Knowledge	1000-2000 level additional required courses for a particular major	3000 additional required courses for a particular major	4000 level additional required courses for a particular major	ACCT 4033, FIN 4033, MKT 4063, MGMT 4083, BDA 3003/BDA 4003

Table 4 Graduate Map of Program Objectives to Courses

Graduate (MBA)		
Objective	Mastery Course	Course Used for Summative Assessment
Written Communication	MGMT 6903	MGMT 6903
Oral Communication	MGMT 6903	MGMT 6903
Ethical Decision Making	BDA/MKT 6323	BDA/MKT 6323
Data Use	BDA 6203	BDA 6203
Foundational Knowledge	All required courses	MGMT 6903

Table 5

Faculty program objective teams (for applying analytic rubrics):

Undergraduate Program Objectives

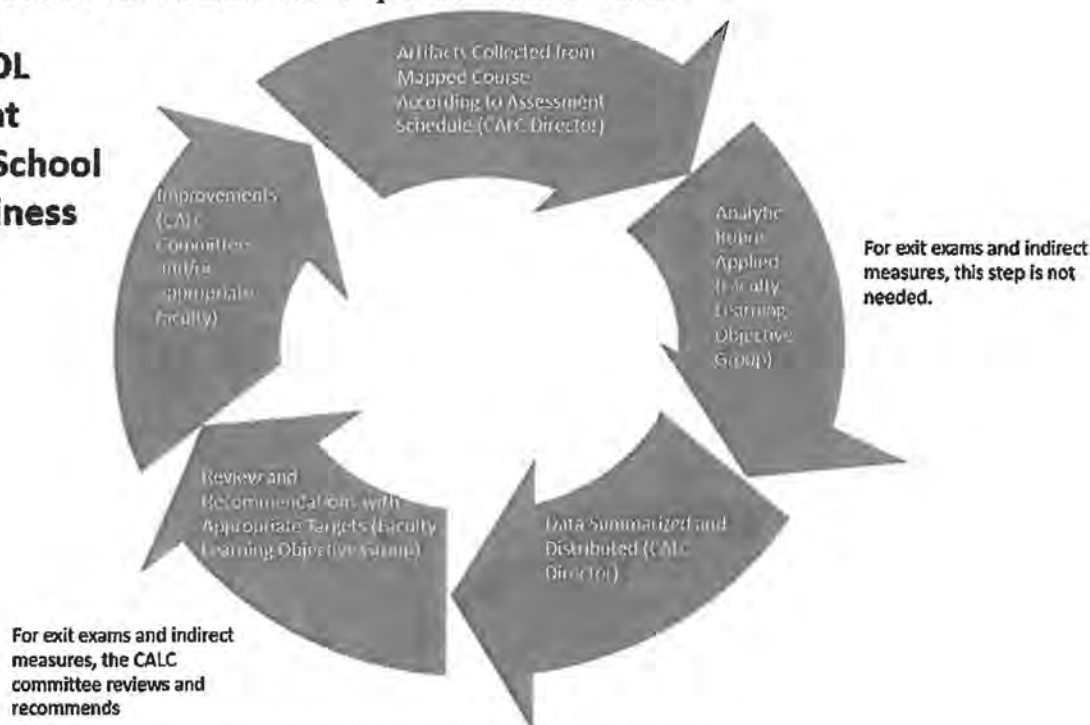
1. Written communication: Debra Hunter, Tracy Johnston
2. Oral communication: Thomas Pennington, Shahed Chowdhury
3. Ethical decision-making: Masa Kuroki, Loretta Cochran
4. Technology: Wan Wei , Kuldeep Singh

Graduate (MBA) Program Objectives

1. Written communication: Stephen Jones, Kevin Mason
2. Oral communication: John Narcum, Matt Brown
3. Ethical decision-making: Ahmed Elkassabgi, Asim Shrestha
4. Use of data: Roc Haung, Matt Brown

Figure 1 Overview of the Continuous Improvement AOL Process

**The AOL
Cycle at
ATU's School
of Business**



*Artifacts collected one semester, rubrics typically applied the semester following collection.

Table 6 Abbreviated Undergraduate Direct Assessment Schedule

Undergraduate*				
Objective	Last Two Measurements		Next Two Measurements	
Written Communication (every two years)	Fall 2020	Fall 2022	Fall 2024	Fall 2026
Oral Communication (every two years)	Spring 2021	Spring 2023	Spring 2025	Spring 2027
Ethical Decision Making (every two years)	Fall 2021	Fall 2023	Fall 2025	Fall 2027
Technology (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Foundational Knowledge (every semester)	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Advanced Field Knowledge (every semester, one a year per discipline)	Fall 2023	Spring 2024	Fall 2024	Spring 2025

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

Table 7 Abbreviated Graduate Direct Assessment Schedule

Graduate (MBA)				
Objective	Last Two Measurements		Next Two Measurements	
Written Communication (every two years)	Fall 2021	Fall 2023	Fall 2025	Fall 2027
Oral Communication (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Ethical Decision Making (every two years)	Spring 2021	Spring 2023	Spring 2025	Spring 2027
Technology (every two years)	Fall 2020	Fall 2022	Fall 2024	Fall 2026
Foundational Knowledge (every year)	Spring 2023	Spring 2024	Spring 2025	Spring 2026

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

The full master schedule can be found in Appendix H, table H.1 in addition to program objective and faculty assignments. Assessment results are made available to faculty through a Blackboard shell. A summary of the current assessment results is also displayed for students outside the School of Business offices.

Table 8 AOL Roles and Responsibilities

AOL Roles and Responsibilities		
Position	Membership	Role in AOL
Dean	Dean	Oversee mission and goals, oversee committee membership, work with advisory board, monitor effectiveness of AOL system, oversee funding and resources related to AOL.
Associate Dean	Associate Dean	Oversee implementation of mission and goals, oversee faculty roles, monitor effectiveness of AOL.
Director of Student Engagement	Administrative position	Administer graduating student exit survey, collect job fair employer surveys
Director of Curriculum and AOL (CALC)	Selected by the dean (with faculty input) for a three-year term (annually reviewed)	Implement AOL plan; ensure the AOL schedule is kept; facilitate faculty learning objective groups use of rubrics; organize, appropriately store, analyze and present assessment data; create reports and documentation, facilitate faculty's use of assessment data to drive improvements; call CALC meetings and set agendas, complete paperwork and place curriculum changes on the CALC agenda, gather signatures and submit approved curriculum changes to the registrar's office
Curriculum and AOL Committee (CALC) (Students and Faculty Members)	Approximately 7 faculty (plus the CALC director) and 2 student representatives (undergrad and MBA)	Oversee and approve AOL process (changes to learning objectives, rubrics, performance targets, schedule of AOL activities, methods of assessment, etc.), review assessment data and improvement activities, use exam data and indirect measures to make recommendations, consider and vote on proposed curriculum changes. (Faculty membership selected by the dean; student membership by CALC chair)
Faculty Learning Objective Groups	All full-time faculty	Apply rubrics to their student learning objective (once every two years); make improvement recommendations based on traits/dimensions that are below performance targets (Membership selected by CALC director based on faculty input.)
Course Instructors	Any faculty member (adjunct or full-time) involved in delivering a business course	Implement recommended changes to course content as needed in efforts to improve student learning
Students	MBA and Undergraduate, all modalities	In addition to representation on the CALC committee, students are informed regarding the purpose of assessment activities in which they participate and assessment results are shared with students.

Table 9 Master Schedule of AOL Related Activities

Master Schedule of Activities to meet the Mission of the ATU College of Business

	SP 2022	SP 2023	F2023	SP 2024	F2024	SP 2025	F2025	SP 2026	F2026	SP 2027	F2027	SP 2028	F2028	SP 2029
AACSB					Visit		Review							
Midwest Statewide					Update		Assess/Revise							
Strategic Plan			Update		Update		Assess/Revise			Update				
Internal Program Review		Update	FIN, ECON		BBA		ACCT			MGMT, MBA			MGMT	
Student Learning Objectives							Review/Revise							
CON Process							Assess/Revise							

Undergraduates, ABA Certificates (Rubrics applied on the semester following)

	SP 2022	F 2023	SP 2024	F 2025	SP 2026	F 2027	SP 2028	F 2029	SP 2030
1. Written Communication ¹	ECON 2013 MGMT 4083				ECON 2013 MGMT 4083			ECON 2013 MGMT 4083	
2. Oral Communication ¹		BLAW 2033 MGMT 4083		BLAW 2033 MGMT 4083		BLAW 2033 MGMT 4083			BLAW 2033 MGMT 4083
3. Ethics ¹		BLAW 2033 MGMT 4013 / AIS 3023		BLAW 2033 MGMT 4013 / AIS 3023		BLAW 2033 MGMT 4013 / AIS 3023			
4. Technology ¹	BLAW 2033 MGMT 4013 / AIS 3023		BLAW 2033 MGMT 4013 / AIS 3023		BLAW 2033 MGMT 4013 / AIS 3023			BLAW 2033 MGMT 4013 / AIS 3023	
5. Senior Business Exam ²	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083
Human Resources Certificate Acumen ³		MGMT 4323	MGMT 4323	MGMT 4323	MGMT 4323	MGMT 4323		MGMT 4323	
Entrepreneurship Certificate Acumen ³			MGMT 4063	MGMT 4063	MGMT 4063	MGMT 4063		MGMT 4063	
BDA Certificate Acumen ³			BDA 3013	BDA 3013	BDA 3013	BDA 3013		BDA 3013	

^aABA is measured by 2-4 in the [formative courses; business admin certificate (when approved)] is measured by 2-4; Microsoft Office certificate (when sponsored) is measured by 4.

²Beginning spring of 2022, AOCT, FIN, DMKT, MGMT, and SDA courses will be measured with additional questions on the senior exam.

Pending approval

Graduate | Rubrics included on the separate following

	F2022	S2023	F2023	S2024	F2024	S2025	F2026	S2027	F2028	P2029	S2030
Written Communication			MGMT 6103			MGMT 6103			MGMT 6103		
Oral Communication	MGMT 6803			MGMT 6803		MGMT 6803			MGMT 6803		
Ethics		BDA 6323 / MKT 6323			BDA 6323 / MKT 6323			BDA 6323 / MKT 6323		BDA 6323 / MKT 6323	
Technology	BDA 6503				BDA 6503		BDA 6503			BDA 6503	
Business Systems	MGMT 6903	MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903	

[illegible]

	Frequency	Very low	Low	Moderate	High	Very high
Other indirect measures will be used as they are available, including employer surveys from job fairs, results of student competitions, advisory board feedback, student success clubs, etc.						

BUSINESS DATA ANALYTICS, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Dr. Matt Brown, Interim Associate Dean

Rothwell Hall, Room 448

(479) 968-0233

hbrown11@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I ¹	3	_____
BUAD 1111 1113	Introduction to Business	1 3	_____
BUAD 2003	Business Information Systems	3	_____
MATH 2243	Calculus for Business and Economics	3	_____
COMM 2173 or COMM 2003	Business and Professional Speaking or Public Speaking	2	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
	Hours	16 15	
Spring			
ENGL 1023	Composition II ¹	3	_____
SCIL 1XXX	Science with Laboratory	4	_____
BLAW 2033	Legal Environment of Business	3	_____
MATH 2223	Quantitative Business Analysis	3	_____
BDA 2003	Business Problem Solving	3	_____
	Hours	16	
Sophomore			
Fall			
ACCT 2004 & ACCT 2000	Accounting Principles I and Accounting Principles I Lab	4	_____
ECON 2003	Principles of Macroeconomics	3	_____
STAT 2163 or PSY/SOC 2053	Introduction to Statistical Methods or Statistics for the Behavioral Sciences	3	_____
BDA 3013	Business Spreadsheet Modeling	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
COMM 2173 or COMM 2003	Hours	3 16	
Spring			
ACCT 2013	Accounting Principles II	3	_____
ECON 2013	Principles of Microeconomics	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
ENGL 2053	Technical Writing	3	_____
	Hours	16	
Junior			
Fall			
MKT 3043	Principles of Marketing	3	_____
Approved Elective ²		3	_____
MGMT 3003	Principles of Management	3	_____

BDA 3003	Data Analytics Apps Development	3	_____
BDA 3033	Data Modeling and Management	3	_____
Hours		15	
Spring			
MGMT 3103	Operations Management	3	_____
ECON 3093 BDA 3023	Econometrics	3	_____
BDA 3053	Business Data Analysis	3	_____
Approved Elective ²		6	_____
Hours		15	
Senior			
Fall			
MGMT 4013	Management Information Systems	3	_____
FIN 3063	Business Finance	3	_____
Approved Elective ^{2,3}		6	_____
Elective		2	
BDA 3013	Hours	3 14 15	
Spring			
MKT 3153	Marketing Research and Analysis ³	3	_____
MGMT 4083	Business Policy	3	_____
MGMT 4203	Project Management	3	_____
BDA 4003	Business Intelligence ³	3	_____
Elective	Hours	3 12	
Total Hours		120 ✓	

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

² Approved Electives: BDA 4031 BDA Internship/BDA 4032 BDA Internship/BDA 4033 BDA Internship, BDA 4073 Special Topics, ~~COMS 1018 Programming Foundations I and COMS 1011 Programming Foundations II Lab, COMS 1233 Web and Mobile Technologies, FIN 4033 Financial Modeling, HIM 4050 Organization and Administration~~, MGMT 3113 Business Process Improvement, MGMT 4103 Supply Chain Management, MKT 3063 Social Media Marketing, MKT 4103 Special Topics in Marketing, ~~PHIL 3103 Logic, STAT 2304 Programming Languages for Data Science or higher STAT course.~~ **MKT 3153, ECON 3093**

³ This program partners the BSBA undergraduate degree with the MBA degree. A maximum of twelve (12) graduate level credit hours can be counted towards both the BSBA degree in Business Data Analytics and the MBA degree. Four graduate level courses can be used to replace four upper-division undergraduate courses as follows:

- BDA 6203 Business Information Analysis can replace ~~MKT 3153 Marketing Research and Analysis~~ **any approved elective**
- MGMT 6203 Decision Modeling in Supply Chain Management can replace any Approved Elective.
- MKT 6103 Digital Marketing Strategy can replace any Approved Elective.
- BDA 6323 Applied Predictive Analytics can replace ~~BDA 4003 Business Intelligence~~ **any approved elective**

DEGREE AUDIT CHECK LIST

(BSBA-BDA) Business Data Analytics

2025-26 ~~2024-25~~

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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
50% of COB courses taken at Tech		
		3
TOTAL ELECTIVE HOURS		3

Student's Name		
T#		
Major Requirements		Hrs
BDA	2003 3003 3013 3033 3053 4003 3023	18 21
BUAD	1113 1113 2003	4 6
Appr Elec	*BDA 4031-3 BDA 4073 COMS 1011	15
*only 3 hrs	COMS 1013 1333 FIN 4033 HIM 4063	
	MGMT 3113 4103 ECON 3093	
	MKT 3063 4013 PHIL 3103 3153	
	(STAT 2303) 2404 or higher level	
ACCT	2000 2004 2013	7
BLAW	2033	3
COMM	2173** or 2003**	3
ECON	2003** 2013** 3093	9 6
ENGL	2053	3
FIN	3063	3
MATH	2243** 2223	6
MGMT	3003 3103 4013 4083 4203	15
MKT	3043 3153	6 3
	STAT 2163 or PSY/SOC 2053	3
TOTAL MAJOR HOURS		
TOTAL HOURS		95 94

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

(BSBA-BDA) Business Data Analytics

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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
50% of COB courses taken at Tech		
TOTAL ELECTIVE HOURS		3

Student's Name		
T#		
Major Requirements		Hrs
BDA	2003 3003 3013 3023 3033 3053 4003	21
BUAD	1113♦ 2003	6
Appr Elec	*BDA 4031-3 BDA 4073 COMS 1011	15
*only 3 hrs	ECON 3093 FIN 4033	
	MGMT 3113 4103	
	MKT 3063 3153 4013	
	(STAT 2303) 2404 or higher level	
ACCT	2000 2004 2013	7
BLAW	2033	3
COMM	2173** or 2003**	3
ECON	2003** 2013**	6
ENGL	2053	3
FIN	3063	3
MATH	2243** 2223	6
MGMT	3003 3103 4013 4083 4203	15
MKT	3043	3
	STAT 2163 or PSY/SOC 2053	3
TOTAL MAJOR HOURS		
TOTAL HOURS		94

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
School of Business- Management	04-14-2025

Title	Signature	Date
Department Head Dr. Matt Brown	<i>Matt Brown</i>	6-3-25
Dean Dr. Tracy Cole	<i>Tracy Cole</i>	6-4-25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	6/30/25
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/23/25
Vice President for Academic Affairs Dr. Aldolfo 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:

BUSINESS MANAGEMENT, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

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

- (1) **Change BUAD 1111 to BUAD 1113 in Fall Freshman Semester**
- (2) **Move PSY 2003 from Fall Freshman Semester to Junior Spring Semester**
- (3) **Delete 3 hour Elective in Junior Spring Semester**
- (4) **Change Elective in Spring Senior Semester from 2 hours to 3 hours.**

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

No Impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **It aims to improve curriculum for students.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
Changing Introduction to Business from a 1-hour to a 3-hour course will allow for greater business content in the course and make scheduling more efficient
 2. Provide an example or examples of student learning assessment evidence that supports the changes in the program. **This change will help students meet the 15-credit-hour financial aid requirement and remove the need for a 2- hour general elective. Further, with the additional course time issues that have been identified in assessment data (various aspects of foundational business knowledge and other program outcomes) can be introduced earlier in the curriculum**
- 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 (Other institutions do have 3-hour introductory courses.)**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **The School of Business assessment plan will not be impacted or changed. (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.

Not Applicable

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

Curriculum Matrix for Catalog	
Curriculum in BUSINESS MANAGEMENT, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION	
(enter title for program changing)	
Freshman Fall Semester Add: BUAD 1113 (Introduction to Business) Delete: BUAD 1111 (Introduction to Business) Delete: PSY 2003- General Psychology Total Hours: change from 16 to 15 hours	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add: PSY 2003- General Psychology Delete: Elective 3 hours Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Change: Elective from 2 hours to 3 hours Delete: Total Hours: Change from 11 to 12 hours.

AOL Plan for the School of Business

The mission statement of the School of Business is considered and revised every five years. The mission statement is used to inform the selection of goals for the undergraduate and graduate programs. When the mission statement is updated, the alignment between mission statement/goals/objectives is reaffirmed. Tables 1 and 2 show the alignment of the mission statement to program goals and program objectives for the undergraduate and MBA programs respectively.

The objectives are mapped to appropriate courses in the undergraduate and graduate programs. Tables 3 and 4 show a map of program objectives to courses for the undergraduate and MBA programs. These objectives are cyclically measured both directly and indirectly. For both the undergraduate and graduate programs, analytic rubrics are applied to the objectives of written communication, oral communication, ethical decision making, technology/data use once every two years by faculty groups who have been assigned a particular objective. Each semester the Director of Curriculum and Assurance of Learning will contact the instructor of the courses scheduled to provide assessment data. The instructors are given a copy of the rubric that will be used and are asked to provide copies of student artifacts on which the rubrics can be applied by the end of the semester. Generally, the student artifacts used are assignments (papers or projects), in the case of oral communication, presentations are recorded. The artifacts are then distributed to the faculty members of the corresponding program learning objective groups (Table 5 details faculty objective group membership). The Director of Curriculum and Assurance of Learning coordinates the use of the rubrics, if needed, calling a meeting to discuss how the rubric will be applied. The Director of Curriculum and Assurance of Learning collects the scores, summarizes the data, and provides reports made available to all faculty through a Curriculum and Assurance of Learning Blackboard shell and to students via summary reports outside the School Business office. Further, the results are presented and discussed at Curriculum and Assurance of Learning Committee meetings (this committee meets a minimum of two times a semester). If scores are below performance targets, the Director of Curriculum and Assurance of Learning will present the results for discussion with the Curriculum and Assurance of Learning Committee, faculty learning objective group, and impacted instructors for appropriate action to be taken. All faculty are invited to be involved in acting on assessment data. However, the Director of Curriculum and Assurance of Learning ensures the appropriate faculty are involved in particular improvement discussions.

Foundational business knowledge and advanced field knowledge are tested through a senior or MBA exam a minimum of once a year. These exams are administered by the instructor of the capstone course and the Director of Curriculum and Assurance of Learning. A survey of undergraduate and graduate students is administered near the end of their final semester as an indirect measure. This survey is administered by the Director of Student Engagement. Similar to rubric data, the senior exams and survey data are collected and summarized by Director of Curriculum and Assurance of Learning, made available to all faculty, and used for continuous improvement. Figure 1 shows the AOL continuous improvement cycle, Tables 6 and 7 show (abbreviated) assessment schedules (a more complete schedule is shown in Table 9). The AOL process is managed and implemented by the Director of Curriculum and Assurance of Learning and by the Curriculum and Assurance of Learning Committee (CALC). The Curriculum and Assurance of Learning is tasked with maintaining and improving the AOL process itself, including the analytic rubrics used, the Senior and MBA exams, the discipline specific exams, and indirect survey data. However, all faculty and students are involved in the AOL process. Table 8 details the AOL roles and responsibilities for the School of Business.

Table 1 Alignment of Mission Statement with Undergraduate Program Goals and Objectives

Mission Statement	Undergraduate			
	Applicable Mission Constituent Phrase	Goal	Objective	"Short" Objective Name*
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u> . These programs will emphasize <u>business acumen</u> , experiential learning, development of <u>interpersonal skills</u> , and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have written communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have oral communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate oral communication skills in a business context.	Oral Communication
	Ethical decision making	Appropriate for a Bachelor of Science in Business Administration, students will have the ability to make ethical decisions.	Appropriate for a Bachelor of Science in Business Administration, students will use an ethical decision-making framework in a business context.	Ethical Decision Making
	Data-driven decision making	Appropriate for a Bachelor of Science in Business Administration, students will have technology skills.	Appropriate for a Bachelor of Science in Business Administration, students will use technology to support business decisions.	Technology
	Business acumen	Appropriate for a Bachelor of Science in Business Administration, students will have business acumen.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge
	Add value	Appropriate for a Bachelor of Science in Business Administration, students will have advanced knowledge in their field of study.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the advanced knowledge for their field.	Advanced Field Knowledge

*For brevity, in documentation the "short" objective name is used.

Table 2 Alignment of Mission Statement with Graduate Program Goals and Objectives

Graduate (MBA)				
Mission Statement	Applicable Mission Constituent Phrase	Goal	Objective	"Short" Objective Name*
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u> . These programs will emphasize <u>business acumen</u> , experiential learning, development of <u>interpersonal skills</u> , and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Master of Business Administration, students will have written communication skills.	Appropriate for a Master of Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
	Interpersonal skills	Appropriate for a Master of Business Administration, students will have oral communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate oral communication skills in a business context.	Oral Communication
	Ethical decision making	Appropriate for a Master of Business Administration, students will have the ability to make ethical decisions.	Appropriate for a Master of Business Administration, students will use an ethical decision-making framework in a business context.	Ethical Decision Making
	Data-driven decision making	Appropriate for a Master of Business Administration, students will have the ability to use data skills to support decisions.	Appropriate for a Bachelor of Science in Business Administration, students will use data skills to support business decisions.	Data Use
	Business acumen	Appropriate for a Master of Business Administration, students will have business acumen.	Appropriate for a Master of Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge

*For brevity, in documentation the "short" objective name is used.

Table 3 Undergraduate Map of Program Objectives to Courses

Undergraduate				
Objective	Introductory Course	Reinforcement Course	Mastery Course	Course Used for Summative Assessment
Written Communication	ENGL 2053	ECON 2013	MGMT 4083	MGMT 4083
Oral Communication	COMM 2003 or COMM 2013	BLAW 2033	MGMT 4083	MGMT 4083
Ethical Decision Making	BLAW 2033	NA	MGMT 4013 / ACCT 3023	MGMT 4013 / ACCT 3023
Technology	BUAD 2003	BDA 2003	MGMT 4013 / ACCT 3023	MGMT 4013 / ACCT 3023
Foundational Knowledge	1000-2000 level core business courses	3000 level core business courses	4000 level core business courses	MGMT 4083
Advanced Field Knowledge	1000-2000 level additional required courses for a particular major	3000 additional required courses for a particular major	4000 level additional required courses for a particular major	ACCT 4033, FIN 4033, MKT 4063, MGMT 4083, BDA 3003/BDA 4003

Table 4 Graduate Map of Program Objectives to Courses

Graduate (MBA)		
Objective	Mastery Course	Course Used for Summative Assessment
Written Communication	MGMT 6903	MGMT 6903
Oral Communication	MGMT 6903	MGMT 6903
Ethical Decision Making	BDA/MKT 6323	BDA/MKT 6323
Data Use	BDA 6203	BDA 6203
Foundational Knowledge	All required courses	MGMT 6903

Table 5

Faculty program objective teams (for applying analytic rubrics):

Undergraduate Program Objectives

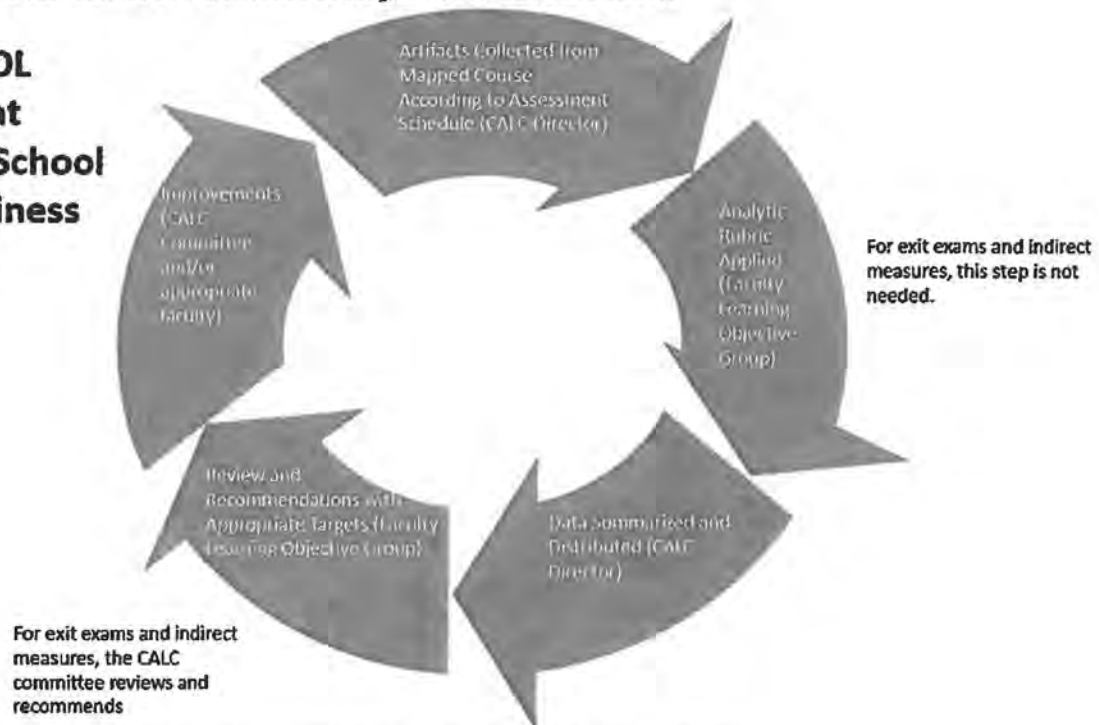
1. Written communication: Debra Hunter, Tracy Johnston
2. Oral communication: Thomas Pennington, Shahed Chowdhury
3. Ethical decision-making: Masa Kuroki, Loretta Cochran
4. Technology: Wan Wei , Kuldeep Singh

Graduate (MBA) Program Objectives

1. Written communication: Stephen Jones, Kevin Mason
2. Oral communication: John Narcum, Matt Brown
3. Ethical decision-making: Ahmed Elkassabgi, Asim Shrestha
4. Use of data: Roc Haung, Matt Brown

Figure 1 Overview of the Continuous Improvement AOL Process

**The AOL
Cycle at
ATU's School
of Business**



*Artifacts collected one semester, rubrics typically applied the semester following collection.

Table 6 Abbreviated Undergraduate Direct Assessment Schedule

Undergraduate*				
Objective	Last Two Measurements		Next Two Measurements	
Written Communication (every two years)	Fall 2020	Fall 2022	Fall 2024	Fall 2026
Oral Communication (every two years)	Spring 2021	Spring 2023	Spring 2025	Spring 2027
Ethical Decision Making (every two years)	Fall 2021	Fall 2023	Fall 2025	Fall 2027
Technology (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Foundational Knowledge (every semester)	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Advanced Field Knowledge (every semester, one a year per discipline)	Fall 2023	Spring 2024	Fall 2024	Spring 2025

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

Table 7 Abbreviated Graduate Direct Assessment Schedule

Graduate (MBA)				
Objective	Last Two Measurements		Next Two Measurements	
Written Communication (every two years)	Fall 2021	Fall 2023	Fall 2025	Fall 2027
Oral Communication (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Ethical Decision Making (every two years)	Spring 2021	Spring 2023	Spring 2025	Spring 2027
Technology (every two years)	Fall 2020	Fall 2022	Fall 2024	Fall 2026
Foundational Knowledge (every year)	Spring 2023	Spring 2024	Spring 2025	Spring 2026

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

The full master schedule can be found in Appendix H, table H.1 in addition to program objective and faculty assignments. Assessment results are made available to faculty through a Blackboard shell. A summary of the current assessment results is also displayed for students outside the School of Business offices.

Table 8 AOL Roles and Responsibilities

AOL Roles and Responsibilities		
Position	Membership	Role in AOL
Dean	Dean	Oversee mission and goals, oversee committee membership, work with advisory board, monitor effectiveness of AOL system, oversee funding and resources related to AOL.
Associate Dean	Associate Dean	Oversee implementation of mission and goals, oversee faculty roles, monitor effectiveness of AOL.
Director of Student Engagement	Administrative position	Administer graduating student exit survey, collect job fair employer surveys
Director of Curriculum and AOL (CALC)	Selected by the dean (with faculty input) for a three-year term (annually reviewed)	Implement AOL plan; ensure the AOL schedule is kept; facilitate faculty learning objective groups use of rubrics; organize, appropriately store, analyze and present assessment data; create reports and documentation, facilitate faculty's use of assessment data to drive improvements; call CALC meetings and set agendas, complete paperwork and place curriculum changes on the CALC agenda, gather signatures and submit approved curriculum changes to the registrar's office
Curriculum and AOL Committee (CALC) (Students and Faculty Members)	Approximately 7 faculty (plus the CALC director) and 2 student representatives (undergrad and MBA)	Oversee and approve AOL process (changes to learning objectives, rubrics, performance targets, schedule of AOL activities, methods of assessment, etc.), review assessment data and improvement activities, use exam data and indirect measures to make recommendations, consider and vote on proposed curriculum changes. (Faculty membership selected by the dean; student membership by CALC chair)
Faculty Learning Objective Groups	All full-time faculty	Apply rubrics to their student learning objective (once every two years); make improvement recommendations based on traits/dimensions that are below performance targets (Membership selected by CALC director based on faculty input.)
Course Instructors	Any faculty member (adjunct or full-time) involved in delivering a business course	Implement recommended changes to course content as needed in efforts to improve student learning
Students	MBA and Undergraduate, all modalities	In addition to representation on the CALC committee, students are informed regarding the purpose of assessment activities in which they participate and assessment results are shared with students.

BUSINESS MANAGEMENT, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Dr. Matt Brown, Interim Associate Dean
 Rothwell Hall, Room 448
 (479) 968-0233
 hbrown11@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I ¹	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
PSY 2003	General Psychology	3	_____
MATH 1113	College Algebra ²	3	_____
BUAD 1111 BUAD1113	Introduction to Business	3 3	_____
BUAD 2003	Business Information Systems	3	_____
	Hours	16 15	
Spring			
ENGL 1023	Composition II ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
MATH 2223	Quantitative Business Analysis ²	3	_____
COMM 2173 or COMM 2003	Business and Professional Speaking or Public Speaking	3	_____
	Hours	16	
Sophomore			
Fall			
ACCT 2004 & ACCT 2000	Accounting Principles I and Accounting Principles I Lab	4	_____
ECON 2003	Principles of Macroeconomics	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
BDA 2003	Business Problem Solving	3	_____
BLAW 2033	Legal Environment of Business	3	_____
	Hours	16	
Spring			
ACCT 2013	Accounting Principles II	3	_____
ECON 2013	Principles of Microeconomics	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
STAT 2163 or SOC/PSY 2053	Introduction to Statistical Methods or Statistics for the Behavioral Sciences	3	_____
MGMT 3003	Principles of Management	3	_____
	Hours	16	
Junior			
Fall			
ENGL 2053	Technical Writing	3	_____
MGMT 3123	Business Ethics	3	_____
MKT 3043	Principles of Marketing	3	_____

Management Elective (3000-4000) ⁴		6	
	Hours	15	
Spring			
FIN 3063	Business Finance	3	_____
MGMT 3103	Operations Management	3	_____
Management Elective (3000-4000) ⁴		6	
Elective		3	
Fall 2003	Hours	15	
Senior			
Fall			
MGMT 4013	Management Information Systems	3	_____
School of Business Elective (3000-4000) ^{3, 4}		3	
Elective ⁴		9	
	Hours	15	
Spring			
MGMT 4083	Business Policy	3	_____
School of Business Elective (3000-4000) ^{3, 4}		6	
Elective ⁴		2 3	
	Hours	11 12	
	Total Hours	120	

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

² Students who have two years of high school algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in MATH 2223 Quantitative Business Analysis. If omitted, an additional 3 hours of electives will be required. Students considering graduate school are advised to use free elective hours to take MATH 2914 Calculus I.

³ Excludes HIM and AHS courses.

⁴ This program partners the BSBA undergraduate degree with the MBA degree. A maximum of twelve (12) graduate level credit hours can be counted towards both the BSBA degree in Business Data Analytics and the MBA degree. Four graduate level courses can be used to replace four upper-division undergraduate courses as follows:

- BDA 6203 Business Information Analysis can replace any School of Business Elective (3000-4000).
- MGMT 6203 Decision Modeling in Supply Chain Management can replace any Management Elective (3000-4000).
- MGMT 6103 Organizational Management and Leadership can replace any Management Elective (3000-4000).
- MKT 6113 Strategic Social Media Marketing can be used to replace any School of Business Elective (3000-4000).

DEGREE AUDIT CHECK LIST

(BSBA-MGBM) Business Management

~~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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
50% of COB courses taken at Tech		
TOTAL ELECTIVE HOURS		12 14

Student's Name		
T#		
Major Requirements		Hrs
MGMT	3003 3103 3123 4013 4083	15
MGMT	12 HR UD	12
	Any SB UD Elective	9
MKT	3043	3
ONLY 3 HRS OF INTERN ALLOWED		
ACCT	2000 2004 2013	7
BDA	2003	3
BLAW	2033	3
BUAD	1113 2003	3 10
COMM	2173** or 2003**	3
ECON	2003** 2013**	6
ENGL	2053	3
FIN	3063	3
MATH	1113*** 2223	6
PSY	2003	3
	STAT 2163 or PSY/SOC 2053	3
	May omit MATH 1113 see catalog	
TOTAL MAJOR HOURS		85 85
TOTAL HOURS		

Final Check:

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

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

**** Satisfying Gen Ed**

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

DEGREE AUDIT CHECK LIST

(BSBA-MGBM) Business Management

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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
50% of COB courses taken at Tech		
TOTAL ELECTIVE HOURS		12

Student's Name		
T#		
Major Requirements		Hrs
MGMT	3003 3103 3123 4013 4083	15
MGMT	12 HR UD	12
	Any SB UD Elective	9
MKT	3043	3
	ONLY 3 HRS OF INTERN ALLOWED	
ACCT	2000 2004 2013	7
BDA	2003	3
BLAW	2033	3
BUAD	1113♦ 2003	6
COMM	2173** or 2003**	3
ECON	2003** 2013**	6
ENGL	2053	3
FIN	3063	3
MATH	1113#** 2223	6
PSY	2003	3
	STAT 2163 or PSY/SOC 2053	3
	May omit MATH 1113 see catalog	
TOTAL MAJOR HOURS		85
TOTAL HOURS		

Final Check:

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

Earned Hrs
 minus P/C HRS
 to be completed
TOTAL

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
School of Business – Digital Marketing	4-11-2025

Title	Signature	Date
Department Head Dr. Matt Brown	<i>Matt Brown</i>	6-3-25
Dean Dr. Tracy Cole	<i>Tracy Cole</i>	6-4-25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	6/30/25
Registrar Ms. Tammy Weaver	<i>T. Weaver</i>	7/23/25
Vice President for Academic Affairs Dr. Aldolfo 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:
DIGITAL MARKETING, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

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

- (1) **Change BUAD 1111 to BUAD 1113 in Fall Freshman Semester**
- (2) **Delete COMS 1333 or ART 2213 in Fall Freshman Semester**
- (3) **Change Elective in Fall Senior Semester from 2 hours to 3 hours.**

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

None

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **It aims to improve curriculum for students.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program? **Changing Introduction to Business from a 1-hour to a 3-hour course will allow for greater business content in the course and make scheduling more efficient.**
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **This change will help students meet the 15-credit-hour financial aid requirement and remove the need for a 2- hour general elective. Further, with the additional course time issues that have been identified in assessment data (various aspects of foundational business knowledge and other program outcomes) can be introduced earlier in the curriculum.**
- 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. (Other institutions do have 3-hour introductory courses.)**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **The School of Business assessment plan will not be impacted or changed. (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

Not Applicable

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

Curriculum Matrix for Catalog Curriculum in_ DIGITAL MARKETING, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION	
Freshman Fall Semester Add: BUAD 1113 (Introduction to Business) Delete: BUAD 1111 (Introduction to Business) Delete: COMS 1333 (Web & Mobile Technologies) or ART 2213 (Digital Skills) Total Hours: change from 16 to 15 hours	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Change: Elective from 2 hours to 3 hours Delete: Total Hours: Change from 14 to 15 hours	Senior Spring Semester Add/Change: Delete: Total Hours:

AOL Plan for the School of Business

The mission statement of the School of Business is considered and revised every five years. The mission statement is used to inform the selection of goals for the undergraduate and graduate programs. When the mission statement is updated, the alignment between mission statement/goals/objectives is reaffirmed. Tables 1 and 2 show the alignment of the mission statement to program goals and program objectives for the undergraduate and MBA programs respectively.

The objectives are mapped to appropriate courses in the undergraduate and graduate programs. Tables 3 and 4 show a map of program objectives to courses for the undergraduate and MBA programs. These objectives are cyclically measured both directly and indirectly. For both the undergraduate and graduate programs, analytic rubrics are applied to the objectives of written communication, oral communication, ethical decision making, technology/data use once every two years by faculty groups who have been assigned a particular objective. Each semester the Director of Curriculum and Assurance of Learning will contact the instructor of the courses scheduled to provide assessment data. The instructors are given a copy of the rubric that will be used and are asked to provide copies of student artifacts on which the rubrics can be applied by the end of the semester. Generally, the student artifacts used are assignments (papers or projects), in the case of oral communication, presentations are recorded. The artifacts are then distributed to the faculty members of the corresponding program learning objective groups (Table 5 details faculty objective group membership). The Director of Curriculum and Assurance of Learning coordinates the use of the rubrics, if needed, calling a meeting to discuss how the rubric will be applied. The Director of Curriculum and Assurance of Learning collects the scores, summarizes the data, and provides reports made available to all faculty through a Curriculum and Assurance of Learning Blackboard shell and to students via summary reports outside the School Business office. Further, the results are presented and discussed at Curriculum and Assurance of Learning Committee meetings (this committee meets a minimum of two times a semester). If scores are below performance targets, the Director of Curriculum and Assurance of Learning will present the results for discussion with the Curriculum and Assurance of Learning Committee, faculty learning objective group, and impacted instructors for appropriate action to be taken. All faculty are invited to be involved in acting on assessment data. However, the Director of Curriculum and Assurance of Learning ensures the appropriate faculty are involved in particular improvement discussions.

Foundational business knowledge and advanced field knowledge are tested through a senior or MBA exam a minimum of once a year. These exams are administered by the instructor of the capstone course and the Director of Curriculum and Assurance of Learning. A survey of undergraduate and graduate students is administered near the end of their final semester as an indirect measure. This survey is administered by the Director of Student Engagement. Similar to rubric data, the senior exams and survey data are collected and summarized by Director of Curriculum and Assurance of Learning, made available to all faculty, and used for continuous improvement. Figure 1 shows the AOL continuous improvement cycle, Tables 6 and 7 show (abbreviated) assessment schedules (a more complete schedule is shown in Table 9). The AOL process is managed and implemented by the Director of Curriculum and Assurance of Learning and by the Curriculum and Assurance of Learning Committee (CALC). The Curriculum and Assurance of Learning is tasked with maintaining and improving the AOL process itself, including the analytic rubrics used, the Senior and MBA exams, the discipline specific exams, and indirect survey data. However, all faculty and students are involved in the AOL process. Table 8 details the AOL roles and responsibilities for the School of Business.

Table 1 Alignment of Mission Statement with Undergraduate Program Goals and Objectives

Mission Statement	Undergraduate			
	Applicable Mission Constituent Phrase	Goal	Objective	"Short" Objective Name ^a
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u> . These programs will emphasize <u>business acumen</u> , experiential learning, development of <u>interpersonal skills</u> , and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have written communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have oral communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate oral communication skills in a business context.	Oral Communication
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	Data-driven decision making	Appropriate for a Bachelor of Science in Business Administration, students will have technology skills.	Appropriate for a Bachelor of Science in Business Administration, students will use technology to support business decisions.	Technology
	Business acumen	Appropriate for a Bachelor of Science in Business Administration, students will have business acumen.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge
	Add value	Appropriate for a Bachelor of Science in Business Administration, students will have advanced knowledge in their field of study.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the advanced knowledge for their field.	Advanced Field Knowledge

^aFor brevity, in documentation the "short" objective name is used.

Table 2 Alignment of Mission Statement with Graduate Program Goals and Objectives

Graduate (MBA)				
Mission Statement	Applicable Mission Constituent Phrase	Goal	Objective	"Short" Objective Name*
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u>. These programs will emphasize <u>business acumen</u>, experiential learning, development of <u>interpersonal skills</u>, and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Master of Business Administration, students will have written communication skills.	Appropriate for a Master of Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
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	Ethical decision making	Appropriate for a Master of Business Administration, students will have the ability to make ethical decisions.	Appropriate for a Master of Business Administration, students will use an ethical decision-making framework in a business context.	Ethical Decision Making
	Data-driven decision making	Appropriate for a Master of Business Administration, students will have the ability to use data skills to support decisions.	Appropriate for a Bachelor of Science in Business Administration, students will use data skills to support business decisions.	Data Use
	Business acumen	Appropriate for a Master of Business Administration, students will have business acumen.	Appropriate for a Master of Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge

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Technology	BUAD 2003	BDA 2003	MGMT 4013 / ACCT 3023	MGMT 4013 / ACCT 3023
Foundational Knowledge	1000-2000 level core business courses	3000 level core business courses	4000 level core business courses	MGMT 4083
Advanced Field Knowledge	1000-2000 level additional required courses for a particular major	3000 additional required courses for a particular major	4000 level additional required courses for a particular major	ACCT 4033, FIN 4033, MKT 4063, MGMT 4083, BDA 3003/BDA 4003

Table 4 Graduate Map of Program Objectives to Courses

Graduate (MBA)		
Objective	Mastery Course	Course Used for Summative Assessment
Written Communication	MGMT 6903	MGMT 6903
Oral Communication	MGMT 6903	MGMT 6903
Ethical Decision Making	BDA/MKT 6323	BDA/MKT 6323
Data Use	BDA 6203	BDA 6203
Foundational Knowledge	All required courses	MGMT 6903

Table 5

Faculty program objective teams (for applying analytic rubrics):

Undergraduate Program Objectives

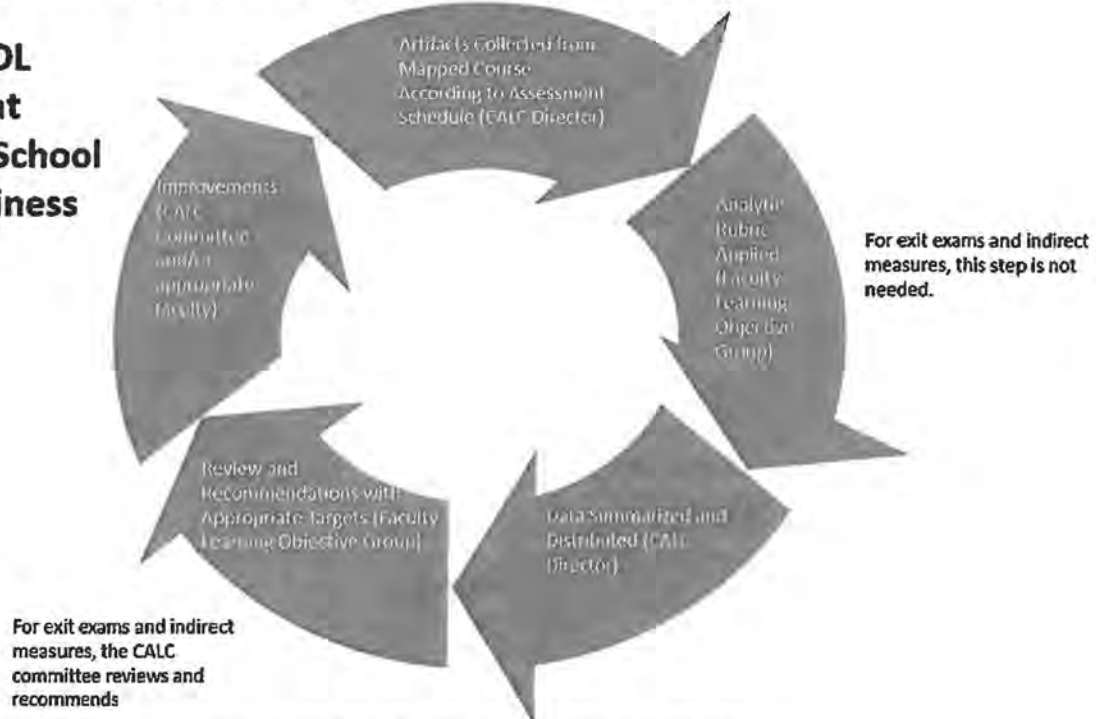
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4. Technology: Wan Wei , Kuldeep Singh

Graduate (MBA) Program Objectives

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Figure 1 Overview of the Continuous Improvement AOL Process

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Cycle at
ATU's School
of Business**



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Technology (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Foundational Knowledge (every semester)	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Advanced Field Knowledge (every semester, one a year per discipline)	Fall 2023	Spring 2024	Fall 2024	Spring 2025

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

Table 7 Abbreviated Graduate Direct Assessment Schedule

Graduate (MBA)				
Objective	Last Two Measurements		Next Two Measurements	
Written Communication (every two years)	Fall 2021	Fall 2023	Fall 2025	Fall 2027
Oral Communication (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Ethical Decision Making (every two years)	Spring 2021	Spring 2023	Spring 2025	Spring 2027
Technology (every two years)	Fall 2020	Fall 2022	Fall 2024	Fall 2026
Foundational Knowledge (every year)	Spring 2023	Spring 2024	Spring 2025	Spring 2026

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

The full master schedule can be found in Appendix H, table H.1 in addition to program objective and faculty assignments. Assessment results are made available to faculty through a Blackboard shell. A summary of the current assessment results is also displayed for students outside the School of Business offices.

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AOL Roles and Responsibilities		
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Associate Dean	Associate Dean	Oversee implementation of mission and goals, oversee faculty roles, monitor effectiveness of AOL.
Director of Student Engagement	Administrative position	Administer graduating student exit survey, collect job fair employer surveys
Director of Curriculum and AOL (CALC)	Selected by the dean (with faculty input) for a three-year term (annually reviewed)	Implement AOL plan; ensure the AOL schedule is kept; facilitate faculty learning objective groups use of rubrics; organize, appropriately store, analyze and present assessment data; create reports and documentation, facilitate faculty's use of assessment data to drive improvements; call CALC meetings and set agendas, complete paperwork and place curriculum changes on the CALC agenda, gather signatures and submit approved curriculum changes to the registrar's office
Curriculum and AOL Committee (CALC) (Students and Faculty Members)	Approximately 7 faculty (plus the CALC director) and 2 student representatives (undergrad and MBA)	Oversee and approve AOL process (changes to learning objectives, rubrics, performance targets, schedule of AOL activities, methods of assessment, etc.), review assessment data and improvement activities, use exam data and indirect measures to make recommendations, consider and vote on proposed curriculum changes. (Faculty membership selected by the dean; student membership by CALC chair)
Faculty Learning Objective Groups	All full-time faculty	Apply rubrics to their student learning objective (once every two years); make improvement recommendations based on traits/dimensions that are below performance targets (Membership selected by CALC director based on faculty input.)
Course Instructors	Any faculty member (adjunct or full-time) involved in delivering a business course	Implement recommended changes to course content as needed in efforts to improve student learning
Students	MBA and Undergraduate, all modalities	In addition to representation on the CALC committee, students are informed regarding the purpose of assessment activities in which they participate and assessment results are shared with students.

Table 9 Master Schedule of AOL Related Activities

Master Schedule of Activities to meet the Mission of the ATU College of Business

College of Business

	SP 2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP 2027	F2027	SP 2028	F2028	SP2029
AACSB						Visit									
Mission Statement								Revise							
Strategic Plan		Update		Update		Update		Assess/Revise		Implement		Update		Implement	
Internal Program Review		MGMT, MBA		FIN, ECON		BOA		ACCT		MKT		MGMT, MBA		MKT	
Student Learning Objectives								Review/Revise							
AOL Process								Assess/Revise							

Undergraduate, ABA, Certificates (Rubrics applied on the semester following)

	SP 2022	F2022	SP 2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP 2027	F2027	SP2028	F2028	SP2029
1. Written Communication ¹		ECON 2013 MGMT 4083				ECON 2013 MGMT 4083				ECON 2013 MGMT 4083				ECON 2013 MGMT 4083	
2. Oral Communication ²			BLAW 2093 MGMT 4083				BLAW 2093 MGMT 4083				BLAW 2093 MGMT 4083				BLAW 2093 MGMT 4083
3. Ethics ¹				BLAW 2093 MGMT 4013 / AIS 3023				BLAW 2093 MGMT 4013 / AIS 3023				BLAW 2093 MGMT 4013 / AIS 3023			
4. Technology ¹	BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023		
5. Senior Business Exam ²	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083
Human Resources Certificate Acumen				MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323	
Entrepreneurship Certificate Acumen ²					MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063
BDA Certificate Acumen ²				BDA 3013		BDA 3013		BDA 3013		BDA 3013		BDA 3013		BDA 3013	

¹ABA is measured by 1-4 in the formative courses; business admin certificate (when approved) is measured by 1,4; Microsoft Office certificate (when approved) is measured by 4.²Beginning spring of 2022, ACCT, FIN, DMKT, MGMT, and BOA acumen will be measured with additional questions on the senior exam.³Pending approval

Graduate (Rubrics applied on the semester following)

	SP 2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP 2027	F2027	SP2028	F2028	SP2029
Written Communication				MGMT 6103				MGMT 6103				MGMT 6103			
Oral Communication	MGMT 6903				MGMT 6903				MGMT 6903				MGMT 6903		
Ethics			BDA 6323 / MKT 6323				BDA 6323 / MKT 6323				BDA 6323 / MKT 6323				BDA 6323 / MKT 6323
Technology		BDA 6203				BDA 6203				BDA 6203				BDA 6203	
MBA Business Exam	MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903

	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)
Under Graduate and Graduate: Indirect Measures ⁴															

⁴Other indirect measures will be used as they are available, including, employer surveys from job fairs, results of student competitions, advisory board feedback, student success data, etc.

DIGITAL MARKETING, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Dr. Matt Brown, Interim Associate Dean

Rothwell Hall, Room 448

(479) 968-0233

hbrown11@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I ¹	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
COMS 1333	Web and Mobile Technologies	3	_____
or ART 2213	or Digital Skills		_____
MATH 1113	College Algebra ²	3	_____
BUAD 1111 1113	Introduction to Business	3 3	_____
BUAD 2003	Business Information Systems	3	_____
Hours		16 15	
Spring			
ENGL 1023	Composition II ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
MATH 2223	Quantitative Business Analysis ²	3	_____
COMM 2173	Business and Professional Speaking	3	_____
or COMM 2003	or Public Speaking		_____
Hours		16	
Sophomore			
Fall			
ACCT 2004	Accounting Principles I	4	_____
& ACCT 2000	and Accounting Principles I Lab		_____
ECON 2003	Principles of Macroeconomics	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
BDA 2003	Business Problem Solving	3	_____
BLAW 2033	Legal Environment of Business	3	_____
Hours		16	
Spring			
ACCT 2013	Accounting Principles II	3	_____
ECON 2013	Principles of Microeconomics	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
STAT 2163	Introduction to Statistical Methods	3	_____
or PSY/SOC 2053	or Statistics for the Behavioral Sciences		_____
MKT 3043	Principles of Marketing	3	_____
Hours		16	
Junior			
Fall			
ENGL 2053	Technical Writing	3	_____
MGMT 3003	Principles of Management	3	_____
MKT 3063	Social Media Marketing	3	_____

MKT 3083	Retailing and the Virtual Marketplace	3	_____
BDA 3013	Business Spreadsheet Modeling	3	_____
Hours		15	
Spring			
FIN 3063	Business Finance	3	_____
MGMT 3103	Operations Management	3	_____
MKT 3153	Marketing Research and Analysis	3	_____
MKT 3163	Consumer Behavior	3	_____
Elective		3	_____
Hours		15	
Senior			
Fall			
MGMT 4013	Management Information Systems ⁴	3	_____
MKT 4013	Digital Metrics	3	_____
MKT 4063	Integrated Marketing Communication in a Digital Age	3	_____
Approved Elective ^{3,4}		3	
Elective		2 3	
Hours		14 15	
Spring			
MGMT 4083	Business Policy	3	_____
MKT 4143	Marketing Strategy	3	_____
General Elective ⁴		3	
Marketing Elective (3000-4000) ⁴		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 Students who have two years of high school algebra with a grade of "C" or better and a math ACT score of 22 or above may omit College Algebra and enroll directly in MATH 2223 Quantitative Business Analysis. If omitted, an additional 3 hours of electives will be required. Students considering graduate school are advised to use free elective hours to take MATH 2914 Calculus I.

³ Approved electives include:

- COMS 2333 Web Publishing II
- JOUR 3173 Public Relations Principles
- MKT 3103 Selling and Sales Management
- MKT 4033 Internship in Marketing I
- MKT 4053 Sport and Event Marketing
- MKT 4093 International Marketing
- MGMT 4103 Supply Chain Management
- MGMT 4113 Managerial Issues in Electronic Commerce

⁴ This program partners the BSBA Digital Marketing undergraduate degree with the MBA degree. A maximum of 12 graduate level credit hours can be counted towards both the BSBA Digital Marketing degree and the MBA degree. Four graduate level courses can be used to replace four upper-division undergraduate courses as follows:

- BDA 6203 Business Information Analysis can any general elective.
- MGMT 6203 Decision Modeling in Supply Chain Management can replace any approved elective.
- MGMT 6103 Organizational Management and Leadership can replace MKT 4013 Digital Metrics
- MKT 6113 Strategic Social Media Marketing can replace any marketing elective.

DEGREE AUDIT CHECK LIST

(BSBA-MKDM) Digital Marketing

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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
May omit MATH 1113 see catalog		
50% of COB courses taken at Tech		
TOTAL ELECTIVE HOURS		98

Student's Name		
T#		
Major Requirements		Hrs
MGMT	3003 3103 4013 4083	12
MKT	3043 3063 3083 3153 3163	
	4013 4063 4143	24
MKT	3 HRS UD	3
ONLY 3 HRS OF INTERN ALLOWED		
Approved Elective 3 hrs	COMS 2333 JOUR 3173 MGMT 4103	
	MGMT 4113 MKT 3103 4033 4053 4093	3
ACCT	2000 2004 2013	7
BDA	2003 3013	6
BLAW	2033	3
BUAD	1113 2003	4 6
COMM	2173** or 2003	3
COMS	1333 (ART 2213)	3
ECON	2003** 2013**	6
ENGL	2053	3
FIN	3063	3
MATH	1113#** 2223	6
	STAT 2163 or PSY/SOC 2053	3
TOTAL MAJOR HOURS		89 98
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 (BSBA-MKDM) Digital Marketing

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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
May omit MATH 1113 see catalog		
50% of COB courses taken at Tech		
TOTAL ELECTIVE HOURS		9

Student's Name		
T#		
Major Requirements		Hrs
MGMT	3003 3103 4013 4083	12
MKT	3043 3063 3083 3153 3163	
	4013 4063 4143	24
MKT	3 HRS UD	3
ONLY 3 HRS OF INTERN ALLOWED		
Approved Elective 3 hrs	COMS 2333 JOUR 3173 MGMT 4103	
	MGMT 4113 MKT 3103 4033 4053 4093	3
ACCT	2000 2004 2013	7
BDA	2003 3013	6
BLAW	2033	3
BUAD	1113♦ 2003	6
COMM	2173** or 2003	3
ECON	2003** 2013**	6
ENGL	2053	3
FIN	3063	3
MATH	1113#** 2223	6
	STAT 2163 or PSY/SOC 2053	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
School of Business- Finance	04-14-2025

Title	Signature	Date
Department Head Dr. Matt Brown	<i>Matt Brown</i>	6-3-25
Dean Dr. Tracy Cole	<i>Tracy Cole</i>	6-4-25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	6/30/25
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/23/25
Vice President for Academic Affairs Dr. Aldolfo 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:

FINANCE, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

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

- (1) **Change BUAD 1111 to BUAD 1113 in Fall Freshman Semester**
- (2) **Move US HISTORY/GOVERNMENT from Fall Freshman Semester to Fall Sophomore Semester**
- (3) **Delete 2-hours of Elective in Fall Sophomore Semester**

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

No Impact

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **It aims to improve curriculum for students.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- c. What is the rationale for this program change?
 - 1. How will the program change impact learning for students enrolled in this program? **Changing Introduction to Business from a 1-hour to a 3-hour course will allow for greater business content in the course and make scheduling more efficient.**
 - 2. Provide an example or examples of student learning assessment evidence that supports the changes in the program. **This change will help students meet the 15-credit-hour financial aid requirement and remove the need for a 2- hour general elective. Further, with the additional course time issues that have been identified in assessment data (various aspects of foundational business knowledge and other program outcomes) can be introduced earlier in the curriculum.**
- 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. (Other institutions do have 3-hour introductory courses.)**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.). **The School of Business assessment plan will not be impacted or changed. (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.

Not Applicable

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

Curriculum Matrix for Catalog	
Curriculum in FINANCE, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION	
(enter title for program changing)	
Freshman Fall Semester Add: BUAD 1113 (Introduction to Business) Delete: BUAD 1111 (Introduction to Business) Delete: US History/Government Total Hours: change from 16 to 15 hours	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add: US History/Government Delete: Elective 2 hours Total Hours: change from 15 to 16 hours	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

AOL Plan for the School of Business

The mission statement of the School of Business is considered and revised every five years. The mission statement is used to inform the selection of goals for the undergraduate and graduate programs. When the mission statement is updated, the alignment between mission statement/goals/objectives is reaffirmed. Tables 1 and 2 show the alignment of the mission statement to program goals and program objectives for the undergraduate and MBA programs respectively.

The objectives are mapped to appropriate courses in the undergraduate and graduate programs. Tables 3 and 4 show a map of program objectives to courses for the undergraduate and MBA programs. These objectives are cyclically measured both directly and indirectly. For both the undergraduate and graduate programs, analytic rubrics are applied to the objectives of written communication, oral communication, ethical decision making, technology/data use once every two years by faculty groups who have been assigned a particular objective. Each semester the Director of Curriculum and Assurance of Learning will contact the instructor of the courses scheduled to provide assessment data. The instructors are given a copy of the rubric that will be used and are asked to provide copies of student artifacts on which the rubrics can be applied by the end of the semester. Generally, the student artifacts used are assignments (papers or projects), in the case of oral communication, presentations are recorded. The artifacts are then distributed to the faculty members of the corresponding program learning objective groups (Table 5 details faculty objective group membership). The Director of Curriculum and Assurance of Learning coordinates the use of the rubrics, if needed, calling a meeting to discuss how the rubric will be applied. The Director of Curriculum and Assurance of Learning collects the scores, summarizes the data, and provides reports made available to all faculty through a Curriculum and Assurance of Learning Blackboard shell and to students via summary reports outside the School Business office. Further, the results are presented and discussed at Curriculum and Assurance of Learning Committee meetings (this committee meets a minimum of two times a semester). If scores are below performance targets, the Director of Curriculum and Assurance of Learning will present the results for discussion with the Curriculum and Assurance of Learning Committee, faculty learning objective group, and impacted instructors for appropriate action to be taken. All faculty are invited to be involved in acting on assessment data. However, the Director of Curriculum and Assurance of Learning ensures the appropriate faculty are involved in particular improvement discussions.

Foundational business knowledge and advanced field knowledge are tested through a senior or MBA exam a minimum of once a year. These exams are administered by the instructor of the capstone course and the Director of Curriculum and Assurance of Learning. A survey of undergraduate and graduate students is administered near the end of their final semester as an indirect measure. This survey is administered by the Director of Student Engagement. Similar to rubric data, the senior exams and survey data are collected and summarized by Director of Curriculum and Assurance of Learning, made available to all faculty, and used for continuous improvement. Figure 1 shows the AOL continuous improvement cycle, Tables 6 and 7 show (abbreviated) assessment schedules (a more complete schedule is shown in Table 9). The AOL process is managed and implemented by the Director of Curriculum and Assurance of Learning and by the Curriculum and Assurance of Learning Committee (CALC). The Curriculum and Assurance of Learning is tasked with maintaining and improving the AOL process itself, including the analytic rubrics used, the Senior and MBA exams, the discipline specific exams, and indirect survey data. However, all faculty and students are involved in the AOL process. Table 8 details the AOL roles and responsibilities for the School of Business.

Table 1 Alignment of Mission Statement with Undergraduate Program Goals and Objectives

Undergraduate				
Mission Statement	Applicable Mission Constituent Phrase	Goal	Objective	"Short" Objective Name*
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u> . These programs will emphasize <u>business acumen</u> , experiential learning, development of <u>interpersonal skills</u> , and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have written communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
	Interpersonal skills	Appropriate for a Bachelor of Science in Business Administration, students will have oral communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate oral communication skills in a business context.	Oral Communication
	Ethical decision making	Appropriate for a Bachelor of Science in Business Administration, students will have the ability to make ethical decisions.	Appropriate for a Bachelor of Science in Business Administration, students will use an ethical decision-making framework in a business context.	Ethical Decision Making
	Data-driven decision making	Appropriate for a Bachelor of Science in Business Administration, students will have technology skills.	Appropriate for a Bachelor of Science in Business Administration, students will use technology to support business decisions.	Technology
	Business acumen	Appropriate for a Bachelor of Science in Business Administration, students will have business acumen.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge
	Add value	Appropriate for a Bachelor of Science in Business Administration, students will have advanced knowledge in their field of study.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate the advanced knowledge for their field.	Advanced Field Knowledge

*For brevity, in documentation the "short" objective name is used.

Table 2 Alignment of Mission Statement with Graduate Program Goals and Objectives

Graduate (MBA)				
Mission Statement	Applicable Mission Constituent Phrase	Goal	Objective	"Short" Objective Name*
The School of Business at Arkansas Tech University will offer dynamic academic programs which enable our graduates to <u>add value at all levels of employment</u>. These programs will emphasize <u>business acumen</u>, experiential learning, development of <u>interpersonal skills</u>, and a solid foundation in both <u>ethical</u> and <u>data-driven</u> decision making.	Interpersonal skills	Appropriate for a Master of Business Administration, students will have written communication skills.	Appropriate for a Master of Business Administration, students will demonstrate written communication skills in a business context.	Written Communication
	Interpersonal skills	Appropriate for a Master of Business Administration, students will have oral communication skills.	Appropriate for a Bachelor of Science in Business Administration, students will demonstrate oral communication skills in a business context.	Oral Communication
	Ethical decision making	Appropriate for a Master of Business Administration, students will have the ability to make ethical decisions.	Appropriate for a Master of Business Administration, students will use an ethical decision-making framework in a business context.	Ethical Decision Making
	Data-driven decision making	Appropriate for a Master of Business Administration, students will have the ability to use data skills to support decisions.	Appropriate for a Bachelor of Science in Business Administration, students will use data skills to support business decisions.	Data Use
	Business acumen	Appropriate for a Master of Business Administration, students will have business acumen.	Appropriate for a Master of Business Administration, students will demonstrate the foundation knowledge for conducting business.	Foundational Knowledge

*For brevity, in documentation the "short" objective name is used.

Table 3 Undergraduate Map of Program Objectives to Courses

Undergraduate				
Objective	Introductory Course	Reinforcement Course	Mastery Course	Course Used for Summative Assessment
Written Communication	ENGL 2053	ECON 2013	MGMT 4083	MGMT 4083
Oral Communication	COMM 2003 or COMM 2013	BLAW 2033	MGMT 4083	MGMT 4083
Ethical Decision Making	BLAW 2033	NA	MGMT 4013 / ACCT 3023	MGMT 4013 / ACCT 3023
Technology	BUAD 2003	BDA 2003	MGMT 4013 / ACCT 3023	MGMT 4013 / ACCT 3023
Foundational Knowledge	1000-2000 level core business courses	3000 level core business courses	4000 level core business courses	MGMT 4083
Advanced Field Knowledge	1000-2000 level additional required courses for a particular major	3000 additional required courses for a particular major	4000 level additional required courses for a particular major	ACCT 4033, FIN 4033, MKT 4063, MGMT 4083, BDA 3003/BDA 4003

Table 4 Graduate Map of Program Objectives to Courses

Graduate (MBA)		
Objective	Mastery Course	Course Used for Summative Assessment
Written Communication	MGMT 6903	MGMT 6903
Oral Communication	MGMT 6903	MGMT 6903
Ethical Decision Making	BDA/MKT 6323	BDA/MKT 6323
Data Use	BDA 6203	BDA 6203
Foundational Knowledge	All required courses	MGMT 6903

Table 5

Faculty program objective teams (for applying analytic rubrics):

Undergraduate Program Objectives

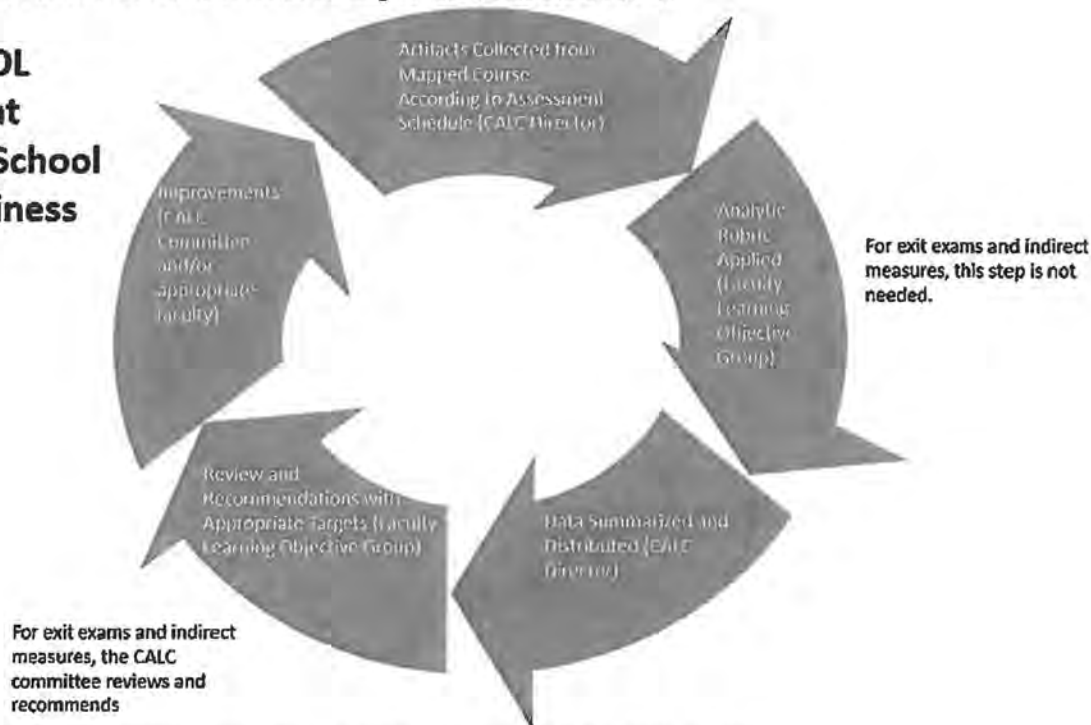
1. Written communication: Debra Hunter, Tracy Johnston
2. Oral communication: Thomas Pennington, Shahed Chowdhury
3. Ethical decision-making: Masa Kuroki, Loretta Cochran
4. Technology: Wan Wei, Kuldeep Singh

Graduate (MBA) Program Objectives

1. Written communication: Stephen Jones, Kevin Mason
2. Oral communication: John Narcum, Matt Brown
3. Ethical decision-making: Ahmed Elkassabgi, Asim Shrestha
4. Use of data: Roc Haung, Matt Brown

Figure 1 Overview of the Continuous Improvement AOL Process

**The AOL
Cycle at
ATU's School
of Business**



*Artifacts collected one semester, rubrics typically applied the semester following collection.

Table 6 Abbreviated Undergraduate Direct Assessment Schedule

Undergraduate*				
Objective	Last Two Measurements		Next Two Measurements	
Written Communication (every two years)	Fall 2020	Fall 2022	Fall 2024	Fall 2026
Oral Communication (every two years)	Spring 2021	Spring 2023	Spring 2025	Spring 2027
Ethical Decision Making (every two years)	Fall 2021	Fall 2023	Fall 2025	Fall 2027
Technology (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Foundational Knowledge (every semester)	Fall 2023	Spring 2024	Fall 2024	Spring 2025
Advanced Field Knowledge (every semester, one a year per discipline)	Fall 2023	Spring 2024	Fall 2024	Spring 2025

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

Table 7 Abbreviated Graduate Direct Assessment Schedule

Graduate (MBA)				
Objective	Last Two Measurements		Next Two Measurements	
Written Communication (every two years)	Fall 2021	Fall 2023	Fall 2025	Fall 2027
Oral Communication (every two years)	Spring 2022	Spring 2024	Spring 2026	Spring 2028
Ethical Decision Making (every two years)	Spring 2021	Spring 2023	Spring 2025	Spring 2027
Technology (every two years)	Fall 2020	Fall 2022	Fall 2024	Fall 2026
Foundational Knowledge (every year)	Spring 2023	Spring 2024	Spring 2025	Spring 2026

*Schedule reflects the semester artifacts are collected, rubrics are typically applied and evaluated the following semester.

The full master schedule can be found in Appendix H, table H.1 in addition to program objective and faculty assignments. Assessment results are made available to faculty through a Blackboard shell. A summary of the current assessment results is also displayed for students outside the School of Business offices.

Table 8 AOL Roles and Responsibilities

AOL Roles and Responsibilities		
Position	Membership	Role in AOL
Dean	Dean	Oversee mission and goals, oversee committee membership, work with advisory board, monitor effectiveness of AOL system, oversee funding and resources related to AOL.
Associate Dean	Associate Dean	Oversee implementation of mission and goals, oversee faculty roles, monitor effectiveness of AOL.
Director of Student Engagement	Administrative position	Administer graduating student exit survey, collect job fair employer surveys
Director of Curriculum and AOL (CALC)	Selected by the dean (with faculty input) for a three-year term (annually reviewed)	Implement AOL plan; ensure the AOL schedule is kept; facilitate faculty learning objective groups use of rubrics; organize, appropriately store, analyze and present assessment data; create reports and documentation, facilitate faculty's use of assessment data to drive improvements; call CALC meetings and set agendas, complete paperwork and place curriculum changes on the CALC agenda, gather signatures and submit approved curriculum changes to the registrar's office
Curriculum and AOL Committee (CALC) (Students and Faculty Members)	Approximately 7 faculty (plus the CALC director) and 2 student representatives (undergrad and MBA)	Oversee and approve AOL process (changes to learning objectives, rubrics, performance targets, schedule of AOL activities, methods of assessment, etc.), review assessment data and improvement activities, use exam data and indirect measures to make recommendations, consider and vote on proposed curriculum changes. (Faculty membership selected by the dean; student membership by CALC chair)
Faculty Learning Objective Groups	All full-time faculty	Apply rubrics to their student learning objective (once every two years); make improvement recommendations based on traits/dimensions that are below performance targets (Membership selected by CALC director based on faculty input.)
Course Instructors	Any faculty member (adjunct or full-time) involved in delivering a business course	Implement recommended changes to course content as needed in efforts to improve student learning
Students	MBA and Undergraduate, all modalities	In addition to representation on the CALC committee, students are informed regarding the purpose of assessment activities in which they participate and assessment results are shared with students.

Table 9 Master Schedule of AOL Related Activities

Master Schedule of Activities to meet the Mission of the ATU College of Business

College of Business

	SP2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP2027	F2027	SP2028	F2028	SP2029
AACSB						Visit		Revise							
Mission Statement								Revise							
Strategic Plan		Update		Update		Update		Assess/Revise		Implement		Update		Implement	
Internal Program Review		MGMT, MBA		FIN, ECON		BDA		ACCT		MKT		MGMT, MBA		MKT	
Student Learning Objectives								Review/Revise							
AOL Process								Assess/Revise							

Undergraduate, ABA, Certificates (Rubrics applied on the semester following)

	SP2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP2027	F2027	SP2028	F2028	SP2029
1. Written Communication ¹		ECON 2013 MGMT 4083				ECON 2013 MGMT 4083				ECON 2013 MGMT 4083				ECON 2013 MGMT 4083	
2. Oral Communication ¹			BLAW 2033 MGMT 4083				BLAW 2033 MGMT 4083				BLAW 2033 MGMT 4083				BLAW 2033 MGMT 4083
3. Ethics ¹				BLAW 2033 MGMT 4013 / AIS 3023				BLAW 2033 MGMT 4013 / AIS 3023				BLAW 2033 MGMT 4013 / AIS 3023			
4. Technology ¹	BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023				BUAD 2003 MGMT 4013 / AIS 3023		
5. Senior Business Exam ²	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083	MGMT 4083
Human Resources Certificate Assesment				MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323		MGMT 4323	
Entrepreneurship Certificate Assesment ³					MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063		MGMT 4063
BDA Certificate Assesment ³				BDA 3013		BDA 3013		BDA 3013		BDA 3013		BDA 3013		BDA 3013	

¹ABA is measured by 1-4 in the formative courses; business admin certificate (when approved) is measured by 1,4; Microsoft Office certificate (when approved) is measured by 4.²Beginning spring of 2022, ACCT, FIN, DMKT, MGMT, and BDA assesment will be measured with additional questions on the senior exam³Pending approval

Graduate (Rubrics applied on the semester following)

	SP2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP2027	F2027	SP2028	F2028	SP2029
Written Communication				MGMT 6103				MGMT 6103				MGMT 6103			
Oral Communication	MGMT 6903				MGMT 6903				MGMT 6903				MGMT 6903		
Ethics			BDA 6323 / MKT 6323				BDA 6323 / MKT 6323				BDA 6323 / MKT 6323				BDA 6323 / MKT 6323
Technology		BDA 6203				BDA 6203				BDA 6203				BDA 6203	
MBA Business Exam	MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903		MGMT 6903

	SP2022	F2022	SP2023	F2023	SP2024	F2024	SP2025	F2025	SP2026	F2026	SP2027	F2027	SP2028	F2028	SP2029
Undergraduate and Graduate: Indirect Measures ⁴	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)	Graduating Student Exit Survey (Student Engagement Office)

⁴Other indirect measures will be used as they are available, including, employer surveys from job fairs, results of student competitions, advisory board feedback, student success data, etc.

FINANCE, BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Dr. Matt Brown, Interim Associate Dean

Rothwell Hall, Room 448

(479) 968-0233

hbrown11@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I ¹	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
MATH 2223	Quantitative Business Analysis	3	_____
BUAD 1111 1113	Introduction to Business	3 1	_____
BUAD 2003	Business Information Systems	3	_____
Hours		16 15	
Spring			
ENGL 1023	Composition II ¹	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
SCIL 1XXX	Science with Laboratory ¹	4	_____
MATH 2243	Calculus for Business and Economics	3	_____
COMM 2173 or COMM 2003	Business and Professional Speaking or Public Speaking	3	_____
Hours		16	
Sophomore			
Fall			
ACCT 2004 & ACCT 2000	Accounting Principles I and Accounting Principles I Lab	4	_____
ECON 2003	Principles of Macroeconomics	3	_____
BDA 2003	Business Problem Solving	3	_____
BLAW 2033	Legal Environment of Business	3	_____
Elective USHG 1XXX		2	_____
Hours		3 15 16	
Spring			
SCIL 1XXX	Science with Laboratory ¹	4	_____
ACCT 2013	Accounting Principles II	3	_____
ECON 2013	Principles of Microeconomics	3	_____
STAT 2163 or SOC/PSY 2053	Introduction to Statistical Methods or Statistics for the Behavioral Sciences	3	_____
ENGL 2053	Technical Writing	3	_____
Hours		16	
Junior			
Fall			
FIN 3063	Business Finance	3	_____
MGMT 3003	Principles of Management	3	_____
Economics Elective (3000-4000)		3	_____

Elective		3	
Finance Major Elective ^{3, 4}		3	
	Hours	15	
Spring			
ECON 3003	Money and Banking	3	_____
ECON 3093	Econometrics	3	_____
MKT 3043	Principles of Marketing	3	_____
FIN 3043	Investments	3	_____
MGMT 3103	Operations Management	3	_____
	Hours	15	
Senior			
Fall			
MGMT 4013	Management Information Systems ⁵	3	_____
FIN 3023	Financial Markets and Institutions	3	_____
FIN 4023	Portfolio Management	3	_____
School of Business Elective (3000-4000) ⁵		3	
	Hours	12	
Spring			
MGMT 4083	Business Policy	3	_____
FIN 4033	Financial Modeling	3	_____
FIN 4093	Advanced Financial Management ⁵	3	_____
Finance Major Elective ^{3, 4, 5}		3	
Elective 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 Excludes HIM and AHS courses.

³ Only three hours of economic/finance internship will apply to this requirement.

⁴ Finance major elective options: ACCT 3013 Intermediate Accounting II, ACCT 3043 Federal Taxes I, BDA 3053 Business Data Analysis, ECON 3073 Intermediate Microeconomic Theory, ECON 4093 International Economics and Finance, FIN 2013 Personal Finance, FIN 3033 Principles of Real Estate, FIN 4053 Internship I in Economics/Finance, FIN 4083 Financial Institution Management

⁵ Students may apply in their junior year for admission into the Finance Accelerated Bachelor's Plus MBA Degree; however, they must have completed a minimum of 90 credit hours towards the Bachelor degree and have earned a minimum GPA of 3.0 or higher in those undergraduate courses to be eligible. Once approved, the student will be conditionally admitted into the MBA program. The following graduate level courses can be used to replace four upper-division undergraduate courses as follows:

- FIN 6103 Corporate Financial Management can replace FIN 4093 Advanced Financial Management
- BDA 6203 Business Information Analysis can replace MGMT 4013 Management Information Systems
- ECON 6103 Managerial Economics can replace finance major elective or school of business elective (3000-4000).
- ACCT 6103 Accounting Analysis can replace finance major elective or school of business elective (3000-4000).

DEGREE AUDIT CHECK LIST

(BSBA-FIN) Finance

~~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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
50% of COB courses taken at Tech		
TOTAL ELECTIVE HOURS		8

T#		
Major Requirements		Hrs
ECON	2003** 2013** 3003 3093	
FIN	3023 3043 3063 4023 4033 4093	
Finance Elective (6 HRS)	ACCT 3013 3043 BDA 3053 FIN 2013 FIN 3033 4053 4083 ECON 3073 4093	
ECON	3 hrs UD	
SB	3 hrs UD	42
(ONLY 3HRS OF INTERNSHIP)		
ACCT	2000 2004 2013	7
BDA	2003	3
BLAW	2033	3
BUAD	1111 ♦ 2003	4 6
COMM	2173** or 2003**	3
ENGL	2053	3
MATH	2223*** 2243	6
MGMT	3003 3103 4013 4083	12
MKT	3043	3
	STAT 2163 or PSY/SOC 2053	3
TOTAL MAJOR HOURS		89 91
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

(BSBA-FIN) Finance

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		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		23
Electives		
50% of COB courses taken at Tech		
TOTAL ELECTIVE HOURS		6

T#		
Major Requirements		Hrs
ECON	2003** 2013** 3003 3093	
FIN	3023 3043 3063 4023 4033 4093	
Finance Elective (6 HRS)	ACCT 3013 3043 BDA 3053 FIN 2013 FIN 3033 4053 4083 ECON 3073 4093	
ECON	3 hrs UD	
SB	3 hrs UD	42
(ONLY 3HRS OF INTERNSHIP)		
ACCT	2000 2004 2013	7
BDA	2003	3
BLAW	2033	3
BUAD	1113♦ 2003	6
COMM	2173** or 2003**	3
ENGL	2053	3
MATH	2223*** 2243	6
MGMT	3003 3103 4013 4083	12
MKT	3043	3
	STAT 2163 or PSY/SOC 2053	3
TOTAL MAJOR HOURS		91
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 Deletion (CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
Department of Kinesiology and Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	08/27/2025
Dean Dr. Tim Carter	<i>Tim Carter</i>	8/27/25
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	8/27/25
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	8/27/25
Graduate College (if appropriate)		
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 Coaching Athletes and Physical Activity

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**
Bachelor of Science in Coaching Athletics and Physical Activity
- 2. Degree code**
2680
- 3. CIP code**
13.1314
- 2. Effective date, term, and academic year**
June 1, 2026, 2026 Summer Term, 2026-27 Academic Year
- 4. Reason for deletion and teach out plan**
There are no students remaining in the Bachelor of Science in Coaching Athletics and Physical Activity program. All students were moved to Bachelor of Science in Health Exercise Science - Coaching Athletics and Physical Activity and Advanced Certificate in Secondary Education. The Department of Kinesiology and Rehabilitation Science's Bachelor of Science in Health and Exercise Science Coaching Athletics and Physical Activity HES CAPA) track focuses on optimal performance of the human body. The track is designed for students seeking careers in K-12 teaching and athletic coaching, gym/health center management, or recreation supervisor. The track includes two options: Students desiring to coach and teach in public school systems complete the Advanced Certificate in Secondary Education to obtain an Arkansas teaching license in K-12 Health and Physical Education with a coaching endorsement. A second content area for teaching certification is recommended for this option. Students seeking careers in gym/health center management or recreation supervision choose a minor in a related area. Suggested minors include Business and Marketing.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

and Course Deletion

Department Initiating Proposal	Date
Nursing	6/26/25

Title	Signature	Date
Department Head Shelly Daily	<i>Shelly Daily</i>	6/27/25
Dean	<i>Tim Carter</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	6/30/25
Registrar	<i>J. Green</i>	8/16/25
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)
NUR	3204 <i>Delete NUR 3213</i>
Official Catalog Title: Concepts in Nursing I	<i>Care of the Older Adult</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)

NUR 3206

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

Concepts in Nursing I

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

Concepts in Nursing I

New Course Description:

This course introduces the cognitive framework of the curriculum, which emphasizes holistic man, environment, health, and nursing as an interacting system. It explores bio-psycho-social and spiritual dimensions of health across the lifespan, with focused application to adults, including older adults and their families. Students learn the nursing process and clinical judgement as foundations for care, with emphasis on assessment, health promotion, wellness, and disease prevention. Concepts of professionalism and care for clients with self-limiting and chronic conditions in structured health settings are also addressed.

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):

NUR 2023, 3103, 3303, 3803 and PSY 3813

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

NUR 3404

☐ 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. This content is required by state and accrediting agencies. We are combining two courses- Combine Care of Older Adult NUR 3213 and Concept NUR 3204 into one 6-hour course
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.

Demonstrates clinical judgement, skills, and abilities to the provision of safe, competent patient care.

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

Will continue to measure course content the same as the current measures, including standardized testing with ATI, exams, and assignments.

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

- d. Combining Care of Older Adult and Concepts into one 6-hour course integrates related content areas, students can gain a more cohesive understanding of geriatric care within a broader conceptual framework, thus supporting student success. This will reduce second-semester upper-division nursing to 15 credit hours, aiming to improve retention while also getting another level closer to 15 hours to help with financial aid.

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

(A)

Department Initiating Proposal	Date
Nursing	6/25/25

Title	Signature	Date
Department Head Shelly Daily	<i>Shelly Daily</i>	6/27/30
Dean	<i>Tim Carter</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	6/30/25
Registrar	<i>Heaven</i>	8/11/25
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)
NUR	3802
Official Catalog Title:	
Pharmacology II	

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)

NUR 3801

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

Pharmacology II

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

Pharmacology II

New Course Description:

This secondary course provides a comprehensive examination of pharmacological principles, including drug classifications, mechanisms of action, therapeutic effects, and the body's physiological responses. Emphasis is placed on the application of evidence-based nursing practices to ensure safe, effective medication administration. Special focus is given to pharmacologic considerations in specialty areas such as women's health, perioperative care, and pediatrics, preparing BSN students for clinical decision-making across diverse patient populations.

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):

NUR 3204, NUR 3402, NUR 3404

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.
Pharmacology is required by the Arkansas State Nurse Practice Act
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
Demonstrates clinical judgement, skills, and abilities to the provision of safe, competent patient care.

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

Will continue to measure course content the same as the current measures, including

standardized testing with ATI, exams, and assignments. Will monitor pharmacological therapies benchmark on ATI Predictor exit testing.

- c. What is the rationale for adding this course? What evidence supports this action?
Splitting Pharmacology II into two 1-hour courses promotes progressive development. Dividing and sequencing content encourages developmental learning and prepares students for higher-level application during clinical rotations. Students struggle with advanced med surg and some specialty meds since the conditions are not covered until the following semester. Moving 1 hour of this content will improve application and learning outcomes for the students.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

(B)

Department Initiating Proposal	Date
Nursing	6/25/25

Title	Signature	Date
Department Head	<i>Shelly Daily</i>	6/27/25
Dean	<i>Tim Carter</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	6/30/25
Registrar	<i>Yueallen</i>	8/11/25
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)
NUR	3802
Official Catalog Title:	
Pharmacology II	

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)

NUR 4501

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

Pharmacology III

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

Pharmacology III

New Course Description:

This concluding course provides a comprehensive examination of pharmacological principles, including drug classifications, mechanisms of action, therapeutic effects, and the body's physiological responses. Emphasis is placed on the application of evidence-based nursing practices to ensure safe, effective medication administration. Special focus is given to pharmacologic considerations in specialty areas such as psychiatric, emergent, and critical care, preparing BSN students for clinical decision-making across diverse patient populations.

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):

NUR 3606, NUR 3805, NUR 3801

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.

Pharmacology is required by the Arkansas State Nurse Practice Act

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

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

Demonstrates clinical judgement, skills, and abilities to the provision of safe, competent patient care.

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

Will continue to measure course content the same as the current measures, including standardized testing with ATI, exams, and assignments. Will monitor pharmacological therapies benchmark on ATI Predictor exit testing.

- c. What is the rationale for adding this course? What evidence supports this action?
Splitting Pharmacology II into two 1-hour courses promotes progressive development. Dividing and sequencing content encourages developmental learning and prepares students for higher-level application during clinical rotations. Students struggle with advanced med surg and some specialty meds since the conditions are not covered until the following semester. Moving 1 hour of this content will improve application and learning outcomes for the students.

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Nursing	6/25/25

Title	Signature	Date
Department Head Shelly Daily	<i>Shelly Daily</i>	6/27/25
Dean	<i>Tim Carter</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	6/30/25
Registrar	<i>Sheila</i>	8/16/25
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) NURN	Course Number: (e.g., 1003) 4002
Official Catalog Title: Nursing Informatics	

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

☒ Yes ☐ No NURN 4002

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)

NUR 4002

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):

Admission to upper division nursing

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.
Components of this course are required by state and accrediting agencies.
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses.
Utilizes research evidence and technology to improve the quality and safety of patient care.
Collaborates with interprofessional health care teams in the delivery of patient care.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) Will monitor AACN informatics benchmark on ATI Predictor exit testing.
- c. What is the rationale for adding this course? What evidence supports this action?

A 2-hour informatics course in Level 2 by redistributing credit hours introduces informatics earlier in the program and gives students equitable access to essential tech-based competencies. It betters Arkansas and beyond because tech savvy nurses are better prepared to serve rural and underserved communities using telehealth and informatics tools. The integration of nursing informatics education into prelicensure programs is essential in today's healthcare environment. The American Association of Colleges of Nursing's updated Essentials emphasize competency-based education with explicit requirements for technology and informatics competencies across all nursing education levels. Nursing programs in Arkansas either have an informatics course or informatics components integrated within their programs. Faculty voted to add course to curriculum, the course already exists for RN-BSN. Need to cross-list or develop as own NUR 4002 course. Content will be same but need NUR prefix for accreditation.

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
Nursing	6/17/25

Title	Signature	Date
Department Head Dr. Daily	<i>Shelly Daily</i>	6/26/25
Dean Dr. Carter	<i>Tim Carter</i>	6/30/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	6/30/25
Registrar Tammy Weaver	<i>Tweaver</i>	8/16/25
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: BSN Prelicensure Program
--

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

1. Combine Care of Older Adult NUR 3213 and Concept NUR 3204 into one 6-hour course **NUR 3206**
2. Use 1 hour from Care of Older Adult NUR 3213 and 1-hour elective from level 3 for a 2-hour informatics course in level 2. **NUR 4002 added to junior spring ; delete 1hr elective senior fall**
3. Split Pharm II NUR 3802 into two classes. Pharm II 1-hour class level 2 and Pharm III 1-hour class level 3. **NUR 3801 will go in junior spring**
NUR 4501 will go in senior fall **delete NUR 3802**

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

These changes would not impact other programs, staffing, or space allocation. It would help balance credit hours and allow all Concepts course to be at 6 hours. In addition, there is already an online informatics course currently being taught in the online RN-BSN program.

4. reorder NUR 2303
PSY 3813

5. Remove
BIOL 2014 &
BIOL 3074
as options

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
These changes facilitate student success and excellence, allow for greater progressive intellectual development and promote technological advancement.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
N/A
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
This change will reduce content overlap, align upper-level courses with Concept course hours and scheduling for student benefit, shift pharmacology content to better support learning, and incorporate nursing informatics in response to evolving practice standards.
 - Combining Care of Older Adult and Concepts into one 6-hour course integrates related content areas, students can gain a more cohesive understanding of geriatric care within a broader conceptual framework, thus supporting student success.
 - A 2-hour informatics course in Level 2 by redistributing credit hours introduces informatics earlier in the program and gives students equitable access to essential tech-based competencies. It betters Arkansas and beyond because tech savvy nurses are better prepared to serve rural and underserved communities using telehealth and informatics tools.
 - Splitting Pharmacology II into two 1-hour courses promotes progressive development. Dividing and sequencing content encourages developmental learning and prepares students for higher-level application during clinical rotations.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
This will reduce second-semester upper-division nursing to 15 credit hours, aiming to improve retention; pharmacology instructors note students struggle with content to be covered in more depth during later semesters.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
The integration of nursing informatics education into prelicensure programs is essential in today's healthcare environment. The American Association of Colleges of Nursing's updated Essentials emphasize competency-based education with explicit requirements for technology and informatics competencies across all nursing education levels. Nursing programs in

Arkansas either have an informatics course or informatics components integrated within their programs.

- 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.)

For merging of Concepts 1 and Older Adult reflected in Nursing SLO as well as splitting pharmacology into three courses

- Demonstrates clinical judgement, skills, and abilities to the provision of safe, competent patient care.

Will continue to measure course content the same as the current measures, including standardized testing with ATI, exams, and assignments.

Will monitor pharmacological therapies benchmark on ATI Predictor exit testing.

For addition of Nursing Informatics reflected in Nursing SLOs

- Utilizes research evidence and technology to improve the quality and safety of patient care.
- Collaborates with interprofessional health care teams in the delivery of patient care.

Will monitor AACN informatics benchmark on ATI Predictor exit testing.

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.

Delete the following:

NUR 3204

NUR 3213

NUR 3802

~~Detet~~

1 hour Elective

Add the following:

NUR 3206

NUR 3801

NUR 4501

NUR 4002

Delete the following options

BIOL 2014

BIOL 3074

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

Curriculum Matrix for Catalog	
Curriculum in _____ Pre-licensure BSN _____	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: BIOL 2014 option to BIOL 2014 Total Hours:
Sophomore Fall Semester Add/Change: PSY 3813 Delete: NUR 2303 BIOL 3074 option to BIOL 2414 Total Hours:	Sophomore Spring Semester Add/Change: NUR 2303 Delete: PSY 3813 Total Hours:
Junior Fall Semester Add/Change: NUR 3206 Concepts I Delete: NUR 3213 Care of Older Adult NUR 3204 Concepts I Total Hours: 15 hours	Junior Spring Semester Add/Change: NUR 3801 Pharmacology II NUR 4002 Nursing Informatics Elective 1 hour Delete: NUR 3802 Pharmacology II Total Hours: 14 hours
Senior Fall Semester Add/Change: NUR 4501 Pharmacology III Delete: Elective 1 hour Total Hours: 15 hours	Senior Spring Semester Add/Change: Delete: Total Hours:

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Biological and Earth Sciences	This department ☒ supports ☐ does not support the change.
Comments: BES supports this change from Nursing to simplify their options for classes taught in our department.	

Department Head Signature: Michael G. Davis

Date: 03/18/2025

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Behavioral Sciences</i>	This department ☒ supports the change. ☐ does not support
Comments:	

Department Head Signature: 

Date: *Apr 8, 2025*

BSN PRE-LICENSURE NURSING PROGRAM

Dr. Terri McKnown, Program Director

Dean Hall, Room 224A

(479) 964-0583 ext. 4665

tmckown@atu.edu

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

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I ⁴	3	_____
CHEM 1113 & CHEM 1111	A Survey of Chemistry and Survey of Chemistry Laboratory ⁴	4	_____
MATH 1113	College Algebra ^{2,4}	3	_____
SOC 1003	Introductory Sociology ⁴	3	_____
TECH 1001	Orientation to the University	1	_____
Elective		1	_____
Hours		15	
Spring			
Select one of the following:		4	_____
BIOL 2014	Human Anatomy ⁴		_____
BIOL 2404	Human Anatomy and Physiology I ⁴		_____
ENGL 1023	Composition II ⁴	3	_____
PSY 2003	General Psychology ⁴	3	_____
SFHS 1XXX	Social Sciences/Fine Arts/ Humanities/Communication Courses ¹	3	_____
USHG 1XXX	U.S. History and Government ¹	3	_____
Hours		16	
Sophomore			
Fall			
Select one of the following:		4	_____
BIOL 2054	Microbiology for Health Sciences ⁴		_____
BIOL 3054	Microbiology ⁴		_____
Select one of the following:		4	_____
BIOL 2414	Human Anatomy and Physiology II ⁴		_____
BIOL 3074	Human Physiology ⁴		_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	5	_____
NUR 2303	Nutrition ⁴	3	_____
Hours		17	
Spring			
BIOL/NUR 3803	Applied Pathophysiology ⁴	3	_____
NUR 2023	Introduction to Professional Nursing ⁴	3	_____
NUR 3103	Nursing Skills I ⁴	3	_____
NUR 3303	Health Assessment ⁴	3	_____
PSY 3813	Lifespan Development ⁴	3	_____
Hours		15	

Junior		
Fall		
NUR 3204 NUR 3206	Concepts in Nursing I ⁴	4 6
NUR 3213	Care of the Older Adult ⁴	3 3
NUR 3402	Pharmacology I ⁴	2
NUR 3404	Clinical Nursing I ^{4,5}	4
NUR 3513	Nursing Skills II ⁴	3
Hours		16 16
Spring		
NUR 3606	Concepts in Nursing II ⁴	6
NUR 3602 NUR 3501 NUR 4002	Pharmacology II ⁴	2 1 2
NUR 3805	Clinical Nursing II ^{4,5}	5
Hours		13 14
Senior		
Fall		
NUR 4206	Concepts in Nursing III ⁴	6
NUR 4303	Nursing Research ⁴	3
NUR 4405	Clinical Nursing III ^{4,5}	5
Elective NUR 4501		1
Hours		15
Spring		
NUR 4606	Concepts in Nursing IV ⁴	6
NUR 4804	Clinical Nursing IV ^{4,5}	4
NUR 4903	Synthesis of Clinical and Theoretical Concepts ^{4,5}	3
Hours		13
Total Hours		120

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

² MATH 1113 College Algebra or higher level MATH course (excluding MATH 2033 Mathematical Concepts I, MATH 2043 Mathematical Concepts II and STAT 2163 Introduction to Statistical Methods)

³ Depending on previous preparation, student should recognize that prerequisites may be required before enrolling in BIOL 2014 Human Anatomy or BIOL 2404 Human Anatomy and Physiology I.

⁴ Must earn a grade of "C" or better.

⁵ One credit hour equals 3 contact hours.

DEGREE AUDIT CHECK LIST

(BSN-NURS) BSN - Nursing

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	(0-3)	
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	9
TECH 1001 ♦		1
TOTAL GEN ED HOURS		19
Electives		
TOTAL ELECTIVE HOURS		2

Student's Name		
T#		
Major Requirements		Hrs
NUR*	2023 2303 3103 3204 ³²⁰⁶ 3213 3303 3402	
	3404 3513 3606 3802 ³⁸⁰¹ 3805 4206 4303	
	4405 4606 4804 4903 4501 ⁴⁵⁰¹ 4002 ⁴⁰⁰²	
BIOL/NUR*	3803	71 ⁷²
BIOL*	(2014 or 2404**) (2414 or 3074)	8
BIOL*	2054 or 3054	4
~CHEM*	(1111** 1113**) or 2124	4
MATH	1113 or > #** (exclude 2033, 2043, 2163)	3
PSY*	2003**	3
PSY	3813*	3
SOC*	1003**	3
	* C or better	
TOTAL MAJOR HOURS		99 ¹⁰⁰
TOTAL HOURS		

Final Check:

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

Earned Hrs
 minus P/C HRS
 to be completed
TOTAL

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed
 ~ Department requested subs

DEGREE AUDIT CHECK LIST

(BSN-NURS) BSN - Nursing

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	(0-3)	
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	9
TECH 1001 ♦		1
TOTAL GEN ED HOURS		19
Electives		
TOTAL ELECTIVE HOURS		1

Student's Name		
T#		
Major Requirements		Hrs
NUR*	2023 2303 3103 3206 3303 3402	
	3404 3513 3606 3801 3805 4002	
	4206 4303 4405 4501 4606 4804 4903	
BIOL/NUR*	3803	72
BIOL*	2404** (2014) 2414 (3074)	8
BIOL*	2054 or 3054	4
~CHEM*	(1111** 1113**) or 2124	4
MATH	1113 or > #** (exclude 2033, 2043, 2163)	3
PSY*	2003**	3
PSY	3813*	3
SOC*	1003**	3
	* C or better	
TOTAL MAJOR HOURS		100
TOTAL HOURS		

Final Check:

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

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

** Satisfying Gen Ed
 ♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed
 ~ Department requested subs



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Nursing	6/25/25

Title	Signature	Date
Department Head Dr. Daily	<i>Shelly Daily</i>	6/30/25
Dean Dr. Carter	<i>Tim Carter</i>	6/30/25
Assessment Amanda Gardner	<i>Amanda Gardner</i>	6/30/25
Registrar Tammy Weaver	<i>T. Weaver</i>	8/14/25
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:
LPN to BSN Nursing Program

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

1. Combine Care of Older Adult NUR 3213 and Concept NUR 3204 into one 6-hour course (This will change articulated credit to 16 hours) **NUR 3204**

2. Add 2-hour nursing informatics course in level 2 and move 1 1-hour elective **Add NUR 4002 to Semester 2**

3. Split Pharm II NUR 3802 into two classes. Pharm II 1-hour class level 2 and Pharm III 1-hour class level 3 **Add NUR 3901 to Semester 2, Add NUR 4501 to Semester 3. Delete elective from Semester 3.**

~~4. Cosmetic change submitted with support letters for all BSN programs~~

4 Switch sequencing of NUR 2303 Nutrition and PSY 3813

5 Only have option of BIOL 2404 A&PI and BIOL 2414 A&PII, will still allow BIOL 2014 and 3074 to be subbed.

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

These changes would not impact other programs, staffing, or space allocation. It would help balance credit hours and allow most Concepts course to be at 6 hours (only changes articulated credit for LPN-BSN). In addition, there is already an online informatics course currently being taught in the online RN-BSN program.

Answer the following Assessment questions:

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

These changes facilitate student success and excellence, allow for greater progressive intellectual development and promote technological advancement.

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

N/A

c. What is the rationale for this program change?

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

This change will reduce content overlap, align upper-level courses with Concept course hours and scheduling for student benefit, shift pharmacology content to better support learning, and incorporate nursing informatics in response to evolving practice standards.

- Combining Care of Older Adult and Concepts into one 6-hour course integrates related content areas, students can gain a more cohesive understanding of geriatric care within a broader conceptual framework, thus supporting student success for pre-licensure students only changing articulated credit for LPN to BSN.
- A 2-hour informatics course in Level 2 by redistributing credit hours introduces informatics earlier in the program and gives students equitable access to essential tech-based competencies. It betters Arkansas and beyond because tech savvy nurses are better prepared to serve rural and underserved communities using telehealth and informatics tools.
- Splitting Pharmacology II into two 1-hour courses promotes progressive development. Dividing and sequencing content encourages developmental learning and prepares students for higher-level application during clinical rotations.

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

This will reduce second-semester upper-division nursing to 15 credit hours, aiming to improve retention; pharmacology instructors note students struggle with content to be covered in more depth during later semesters.

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

The integration of nursing informatics education into prelicensure programs is essential in today's healthcare environment. The American Association of Colleges of Nursing's updated Essentials emphasize competency-based education with explicit requirements for technology and informatics competencies across all nursing education levels. Nursing programs in Arkansas either have an informatics course or informatics components integrated within their programs.

- 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.)

For merging of Concepts 1 and Older Adult reflected in Nursing SLO as well as splitting pharmacology into three courses

- Demonstrates clinical judgement, skills, and abilities to the provision of safe, competent patient care.

Will continue to measure course content the same as the current measures, including standardized testing with ATI, exams, and assignments.

Will monitor pharmacological therapies benchmark on ATI Predictor exit testing.

For addition of Nursing Informatics reflected in Nursing SLOs

- Utilizes research evidence and technology to improve the quality and safety of patient care.
- Collaborates with interprofessional health care teams in the delivery of patient care.

Will monitor AACN informatics benchmark on ATI Predictor exit testing.

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.

delete the following:

NUR 3802 1 hour Elective

NUR 3204

NUR 3213

Add the following:

NUR 3801

NUR 4501

NUR 4002

NUR 3206

Delete the following options:

BIOL ~~NUR~~ 2014

BIOL ~~NUR~~ 3074

REQUIREMENTS FOR LICENSED NURSES (LPN/LPTN)

Code	Title
------	-------

Select one of the following:

BIOL 2404 Human Anatomy and Physiology I ⁴~~BIOL 2014 Human Anatomy ^{3,4}~~

Select one of the following:

BIOL 2414 Human Anatomy and Physiology II ⁴~~BIOL 3074 Human Physiology ⁴~~

Select one of the following:

BIOL 2054 Microbiology for Health Sciences ⁴BIOL 3054 Microbiology ⁴

Select one of the following:

CHEM 1113 A Survey of Chemistry& CHEM 1111 and Survey of Chemistry Laboratory ⁴CHEM 2124 General Chemistry I ⁴ENGL 1013 Composition I ⁴ENGL 1023 Composition II ⁴FAH 1XXX Fine Arts and Humanities Courses ¹MATH 1113 College Algebra ^{2,4}~~NUR 2303~~ PSY 3813 ~~Nutrition~~ ⁴ Lifespan Development ⁴PSY 2003 General Psychology ⁴SOC 1003 Introductory Sociology ⁴SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communication Courses ¹USHG 1XXX U.S. History and Government ¹TECH 1001 Orientation to the University

Elective

Total Hours

Course List

ARTICULATED CREDIT FOR LICENSED NURSES (LPN/LPTN)

The below ~~17~~ 16 hours of Nursing course credit will be awarded at the completion of the last semester of all course work.

Code	Title
------	-------

NUR 3103 Nursing Skills I ⁶~~NUR 3204~~ NUR 3206 Concepts in Nursing I ⁶~~NUR 3213 Care of the Older Adult ⁶~~NUR 3404 Clinical Nursing I ⁶NUR 3513 Nursing Skills II ⁶**Total Hours**

Course List

CURRICULUM FOR LICENSED NURSES (LPN/LPTN)

Code	Title
------	-------

SEMESTER 1NUR 2023 Introduction to Professional Nursing ⁴NUR 3303 Health Assessment ⁴NUR/BIOL 3803 Applied Pathophysiology ⁴~~PSY 3813~~ NUR 2303 ~~Lifespan Development~~ ⁴ Nutrition ⁴NUR 3402 Pharmacology I ⁴**SEMESTER 2**

Code	Title
<u>NUR 3606</u>	Concepts in Nursing II ⁴
NUR 3802 NUR 3801	Pharmacology II ⁴
<u>NUR 3805</u>	Clinical Nursing II ^{4,5}
<u>NUR 4002</u>	Nursing Informatics ⁴
	Elective
SEMESTER 3	
<u>NUR 4206</u>	Concepts in Nursing III ⁴
<u>NUR 4303</u>	Nursing Research ⁴
<u>NUR 4405</u>	Clinical Nursing III ^{4,5}
<u>Elective</u>	
<u>NUR 4501</u>	Pharmacology III ⁴
SEMESTER 4	
<u>NUR 4606</u>	Concepts in Nursing IV ⁴
<u>NUR 4804</u>	Clinical Nursing IV ^{4,5}
<u>NUR 4903</u>	Synthesis of Clinical and Theoretical Concepts ^{4,5}
Total Hours	
Course List	

¹

See appropriate alternatives or substitutions in "[General Education Requirements](#)".

²

MATH 1113 College Algebra or higher level MATH course (excluding MATH 2033 Mathematical Concepts I, MATH 2043 Mathematical Concepts II, and STAT 2163 Introduction to Statistical Methods)

³

Depending on previous preparation, student should recognize that prerequisites may be required before enrolling in BIOL 2014 Human Anatomy.

⁴

Must earn a grade of "C" or better.

⁵

One credit hour equals 3 contact hours.

⁶

The ~~17~~ 16 hours of Arkansas Nursing Education Progression Model will be awarded at completion of the last semester of Arkansas Tech University course work. The degree will total 120 hours.

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Biological and Earth Sciences	This department ☒ supports ☐ does not support the change.
Comments: BES supports this change from Nursing to simplify their options for classes taught in our department.	

Department Head Signature: Michael G. Davis

Date: 03/18/2025

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Behavioral Sciences</i>	This department ☒ supports the change. ☐ does not support
Comments:	

Department Head Signature:



Date: *Apr 8, 2025*

LPN TO BSN NURSING PROGRAM

Dr. Lisa Harless, Program Director

Dean Hall, Room 126C

(479) 964-0583 ext. 4660

lharless@atu.edu

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

Curriculum

REQUIREMENTS FOR LICENSED NURSES (LPN/LPTN)

Code	Title	Hours
Select one of the following:		
BIOL 2404	Human Anatomy and Physiology I ⁴	4
BIOL 2014	Human Anatomy ^{3,4}	
Select one of the following:		
BIOL 2414	Human Anatomy and Physiology II ⁴	4
BIOL 3074	Human Physiology ⁴	
Select one of the following:		
BIOL 2054	Microbiology for Health Sciences ⁴	4
BIOL 3054	Microbiology ⁴	
Select one of the following:		
CHEM 1113	A Survey of Chemistry	
& CHEM 1111	and Survey of Chemistry Laboratory ⁴	
CHEM 2124	General Chemistry I ⁴	4
ENGL 1013	Composition I ⁴	3
ENGL 1023	Composition II ⁴	3
FAH 1XXX	Fine Arts and Humanities Courses ¹	6
MATH 1113	College Algebra ^{2,4}	3
NUR 2303 PSY 3813	Nutrition ⁴	3
PSY 2003	General Psychology ⁴	3
SOC 1003	Introductory Sociology ⁴	3
SFHS 1XXX	Social Sciences/Fine Arts/Humanities/Communication Courses ¹	3
USHG 1XXX	U.S. History and Government ¹	3
TECH 1001	Orientation to the University	1
Elective		1
Total Hours		48

ARTICULATED CREDIT FOR LICENSED NURSES (LPN/LPTN)

The below 17 hours of Nursing course credit will be awarded at the completion of the last semester of all course work.

Code	Title	Hours
NUR 3103	Nursing Skills I ⁶	3
NUR 3204 NUR 3206	Concepts in Nursing I ⁶	4
NUR 3213	Care of the Older Adult ⁶	3
NUR 3404	Clinical Nursing I ⁶	4
NUR 3513	Nursing Skills II ⁶	3
Total Hours		17

CURRICULUM FOR LICENSED NURSES (LPN/LPTN)

Code	Title	Hours
SEMESTER 1		
NUR 2023	Introduction to Professional Nursing ⁴	3

NUR 3303	Health Assessment ⁴	3
NUR/BIOL 3803	Applied Pathophysiology ⁴	3
PSY 3813 NUR 2303	Lifespan Development ⁴	3
NUR 3402	Pharmacology I ⁴	2
SEMESTER 2		
NUR 3606	Concepts in Nursing II ⁴	6
NUR 3802 3801	Pharmacology II ⁴	2 1
NUR 3805 NUR 4002	Clinical Nursing II ^{4,5}	5
SEMESTER 3		
NUR 4206	Concepts in Nursing III ⁴	6
NUR 4303	Nursing Research ⁴	3
NUR 4405	Clinical Nursing III ^{4,5}	5
Elective NUR 4501		1 1
SEMESTER 4		
NUR 4606	Concepts in Nursing IV ⁴	6
NUR 4804	Clinical Nursing IV ^{4,5}	4
NUR 4903	Synthesis of Clinical and Theoretical Concepts ^{4,5}	3
Total Hours		55 56

- ¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".
- ² MATH 1113 College Algebra or higher level MATH course (excluding MATH 2033 Mathematical Concepts I, MATH 2043 Mathematical Concepts II, and STAT 2163 Introduction to Statistical Methods)
- ³ Depending on previous preparation, student should recognize that prerequisites may be required before enrolling in BIOL 2014 Human Anatomy.
- ⁴ Must earn a grade of "C" or better.
- ⁵ One credit hour equals 3 contact hours.
- ⁶ The 17 hours of Arkansas Nursing Education Progression Model will be awarded at completion of the last semester of Arkansas Tech University course work. The degree will total 120 hours.

DEGREE AUDIT CHECK LIST

(BSN-NURL) Nursing (LPN to BSN)

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	(0-3)	
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	9
TECH 1001 ♦		1
TOTAL GEN ED HOURS		19
Electives		
TOTAL ELECTIVE HOURS		1 - 2

Student's Name		
T#		
Major Requirements		Hrs
NUR*	2023 2303 3303 3402 3606 3802 3805	
	4206 4303 4405 4606 4804 4903	
	3801 4501 4002	
BIOL/NUR*	3803	54 56
BIOL*	(2014 or 2404**) (2414 or 3074)	8
BIOL*	2054 or 3054	4
CHEM*	1111** 1113** or 2124**	4
MATH	1113 or > #** (exclude 2033, 2043, 2163)	3
PSY*	2003**	3
PSY*	3813	3
SOC*	1003**	3
Arkansas State Articulation Agreement for LPNs		
NUR	3103 3204 3213 3404 3513 3206	17 16
* C or better		
TOTAL MAJOR HOURS		99 100
TOTAL HOURS		

Final Check:

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

Earned Hrs
 minus P/C HRS
 to be completed
TOTAL

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed

DEGREE AUDIT CHECK LIST

(BSN-NURL) Nursing (LPN to BSN)

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	(0-3)	
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	9
TECH 1001 ♦		1
TOTAL GEN ED HOURS		19
Electives		
TOTAL ELECTIVE HOURS		1

Student's Name		
T#		
Major Requirements		Hrs
NUR*	2023 2303 3303 3402 3606 3801 3805	
	4002 4206 4303 4405 4501 4606 4804	
	4903	
BIOL/NUR*	3803	56
BIOL*	2404** (2014) 2414 (3074)	8
BIOL*	2054 or 3054	4
CHEM*	1111** 1113** or 2124**	4
MATH	1113 or > #** (exclude 2033, 2043, 2163)	3
PSY*	2003**	3
PSY*	3813	3
SOC*	1003**	3
Arkansas State Articulation Agreement for LPNs		
NUR	3103 3206 3404 3513	16
* C or better		
TOTAL MAJOR HOURS		100
TOTAL HOURS		

Final Check:

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

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

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Nursing	6/30/25

Title	Signature	Date
Department Head Dr. Daily	<i>Shelly Daily</i>	6/30/25
Dean	<i>Tim Carter</i>	6/30/25
Assessment	<i>Amanda Gardner</i>	6/30/25
Registrar	<i>Greene</i>	8/16/25
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:
Nursing (RN to BSN Program), BSN

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)

Articulation credit will change due to pre-licensure and LPN to BSN program changes.

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

None

Answer the following Assessment questions:

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

These changes facilitate student success and excellence, allow for greater progressive intellectual development and promote technological advancement.

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

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

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

This only changes articulated credit not the program content/courses.

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

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

- 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.) N/A

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

Delete the following:

NUR 3204

NUR 3213

NUR 3802

Add the following:

NUR 3206

NUR 3801

1 hour Elective

Delete the following option

BIOL 2014 BIOL 3014

ARTICULATED CREDIT FOR REGISTERED NURSES (RN)

The below 38 37 hours of Nursing course credit will be awarded at the completion of the last semester of all course work.

Code	Title
<u>NUR 2023</u>	Introduction to Professional Nursing 7
<u>NUR 2303</u>	Nutrition 7
<u>NUR 3103</u>	Nursing Skills I 7
<u>NUR 3204</u> NUR 3206	Concepts in Nursing I 7
<u>NUR 3213</u>	Care of the Older Adult 7
<u>NUR 3402</u>	Pharmacology I 7
<u>NUR 3404</u>	Clinical Nursing I 7
<u>NUR 3513</u>	Nursing Skills II 7
<u>NUR 3606</u>	Concepts in Nursing II 7
<u>NUR 3802</u> NUR 3801	Pharmacology II 7
NUR 4501	Pharmacology III
<u>NUR 3805</u>	Clinical Nursing II 7
Total Hours	

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Biological and Earth Sciences	This department ☒ supports the change. ☐ does not support
Comments: BES supports this change from Nursing to simplify their options for classes taught in our department.	

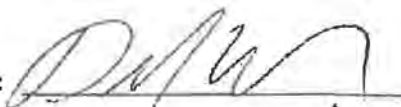
Department Head Signature: Michael G. Davis

Date: 03/18/2025

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: <i>Behavioral Sciences</i>	This department ☒ supports the change. ☐ does not support
Comments:	

Department Head Signature: 

Date: *Apr 8, 2025*

NURSING (RN TO BSN PROGRAM), BACHELOR OF SCIENCE IN NURSING

Dr. Lisa Harless, Program Director

Dean Hall, Room 126C

(479) 964-0583 ext. 4660

lharless@atu.edu

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

Curriculum

REQUIREMENTS FOR REGISTERED NURSES (RN)

Code	Title	Hours
Select one of the following:		4
BIOL 2404	Human Anatomy and Physiology I ⁴	
BIOL 2014	Human Anatomy ^{3,4}	
Select one of the following:		4
BIOL 2414	Human Anatomy and Physiology II ⁴	
BIOL 3074	Human Physiology ⁴	
Select one of the following:		4
BIOL 2054	Microbiology for Health Sciences ⁴	
BIOL 3054	Microbiology ⁴	
Select one of the following:		4
CHEM 1113	A Survey of Chemistry	
& CHEM 1111	and Survey of Chemistry Laboratory ⁴	
CHEM 2124	General Chemistry I ⁴	
PHSC 1004	⁴	
PHSC 1013	Introduction to Physical Science	
& PHSC 1021	and Physical Science Laboratory ⁴	
PHSC 1053	Astronomy	
& PHSC 1051	and Observational Astronomy Laboratory ⁴	
ENGL 1013	Composition I ⁴	3
ENGL 1023	Composition II ⁴	3
FAH 1XXX	Fine Arts and Humanities Courses ¹	6
MATH 1113	College Algebra ^{2,4}	3
NUR 3303	Health Assessment ^{4,5}	3
NUR/BIOL 3803	Applied Pathophysiology ^{4,5}	3
PSY 2003	General Psychology ⁴	3
PSY 3813	Lifespan Development ⁴	3
SOC 1003	Introductory Sociology ⁴	3
SFHS 1XXX	Social Sciences/Fine Arts/Humanities/Communication Courses ¹	3
USHG 1XXX	U.S. History and Government ¹	3
Total Hours		52

ARTICULATED CREDIT FOR REGISTERED NURSES (RN)

The below 38 hours of Nursing course credit will be awarded at the completion of the last semester of all course work.

Code	Title	Hours
NUR 2023	Introduction to Professional Nursing ⁷	3
NUR 2303	Nutrition ⁷	3
NUR 3103	Nursing Skills I ⁷	3
NUR 3204 NUR 3204	Concepts in Nursing I ⁷	4
NUR 3213	Care of the Older Adult ⁷	3

NUR 3402	Pharmacology I ⁷	2
NUR 3404	Clinical Nursing I ⁷	4
NUR 3513	Nursing Skills II ⁷	3
NUR 3606	Concepts in Nursing II ⁷	6
NUR 3802 NUR 3801, 4501	Pharmacology II ⁷	2
Elective	Clinical Nursing II ⁷	5
Total Hours		38

CURRICULUM FOR REGISTERED NURSES (RN)

Code	Title	Hours
NURN 4002	Nursing Informatics ⁴	2
NURN 4003	Scope of Professional Practice ⁴	3
NURN 4013	Laws, Ethics, and Issues in Professional Nursing Practice ^{4,8}	3
NURN 4024	Population and Community Health Nursing ⁴	4
NURN 4034	Leadership and Management in Professional Practice ⁴	4
NURN 4045	Professional Synthesis ⁴	5
NURN 4303	Nursing Research ⁴	3
Elective ^{6,8}		6
Total Hours		30

- ¹ See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".
- ² MATH 1113 College Algebra or higher level MATH course (excluding MATH 2033 Mathematical Concepts I, MATH 2043 Mathematical Concepts II, and STAT 2163 Introduction to Statistical Methods)
- ³ Depending on previous preparation, student should recognize that prerequisites may be required before enrolling in BIOL 2014 Human Anatomy.
- ⁴ Must earn a grade of "C" or better.
- ⁵ Students may opt to complete up to six hours of general education and/or NUR 3303 Health Assessment and/or NUR 3803 Applied Pathophysiology/BIOL 3803 Applied Pathophysiology while enrolled in RN to BSN curriculum.
- ⁶ Electives to be approved by Nursing advisor.
- ⁷ Licensed registered nurses who have graduated from an accredited (ACEN, CCNE, CNEA) or Arkansas State Board of Nursing approved diploma or associate degree nursing program at time of graduation may receive credit for up to 38 hours of nursing coursework per the Arkansas Nursing Education Progression Model.
- ⁸ This program partners the RN to BSN undergraduate degree with the Master of Science in Nursing (MSN) Nursing Administrative and Emergency Management. A maximum of nine (9) graduate level credit hours can be counted towards both the Bachelor of Science in Nursing degree and the MSN Nursing Administrative and Emergency Management degree as follows:
 - NUR 6303 Law, Ethics, and Policy in Healthcare can replace NURN 4013 Laws, Ethics, and Issues in Professional Nursing Practice
 - Any EMHS 5000 or 6000-level course can replace any two electives.

DEGREE AUDIT CHECK LIST

(BSN-NURN) RN to BSN

2025-26 ~~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	(0-3)	
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	9
TECH 1001 ♦		0
TOTAL GEN ED HOURS		18
Electives		
(Must be in NUR 3503, 4983, 4993, or MATH 2163)		
TOTAL ELECTIVE HOURS		6

Student's Name		
T#		
Major Requirements		Hrs
NUR*	3303	3
NUR/BIOL*	3803	3
NURN*	4002 4003 4013 4024 4034 4045 4303	24
BIOL*	(2014 or 2404**) (2414 or 3074)	8
BIOL*	2054 or 3054	4
	CHEM 1113/1111 or 2124 or	
	PHSC 1004 or 1013/1021 or 1053/1051	4
MATH	1113 or >#** (exclude 2033, 2043, 2163)	3
PSY*	2003**	3
PSY*	3813	3
SOC*	1003**	3
	ESCROW	
NUR	2023 2303 3103 3204 3213 3206 3402	
	3404 3513 3606 3802 3805 1XXX	38
	*C or better	
TOTAL MAJOR HOURS		96
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 (BSN-NURN) RN to BSN

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	(0-3)	
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	9
TECH 1001 ♦		0
TOTAL GEN ED HOURS		18
Electives		
(Must be in NUR 3503, 4983, 4993, or MATH 2163)		
TOTAL ELECTIVE HOURS		6

Student's Name		
T#		
Major Requirements		Hrs
NUR*	3303	3
NUR/BIOL*	3803	3
NURN*	4002 4003 4013 4024 4034 4045 4303	24
BIOL*	2404** (2014) 2414 (3074)	8
BIOL*	2054 or 3054	4
	CHEM 1113/1111 or 2124 or	
	PHSC 1004 or 1013/1021 or 1053/1051	4
MATH	1113 or >#** (exclude 2033, 2043, 2163)	3
PSY*	2003**	3
PSY*	3813	3
SOC*	1003**	3
	ESCROW	
NUR	1XXX 2023 2303 3103 3206 3402	
	3404 3513 3606 3802 3805	38
	*C or better	
TOTAL MAJOR HOURS		96
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
Teaching and Educational Leadership	02/05/2025

Title	Signature	Date
Department Head	<i>Ellen Treadway</i>	8-15-25
Dean	<i>Tim Carter</i>	8/18/25
Assessment	<i>Amanda Gardner</i>	8/19/25
Registrar	<i>Steele</i>	8/20/25
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: Middle-Level Mathematics
--

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)	
Semester 6 Delete MATH 3771 Praxis Content Knowledge Delete 8 hours of electives and replace with 6 hours	<i>Add SPED 3153</i>
Semester 7 Add a 3 hour elective	<i>Delete MATH 4703</i>

6 semester

Add SPED 3153 Planning, Instruction, and Assessment for Students with Exceptionalities.

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

Since the secondary Mathematics Education Program no longer exists, MATH 3771 and MATH 4703 will no longer be offered. Dr. Shojaei will continue to offer MATH 3703 every other fall. SPED 3153 is a course that is already offered.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
 - i. The university mission speaks to providing access to education that will significantly impact social mobility, enabling students to reach their greatest potential. Since the course offerings at Arkansas Tech University have changed, replacing the dissolved class with an extra special education class will provide middle-level education students with more knowledge in a field that is needed. Students have expressed concern about working with students with exceptionalities, especially in Math, where the content is not as subjective. Adding this course will enable our students to reach their greatest potential.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
 - i. No applicable
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
 - i. Middle-level Math students will gain more insight in helping students with exceptionalities in a subject that is objective and not open to interpretation.
 2. Provide an example or examples of student learning assessment evidence that supports the changes in the program.
 - i. Students have anecdotally expressed concern about teaching students with exceptionalities. They have one course on teaching diverse populations in their program but they would like more preparation.
- 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.
 - i. The University of Central Arkansas still has a two-subject middle-level degree track and only offers one class on teaching diverse populations.
 - ii. Arkansas State only has one class on differentiation in its middle-level program
 - iii. The University of Arkansas has one SPED Teaching Diverse Learners class in its middle-level program

*ATU would be providing an extra class for working with students with exceptionalities in addition to the rich content coursework we provide. Our students will be much more prepared to work in Arkansas schools.
- 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.)
 - i. The objectives for SPED 3153 are:
 1. Students will evaluate and apply a variety of learning and performance accommodations-modifications for children with exceptionalities in various content area subjects (UDL/RTI) CEC(3)

- 3.1, 3.2, 3.3 ACEI 1.0, 2.1, 3.1, 3.2 ATS (INTASC) 1, 2, TESS 1a, 1b, 1c, 1d, 1e, 1f.
2. Students will evaluate exceptional individual abilities, interests, and relevant background information when planning and adapting learning experiences for diverse, exceptional students (UDL/RTI) CEC (5)5.1, INTASC 1,2, TESS, 1a, 1b, 1c, 1d, 1e, 1f.
 3. Students will evaluate and apply a variety of instructional and technological strategies to support the language, communication, collaboration and learning of exceptional students (UDL/RTI) CEC (5) 5.1, 5.2, 5.4, INTASC 1, 2, 4, 5, 7, 8, TESS 3b, 3c, 3e
 4. Students will evaluate, create and apply a variety of nonbiased informal (formative) and formal (summative) assessments/evaluations. (CEC) 4, 4.1, INTASC 1, 2, 6, TESS 3d, 4b
 5. Students will interpret assessment results and use the data to inform practice and provide meaningful, specific feedback to students, families, and pertinent faculty. CEC (4), 4.2, 4.3, 4.4, INTASC 1,2,6, TESS 3d, 4b.
 6. To describe how curricula might be adapted or managed differently for gifted, learning disabled, partially sighted, hearing impaired, emotionally/behaviorally disturbed. Domain 1- 1a Demonstrating Knowledge of Content and Pedagogy, 1b Demonstrating Knowledge of Students, 1c Setting Instructional Outcomes, 1d Demonstrating Knowledge of Resources, 1e Designing Coherent Instruction, 1f Designing Student Assessments, INTASC Standards 1 Learner Development, 2 Learning Differences, 3 Learning Environments, 4 Content Knowledge, & 7 Planning for Instruction
 7. Recognize major problems that parents face when they realize that their child is handicapped; KublerRoss Model. Domain 1- 1b Demonstrating Knowledge of Students, 1c Setting Instructional Outcomes, 1d Demonstrating Knowledge of Resources, INTASC Standards 1 Learner Development, 2 Learning Differences, 3 Learning Environments.
 8. Discuss issues of cultural diversity that may affect human development. Domains 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students, 4d Participating in a Professional Community, 4e Growing and Developing Professionally, InTASC Standards 2 Learning Differences, 9 Professional Learning and Ethical Practices
 9. The student will demonstrate an understanding of professional learning community (PLC) components. Arkansas Teaching Standards 9 Professional Learning and Ethical Practice & 10 Leadership and Collaboration, TESS 4a The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. 4c The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. 4d The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
 10. The students will demonstrate knowledge of how to apply reading comprehension skills and strategies to imaginative/literary texts and informational/expository texts. (e.g., English Language Learners, struggling readers through highly proficient readers) SoR 5.2K

ii. The methods of evaluation are:

1. Examinations | 100 points each
2. Journals | 25 points each
3. Community Project | 200 Points
4. Teacher Inclusive Practice Self-Assessment Survey | 50 points
5. Research Action Project Components | 25 points each
6. Research Action Project | 200 points

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

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

Summary

- 1) Delete MATH 4703
- 2) Delete MATH 3771
- 3) Add SPED 3153
- 4) Add 1 hour Elective

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

Curriculum Matrix for Catalog Curriculum in <u>BS Middle Level Education- Mathematics option</u> (enter title for program changing)	
Freshman Fall Semester 1 Add/Change: Delete: Total Hours: 17	Freshman Spring Semester 2 Add/Change: Delete: Total Hours: 16
Sophomore Fall Semester 3 Add/Change: Delete: Total Hours: 15	Sophomore Spring Semester 4 Add/Change: Delete: Total Hours: 15
Junior Fall Semester 5 Add/Change: Delete: Total Hours: 15	Junior Spring Semester 6 Add/Change: SPED 3153 add elective 6 hours Delete: MATH 3771, elective 8 hours Total Hours: 15
Senior Fall Semester Add/Change: Elective 3 hours Delete: MATH 4703 Total Hours: 15	Senior Spring Semester Add/Change: Delete: Total Hours: 12

MIDDLE LEVEL EDUCATION - MATHEMATICS OPTION, BACHELOR OF SCIENCE

Dr. Heather Stefanski, Program Director
Crabaugh Hall, Room 206
(479) 964-0583 ext. 2565
hstefanski@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
BIOL XXXX	Biological Science with Laboratory ¹	4	_____
COMM 2003	Public Speaking	3	_____
EDFD 1001	Orientation to Teaching K-12	1	_____
ENGL 1013	Composition I	3	_____
HIST 1503	World History to 1500	3	_____
MATH 1113	College Algebra	3	_____
	Hours	17	
Spring			
ENGL 1023	Composition II	3	_____
HIST 1513	World History since 1500	3	_____
MATH 2033	Mathematical Concepts I	3	_____
MLED 2003	Education as a Profession	3	_____
PHSC XXXX	Physical Science with Laboratory ¹	4	_____
	Hours	16	
Sophomore			
Fall			
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
HIST 2003	United States History to 1877	3	_____
MATH 2043	Mathematical Concepts II	3	_____
MATH 2703	Discrete Mathematics	3	_____
STAT 2163	Introduction to Statistical Methods	3	_____
	Hours	15	
Spring			
EDMD 2013	Integrating Instructional Technology	3	_____
FAH 1XXX	Fine Arts and Humanities Courses ¹	3	_____
MATH 1203	Plane Trigonometry	3	_____
MATH 3033	Methods of Teaching Elementary Mathematics	3	_____
POLS 2003	American Government	3	_____
	Hours	15	
Junior			
Fall			
ENGL 4703	Teaching English as a Second Language	3	_____
MATH 3703	Mathematics in the Middle and Secondary Schools	3	_____
MLED 3023	Psychological Foundations for the Nature and Needs of Middle Level Students	3	_____

MLED 3033	Literacy Development in the Middle Grades	3	_____
MLED 3063	Tests & Educational Measurements	3	_____
Hours		15	
6 Spring SPEO 3153		3	
MLED 3073	Diversity in the Classroom	3	_____
MLED 3103	Writing in the Content Area	3	_____
MATH 3771	Praxis Middle School and Secondary Mathematics Test Preparation	1	_____
Electives		8 6	
Hours		15	
Senior			
7 Fall Electives		3	
HIST 2153	Introduction to Arkansas History	3	_____
MATH 4703	Special Methods in Mathematics	2	_____
MLED 4003	Middle Level Curriculum and Pedagogy	3	_____
MLED 4023	Residency A Seminar	3	_____
MLED 3013	Research Foundations	3	_____
Hours		15	
8 Spring			
MLED 4903	Residency B Seminar	3	_____
MLED 4909	Residency B	9	_____
Hours		12	
Total Hours		120	

NOTE: Must earn a grade of "C" or better in all courses.

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

DEGREE AUDIT CHECK LIST

(BS-MLMA) Middle Level Education-Math

~~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		0
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		12
Electives		
		9
TOTAL ELECTIVE HOURS		8

Student's Name		
T#		
Major Requirements		Hrs
~MLED	2003 (3012 or 3013) 3023 (3033 or 3034) (3062 or 3063)(3072 or 3073) (3102 or 3103) (4003 or 4004) 4023 4903 4909	39
BIOL**		4
~COMM	2003** or 2173	3
~EDFD	(1001♦, TECH 1001 or TECH 1013)	1
~EDMD	(2013 or 3013)	3
ENGL	4703	3
~HIST	1503** 1513** 2153 (2003**, 2013, or 1903)	12
MATH	1113 or >** 1203 2033 2043 2703 3033 3703 3771 4703	25 21
PHSC**		4
POLS	2003	3
~	STAT 2163 or PSY/SOC 2053	3
SPEP	3153	3
"C" OR BETTER IN ALL COURSES		
	TOTAL MAJOR HOURS	100 99
	TOTAL HOURS	

Final Check:

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

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

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed

DEGREE AUDIT CHECK LIST

(BS-MLMA) Middle Level Education-Math

2026-27

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		0
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
TOTAL GEN ED HOURS		12
Electives		
TOTAL ELECTIVE HOURS		9

Student's Name		
T#		
Major Requirements		Hrs
~MLED	2003 (3012 or 3013) 3023 (3033 or 3034) (3062 or 3063)(3072 or 3073) (3102 or 3103) (4003 or 4004) 4023 4903 4909	39
BIOL**		4
~COMM	2003** or 2173	3
~EDFD	(1001♦, TECH 1001 or TECH 1013)	1
~EDMD	(2013 or 3013)	3
ENGL	4703	3
~HIST	1503** 1513** 2153 (2003**, 2013, or 1903)	12
MATH	1113 or >** 1203 2033 2043 2703 3033 3703	21
PHSC**		4
POLS	2003	3
~	STAT 2163 or PSY/SOC 2053	3
SPED	3153	3
"C" OR BETTER IN ALL COURSES		
TOTAL MAJOR HOURS		99
TOTAL HOURS		

Final Check:

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

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

** Satisfying Gen Ed

♦ Satisfying Institutional Requirement

C or better must be earned for Gen Ed



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering & Computing Sciences	7/22/2025

Title	Signature	Date
Department Head	<i>John L. Krohn</i>	8/5/2025
Dean	<i>John Jackson</i>	8/5/25
Assessment	<i>Amanda Burch</i>	8/7/25
Registrar	<i>Sammy Lewis</i>	8/7/25
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:
ELEG	3663	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Engineering Internship		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Engineering Internship		

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

☐ Yes ☒ No

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

If so, list course subject and number. ☐ Yes ☒ No

Is this course repeatable for additional earned hours? ☐ Yes ☒ No How many total hours? 6

Grading: ☐ Standard Letter ☒ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☐ Minor

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

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

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

No

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

No

Answer the following Assessment questions:

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

Internship/co-op courses are a common part of many (most?) engineering programs across the country. The experiential learning that takes place during an internship experience is extremely valuable to students as they move into their first job post-graduation. The experience allows them to get "up-and-running" much quicker than students who have not had such an experience. In addition, employers often seek out students who have undertaken an internship, giving them preference in hiring decisions due to this on-the-job type training. The Department and the Norman Career Center regularly field calls from local and

regional companies seeking to hire engineering student interns. There is currently a high demand for these students.

Previously, the Department has enrolled some students who were working in intern positions in a special problems class or the MCEG 3663 internship course. The intent with this proposal is to formalize the process, set forth clear, uniform conditions for what does and does not constitute an internship that receives academic credit, and to allow for a standard method for reflecting this credit on student's transcripts as an Electrical Engineering course. It is proposed that students who meet the eligibility criteria (set forth in the attached syllabus) be allowed to use internship credits to fulfill one required 3 credit hour Engineering Elective in the BSEE or BSCMPE curricula. As noted above, some students have already taken advantage of this using the MCEG 3663 internship class credit as an engineering elective. The creation of this class will allow students the opportunity to receive internship credit within the Electrical Engineering program.

Other affected departments: A course credit for ELEG 3663 could be submitted by a student for program requirement credit for students in programs offered by the Physics or by students dual majoring in Electrical and Mechanical Engineering. These departments have been apprised of this proposal and each will determine if ELEG 3663 will be accepted as an engineering elective in their respective programs.

DEPARTMENT OF ENGINEERING & COMPUTING SCIENCES
ELEG 3663 – Engineering Internship

a. Course subject:

Electrical Engineering

b. Course number:

ELEG 3663

c. Catalog course title:

Engineering Internship

d. Catalog description:

1. ACTS Course system number: N/A
2. Cross-listing: none
3. Offered: on demand/as arranged
4. Prerequisites: Junior status, minimum 18 hours of engineering courses completed at the time of internship, minimum CGPA of 2.75, agreement with company in place prior to registration
5. Corequisites: none
6. Description: ELEG 3663 Engineering Internship - Prerequisites: Approval of the department head. Students will gain experiential learning in an industrial environment by participation in an engineering internship with an approved industry partner. Students will be required to participate in engineering project(s) under supervision of an engineer at the selected partner industry and complete written and oral reports. Note: no more than three hours of internship experience may be applied toward degree requirements in the BSEE or BSCMPE degree programs.
7. Notes: may not be repeated for credit (three hours max credit)
8. Contact hours: minimum 400 contact hours (three hours credit)
9. Fees: none

e. Instructor:

Various

f. Textbook:

none

g. Bibliography:

None

h. Justification/Rationale for the course:

Internship/co-op courses are a common part of many (most?) engineering programs across the country. The experiential learning that takes place during an internship experience is extremely valuable to students as they move into their first job post-graduation. The experience allows them to get “up-and-running” much quicker than students who have not had such an experience. In addition, employers often seek out students who have undertaken an internship, giving them preference in hiring decisions due to this on-the-job type training. The Department and the Norman Career Center regularly field calls from local and regional

companies seeking to hire engineering student interns. There is currently a high demand for these students.

Previously, the Department has enrolled some students who were working in intern positions in a special problems class or MCEG 3663 internship. The intent with this proposal is to formalize the process, set forth clear, uniform conditions for what does and does not constitute an internship that receives academic credit, and to allow for a standard method for reflecting this credit on student's transcripts as an Electrical Engineering. It is proposed that students who meet the eligibility criteria (set forth in the attached syllabus) be allowed to use internship credits to fulfill one required Engineering Elective in the BSEE and BSCMPE curriculum. As noted above, some students have already taken advantage of this using the MCEG 3663 internship class credit as an engineering elective. The creation of this class will allow students the opportunity to receive internship credit within the Electrical Engineering program.

i. Course objectives

1. Students will gain practical experience in day-to-day engineering activities
2. Students will gain experience in working in a team environment
3. Students will recognize the need for, and an ability to engage in life-long learning.
4. Students will have knowledge of contemporary issues.

j. General Education objectives

N/A, course is not submitted for Gen Ed classification

k. Assessment Methods

Students enrolled in an internship will be required to keep a journal/log of their activities during the internship period and will submit periodic reports to the supervising faculty member. A final report covering the engineering activities that the student participated in is due within two weeks of the last working day. A work evaluation from the student's direct supervisor is also required for successful completion of the credit. This is a pass/fail course.

l. Policy on absences, cheating, plagiarism, etc.

As the student will not be on campus or under day-to-day supervision/observation of a faculty member, work absences and any instances of improper conduct/behavior are expected to be reflected in the required supervisor report. During the period of the internship, the student will be an employee of the cooperating company and, as such, subject to the companies policies on absenteeism, conduct, etc.

m. Course content

Content of the course will vary depending on the business of the cooperating company and the specific position assigned to the student. The participating student will work on engineering problems/assignments with the cooperating company. Thus, the student will gain experience in day-to-day engineering activities ranging from documentation and quality checks to product design to process design/troubleshooting and many more.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Honors Program	5/20/25

Title	Signature	Date
Department Head		
Dean		
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>Y. Lewann</i>	7/23/25
Honors Director (Honors Proposals Only)	<i>Dr. Jamie Stacy</i>	5/20/2025
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:
HONR	2000	☐ Spring ☒ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
HONORS CIVIC ENGAGEMENT		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
HONORS CIVIC ENGAGEMENT		

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?

 Annually each spring

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
 none

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
 none

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
PLO3: Engage with communities by completing service activities and reflecting on personal and social responsibility.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Student will complete 20 hours of campus/community service
- What is the rationale for adding this course? What evidence demonstrates this need?
Adding the course will help to formalize the requirement already in place for Honors Students.

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

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

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

Course Syllabus

COURSE NUMBER:

HONR 2000

COURSE TITLE:

Honors Civic Engagement

COURSE TIME:

TBA

INSTRUCTOR:

Dr. Jamie Stacy

Dean Hall 201B | 479-880-4046 | jstacy4@atu.edu

Virtual Office: <https://atu.webex.com/meet/jstacy4>

To Schedule an Appointment: <http://bit.ly/jamiestacyphd>

OFFICE HOURS:

Monday 1:00 p.m. – 2:00 p.m.; Tuesday/Thursday 1:30 p.m. – 2:30 p.m.

Wednesday 9:00 a.m. – 11:00 a.m. & 1:00 p.m. – 2:00 p.m.; Fridays by appointment only

CATALOG DESCRIPTION:

SPRING ONLY

Prerequisite: HONR 1003

University Honors Scholars are required to complete a minimum of ten (10) service hours each semester of their sophomore year.

REQUIRED TEXTS:

None.

SUPPLEMENTAL READING LIST:

Blaustein, A. (2017). *Make a Difference: The Ultimate Volunteer Handbook*. Skyhorse Publishing.

Cress, C.M., Collier, P.J., Reitenauer, V.L. (2013). *Learning through serving: A student guidebook for service-learning and civic engagement across academic disciplines and cultural communities* (2nd edition). Stylus Publishing.

JUSTIFICATION:

This course emphasizes active learning and participatory education through service. The course also addresses the General Education goal: Practice Civic Engagement. Community service is work performed by a person or group of people for the benefit and betterment of their community. The importance of community service lies in the fact that it connects us to the community by improving it and making it a better place for all of us to live in. Community service raises awareness of social issues and the needs of the community you are trying to help. Preference is given to on-campus community service opportunities.

COURSE OBJECTIVES:

By the end of the semester, students will be able to:

- Identify a need in the community
- Analyze and evaluate contribution toward meeting a need
- Communicate effectively and professionally with others.

COURSE ASSESSMENT:

Grade Scale	
20+ hours	P
<20 hours	F

COURSE CONTENT:

Topics to Cover

Need Identification
Service Opportunities
Personal Reflection

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor.

Late Work

Work must be received by the due date and time as given by the instructor. If you have not made arrangements with the instructor prior to the due date, late assignments will not be accepted except under special circumstances.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

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

Excessive Unexcused Absences

If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an "FE" for excessive absences or non-performance. (Please note being dropped for an FE could result in your removal from the Honors Program.) It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F."

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the

professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Program, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom and/or Blackboard. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

Please note - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom and/or Blackboard, from the course, and from the program entirely. In such cases, the professor may begin university procedures for removal from the university.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact 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.

Course, Department, College, and University policies will be followed in handling academic dishonesty.

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

In addition, any student who aids another student in academic dishonesty (e.g., answers or provides a paper or a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply.

Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.

Professionalism, Communication, & Respect

It is the policy and expectation of the Honors Program that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views. The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

DISABILITY SERVICES:

Arkansas Tech University is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Contact information for the Office of Disability Services: Doc Bryan, Suite 171, 1605 N. Coliseum Dr., Russellville, AR 72801; phone: (479) 968-0302; TTY (479) 964-3290. Detailed information, including accommodations, is available at: <http://www.atu.edu/disabilities>

Students choosing to utilize their accommodation plan are responsible for meeting with their instructors to discuss their accommodation plan. In no instance is a student required to share the nature of their disability with anyone other than Disability Services.

STUDENT NEEDS STATEMENT:

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

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

TECHNICAL ASSISTANCE:

Technical support, including Blackboard support, is available online, via email, or by phone:

Telephone Support: (479) 968-0646; 1-866-400-8022;

Email Support: campussupport@atu.edu

Additional information may be found at: <https://ois.atu.edu/>

Hours of Operation: 24 hours a day - 7 days a week ** Excluding holidays **

When the library is closed, there will only be email and telephone support available.

ARKANSAS TECH UNIVERSITY POLICY AGAINST DISCRIMINATION

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

Updated: May 20, 2025



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Honors Program	4/10/2025

Title	Signature	Date
Department Head		
Dean		
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>G. Curran</i>	7/23/25
Honors Director (Honors Proposals Only)	<i>Dr. Jamie Stacy</i>	4/10/2025
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:
HONR	3000	☐ Spring ☒ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
HONORS PEER SUPPORT		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		

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

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

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

Grading: ☐ Standard Letter ☒ P/F ☐ Other _____

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: _____

☐ Elective ☐ Major ☒ Minor

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

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

 Annually each fall

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
 none

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
 none

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
Support peers through collaboration by offering feedback, sharing responsibility, and encouraging a respectful learning environment.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Students will mentor or tutor peers and provide reflection and detailed report.
- What is the rationale for adding this course? What evidence demonstrates this need?
Adding the course will help to formalize the requirement already in place for Honors Students.

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

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

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

Course Syllabus

COURSE NUMBER:

HONR 3000

COURSE TITLE:

Honors Peer Support

COURSE TIME:

TBA

INSTRUCTOR:

Dr. Jamie Stacy

Dean Hall 201B | 479-880-4046 | jstacy4@atu.edu

Virtual Office: <https://atu.webex.com/jstacy4>

To Schedule an Appointment: <http://bit.ly/jamiestacyphd>

OFFICE HOURS:

Monday 1:00 p.m. – 2:00 p.m.; Tuesday/Thursday 1:30 p.m. – 2:30 p.m.

Wednesday 9:00 a.m. – 11:00 a.m. & 1:00 p.m. – 2:00 p.m.; Fridays by appointment only

CATALOG DESCRIPTION:

FALL ONLY

Prerequisite: HONR 1003

Honors students engage in guided peer support activities that promote academic success and build leadership and communication skills.

REQUIRED TEXTS:

None.

SUPPLEMENTAL READING LIST:

Rolfe, A. (2020). *Mentoring Mindset, Skills and Tools: Make it easy for mentors and mentees* (4th edition). Synergetic People Development Pty Ltd.

JUSTIFICATION:

Peer support is a high-impact educational practice that enhances student success through meaningful academic and social engagement. Research shows that students who provide support to their peers experience improved communication, increased confidence, and stronger academic outcomes (Colvin & Ashman, 2010), while also contributing to a more connected campus environment (Pascarella & Terenzini, 2005).

COURSE OBJECTIVES:

By the end of the semester, students will be able to:

- Develop a peer support plan
- Analyze and evaluate peer support interactions
- Communicate effectively and professionally with others.

COURSE ASSESSMENT:

Point Accumulation		Grade Scale	
Peer Support Plan	20	80-100 points	Pass
Peer Support Meeting Review (3*20)	60	0-79 points	Fail
Peer Support Evaluation & Reflection	20		
Total Points	100		

COURSE CONTENT:

Topics to Cover

The role and value of peer support
Key skills for peer supporters (listening, boundaries, professionalism)
Structuring effective peer interactions

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor.

Late Work

Work must be received by the due date and time as given by the instructor. If you have not made arrangements with the instructor prior to the due date, late assignments will not be accepted except under special circumstances.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

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

Excessive Unexcused Absences

If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an "FE" for excessive absences or non-performance. (Please note being dropped for an FE could result in your removal from the Honors Program.) It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F."

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Program, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom and/or Blackboard. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

Please note - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom and/or Blackboard, from the course, and from the program entirely. In such cases, the professor may begin university procedures for removal from the university.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact 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.

Course, Department, College, and University policies will be followed in handling academic dishonesty.

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

In addition, any student who aids another student in academic dishonesty (e.g., answers or provides a paper or a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply.

Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.

Professionalism, Communication, & Respect

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

integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

DISABILITY SERVICES:

Arkansas Tech University is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Contact information for the Office of Disability Services: Doc Bryan, Suite 171, 1605 N. Coliseum Dr., Russellville, AR 72801; phone: (479) 968-0302; TTY (479) 964-3290.

Detailed information, including accommodations, is available at: <http://www.atu.edu/disabilities>

Students choosing to utilize their accommodation plan are responsible for meeting with their instructors to discuss their accommodation plan. In no instance is a student required to share the nature of their disability with anyone other than Disability Services.

STUDENT NEEDS STATEMENT:

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

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

TECHNICAL ASSISTANCE:

Technical support, including Blackboard support, is available online, via email, or by phone:

Telephone Support: (479) 968-0646; 1-866-400-8022;

Email Support: campussupport@atu.edu

Additional information may be found at: <https://ois.atu.edu/>

Hours of Operation: 24 hours a day - 7 days a week ** Excluding holidays **

When the library is closed, there will only be email and telephone support available.

ARKANSAS TECH UNIVERSITY POLICY AGAINST DISCRIMINATION

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

Updated: June 10, 2025



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Honors Program	8/4/2025

Title	Signature	Date
Department Head		
Dean		
Assessment		
Registrar	<i>[Signature]</i>	8/11/25
Honors Director (Honors Proposals Only)	<i>Dr. Jamie Stacy</i>	8/4/2025
Vice President for Academic Affairs	<i>Amanda Gardner</i>	8/11/25

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:
HONR	3511-3	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
HONORS ADVANCED SPECIAL TOPICS		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
HST:		

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

☐ Yes ☒ No

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

If so, list course subject and number. ☐ Yes ☒ No

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

Grading: ☐ Standard Letter ☒ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☐ Elective ☐ Major ☐ Minor

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

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

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

none

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

none

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses. Communicate Effectively and Professionally
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) Students will participate in virtual lectures hosted by Honors Arkansas and complete associated assignments and projects directed by the ATU instructor.
- What is the rationale for adding this course? What evidence demonstrates this need?
Adding the course will allow ATU Honors students to participate in Courses and Programming offered by Honors Arkansas. Previously ATU students wishing to participate enrolled in a course at NPCC.

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

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

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

Course Syllabus

COURSE NUMBER:

HONR 3511-3

COURSE TITLE:

Honors Special Topics

HST: Crisis Communications (example)

COURSE TIME:

TBA

INSTRUCTOR:

Dr. Jamie Stacy

Dean Hall 107c | 479-880-4046 | lstacy4@atu.edu

Virtual Office: <https://atu.webex.com/meet/lstacy4>

To Schedule an Appointment: <http://bit.ly/lstacy4>

OFFICE HOURS:

Monday 1:00 p.m. – 2:00 p.m.; Tuesday/Thursday 1:30 p.m. – 2:30 p.m.

Wednesday 9:00 a.m. – 11:00 a.m. & 1:00 p.m. – 2:00 p.m.; Fridays by appointment only

CATALOG DESCRIPTION:

Students explore timely or emerging topics through interdisciplinary study and discussion. Topics vary by semester. May be repeated for degree credit. Pre- or corequisite: Honors standing.

REQUIRED TEXTS:

None.

SUPPLEMENTAL READING LIST:

Will be posted on Blackboard.

JUSTIFICATION:

HONR 3511-3: Honors Special Topics provides a flexible academic space for exploring timely, interdisciplinary topics that may not be addressed within the standard honors curriculum. Designed to support initiatives such as statewide Honors Arkansas offerings—where students engage in shared virtual lectures and collaborative learning across institutions—this course also allows for the development of campus-based special topics led by faculty or shaped by student interest. Its variable credit structure ensures adaptability while maintaining the Honors Program's emphasis on enriched, discussion-based learning and academic exploration.

COURSE OBJECTIVES:

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

1. Analyze complex topics from multiple disciplinary perspectives.
2. Communicate ideas effectively through discussion, presentation, and/or written work.
3. Produce a final academic product that demonstrates thoughtful engagement with the course theme.

COURSE ASSESSMENT:

Point Accumulation		Grade Scale	
Participation in Discussions & Activities	20	90-100	A
Weekly Reflections or Short Responses	20	80-89	B
Midterm Project Proposal or Annotated Outline	20	70-79	C
Final Academic Product (Paper, Project, etc.)	30	0-69	F

Final Presentation or Peer Review	10
Total	100

COURSE CONTENT:

Topics to Cover

- Will vary by term

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor.

Late Work

Work must be received by the due date and time as given by the instructor. If you have not made arrangements with the instructor prior to the due date, late assignments will not be accepted except under special circumstances.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

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

Excessive Unexcused Absences

If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an "FE" for excessive absences or non-performance. (Please note being dropped for an FE could result in your removal from the Honors Program.) It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F."

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Program, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom and/or Blackboard. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

Please note - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom and/or Blackboard, from the course, and from the program entirely. In such cases, the professor may begin university procedures for removal from the university.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact 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.

Course, Department, College, and University policies will be followed in handling academic dishonesty.

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

In addition, any student who aids another student in academic dishonesty (e.g., answers or provides a paper or a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply.

Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.

Professionalism, Communication, & Respect

It is the policy and expectation of the Honors Program that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views. The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

DISABILITY SERVICES:

Arkansas Tech University is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Contact information for the Office of Disability Services: Doc Bryan, Suite 171, 1605 N. Coliseum Dr., Russellville, AR 72801; phone: (479) 968-0302; TTY (479) 964-3290.

Detailed information, including accommodations, is available at: <http://www.atu.edu/disabilities>

Students choosing to utilize their accommodation plan are responsible for meeting with their instructors to discuss their accommodation plan. In no instance is a student required to share the nature of their disability with anyone other than Disability Services.

STUDENT NEEDS STATEMENT:

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

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

TECHNICAL ASSISTANCE:

Technical support, including Blackboard support, is available online, via email, or by phone:

Telephone Support: (479) 968-0646; 1-866-400-8022;

Email Support: campussupport@atu.edu

Additional information may be found at: <https://ois.atu.edu/>

Hours of Operation: 24 hours a day - 7 days a week ** Excluding holidays **

When the library is closed, there will only be email and telephone support available.

ARKANSAS TECH UNIVERSITY POLICY AGAINST DISCRIMINATION

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

Updated: August 4, 2025



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Honors Program	8/4/2025

Title	Signature	Date
Department Head		
Dean		
Assessment		
Registrar	<i>[Signature]</i>	8/11/25
Honors Director (Honors Proposals Only)	<i>Dr. James Stacy</i>	8/4/2025
Vice President for Academic Affairs	<i>Amanda Gardner</i>	8/11/25

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:
HONR	4021-3	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
HONORS COLLEGE RESEARCH		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
HNRS RESEARCH:		

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

☐ Yes ☒ No

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

If so, list course subject and number. ☐ Yes ☒ No

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

Grading: ☐ Standard Letter ☒ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☐ Elective ☐ Major ☐ Minor

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

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

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

none

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

none

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses. Communicate Effectively and Professionally
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) Students will participate in virtual lectures hosted by Honors Arkansas and complete associated assignments and projects directed by the ATU instructor.
- What is the rationale for adding this course? What evidence demonstrates this need?
Adding the course will allow ATU Honors students to participate in Courses and Programming offered by Honors Arkansas. Previously ATU students wishing to participate enrolled in a course at NPCC.

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

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

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

Course Syllabus

COURSE NUMBER:

HONR 4021-3

COURSE TITLE:

Honors College Research

COURSE TIME:

TBA

INSTRUCTOR:

Dr. Jamie Stacy

Dean Hall 107c | 479-880-4046 | jstacy4@atu.edu

Virtual Office: <https://atu.webex.com/meet/jstacy4>

To Schedule an Appointment: <http://bit.ly/jstacy4>

OFFICE HOURS:

Monday 1:00 p.m. – 2:00 p.m.; Tuesday/Thursday 1:30 p.m. – 2:30 p.m.

Wednesday 9:00 a.m. – 11:00 a.m. & 1:00 p.m. – 2:00 p.m.; Fridays by appointment only

CATALOG DESCRIPTION:

Students explore an interdisciplinary research topic. Topics vary by semester. May be repeated for degree credit. Pre- or corequisite: Honors standing.

REQUIRED TEXTS:

None.

SUPPLEMENTAL READING LIST:

Optional resources on effective presentation, public speaking, or scholarly communication may be recommended by faculty mentors or the Honors Program Director.

JUSTIFICATION:

This course supports the Honors Program's mission by offering students a structured opportunity to develop foundational research skills while investigating complex topics of public interest in Arkansas and beyond. HONR 4021–3 allows students to explore real-world issues through interdisciplinary lenses and build academic projects that demonstrate critical thinking, curiosity, and intellectual independence. The variable credit format ensures flexibility in scope and depth, while the shared topical focus creates opportunities for collaborative learning and comparative exploration across semesters.

COURSE OBJECTIVES:

By the end of the semester, students will be able to:

- Formulate a research question or problem relevant to the semester's theme.
- Apply basic research methods to gather and analyze relevant sources or data.
- Communicate findings clearly through a final written, oral, or creative product.

COURSE ASSESSMENT:

Point Accumulation		Grade Scale	
Participation in Discussions & Activities	20	90-100	A
Research Proposal or Question Draft	10	80-89	B
Annotated Bibliography or Source Analysis	15	70-79	C
Midterm Progress Report or Outline	15	0-69	F

Final Research Paper or Project	30
Final Presentation or Poster	10
Total	100

COURSE CONTENT:

Topics to Cover

- Will vary by term

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor.

Late Work

Work must be received by the due date and time as given by the instructor. If you have not made arrangements with the instructor prior to the due date, late assignments will not be accepted except under special circumstances.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

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

Excessive Unexcused Absences

If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an "FE" for excessive absences or non-performance. (Please note being dropped for an FE could result in your removal from the Honors Program.) It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F."

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to

the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Program, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom and/or Blackboard. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

Please note - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom and/or Blackboard, from the course, and from the program entirely. In such cases, the professor may begin university procedures for removal from the university.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact 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.

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Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.

Professionalism, Communication, & Respect

It is the policy and expectation of the Honors Program that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views. The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

DISABILITY SERVICES:

Arkansas Tech University is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Contact information for the Office of Disability Services: Doc Bryan, Suite 171, 1605 N. Coliseum Dr., Russellville, AR 72801; phone: (479) 968-0302; TTY (479) 964-3290.

Detailed information, including accommodations, is available at: <http://www.atu.edu/disabilities>

Students choosing to utilize their accommodation plan are responsible for meeting with their instructors to discuss their accommodation plan. In no instance is a student required to share the nature of their disability with anyone other than Disability Services.

STUDENT NEEDS STATEMENT:

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Honors Program	5/20/25

Title	Signature	Date
Department Head		
Dean		
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>G. Wauer</i>	7/23/25
Honors Director (Honors Proposals Only)	<i>Dr. Jamie Stacy</i>	5/20/2025
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:
HONR	4090	☒ Spring ☐ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
SENIOR HONORS PRESENTATION		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
SENIOR HONORS PRESENTATION		

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? Other _____

If selected other list fee type:

☐ Elective ☐ Major ☒ Minor

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

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

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses.
Communicate effectively by expressing ideas clearly in both speaking and writing for a variety of audiences.
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Students will present orally and visually their Senior Honors Project.
- What is the rationale for adding this course? What evidence demonstrates this need?
Adding the course will help to formalize the requirement already in place for Honors Students.

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

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

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

Course Syllabus

COURSE NUMBER:

HONR 4090

COURSE TITLE:

Senior Honors Presentation

COURSE TIME:

TBA

INSTRUCTOR:

Dr. Jamie Stacy

Dean Hall 107c | 479-880-4046 | jstacy4@atu.edu

Virtual Office: <https://atu.webex.com/jstacy4>

To Schedule an Appointment: <http://bit.ly/jstacy4>

OFFICE HOURS:

Monday 1:00 p.m. – 2:00 p.m.; Tuesday/Thursday 1:30 p.m. – 2:30 p.m.

Wednesday 9:00 a.m. – 11:00 a.m. & 1:00 p.m. – 2:00 p.m.; Fridays by appointment only

CATALOG DESCRIPTION:

SPRING ONLY

Prerequisite: HONR 4093

During the spring semester of each year, Honors Seniors will present the results of their senior honors project at the Senior Honors Symposium.

REQUIRED TEXTS:

None.

SUPPLEMENTAL READING LIST:

Optional resources on effective presentation, public speaking, or scholarly communication may be recommended by faculty mentors or the Honors Program Director.

JUSTIFICATION:

Presenting scholarly work in a public forum develops communication skills, builds confidence, and reinforces the importance of sharing academic inquiry with broader audiences. The Senior Honors Presentation provides an opportunity for students to demonstrate the depth and relevance of their research or creative work, preparing them for graduate study, professional pursuits, or public scholarship.

COURSE OBJECTIVES:

By the end of the semester, students will be able to:

- Organize and structure a professional academic presentation.
- Effectively communicate the goals, methods, and outcomes of their honors project.
- Respond confidently and thoughtfully to questions and feedback.

COURSE ASSESSMENT:

Point Accumulation		Grade Scale	
Poster/PowerPoint	25	80-100 points	Pass
Symposium Application Submission	25	0-79 points	Fail
Presentation at Symposium (or Conference)	25		
Submission to Online Research Commons	25		
Total Points	100		

COURSE CONTENT:

Topics to Cover

- Principles of effective academic presentations
- Tailoring communication for diverse audiences
- Visual design and presentation tools
- Practicing and refining presentation delivery
- Preparing for Q&A sessions

Effort and Substance

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

COURSE POLICIES:

Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor.

Late Work

Work must be received by the due date and time as given by the instructor. If you have not made arrangements with the instructor prior to the due date, late assignments will not be accepted except under special circumstances.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

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Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F."

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Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal

harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Program, and University policies will be followed in handling academic misconduct.

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2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact 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.

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Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.

Professionalism, Communication, & Respect

It is the policy and expectation of the Honors Program that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also

are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views. The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

DISABILITY SERVICES:

Arkansas Tech University is subject to and endorses both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Contact information for the Office of Disability Services: Doc Bryan, Suite 171, 1605 N. Coliseum Dr., Russellville, AR 72801; phone: (479) 968-0302; TTY (479) 964-3290.

Detailed information, including accommodations, is available at: <http://www.atu.edu/disabilities>

Students choosing to utilize their accommodation plan are responsible for meeting with their instructors to discuss their accommodation plan. In no instance is a student required to share the nature of their disability with anyone other than Disability Services.

STUDENT NEEDS STATEMENT:

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

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

TECHNICAL ASSISTANCE:

Technical support, including Blackboard support, is available online, via email, or by phone:

Telephone Support: (479) 968-0646; 1-866-400-8022;

Email Support: campussupport@atu.edu

Additional information may be found at: <https://ois.atu.edu/>

Hours of Operation: 24 hours a day - 7 days a week ** Excluding holidays **

When the library is closed, there will only be email and telephone support available.

ARKANSAS TECH UNIVERSITY POLICY AGAINST DISCRIMINATION

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

Updated: June 10, 2025



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Honors Program	6/10/25

Title	Signature	Date
Department Head	<i>Matt Brown</i>	6/10/2025
Dean		
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>Y. Cullum</i>	7/23/25
Honors Director (Honors Proposals Only)	<i>Dr. James Stacy</i>	6/10/2025
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:
BLAW	2133	☐ Spring ☒ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Honors Legal Environment of Business		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Honors Legal Environ/Business		

Will this course be cross-listed with another existing course? If so, list course subject and number. ☒ Yes ☐ No BLAW 2033			
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. ☐ Yes ☒ No 			
Is this course repeatable for additional earned hours? ☐ Yes ☒ No		How many total hours? 	
Grading: ☒ Standard Letter ☐ P/F ☐ Other 			
Mode of Instruction (check appropriate box): ☒ 01 Lecture ☐ 02 Lecture/Laboratory ☐ 03 Laboratory only ☐ 05 Practice Teaching ☐ 06 Internship/Practicum ☐ 07 Apprenticeship/Externship ☐ 08 Independent Study ☐ 09 Readings ☐ 10 Special Topics ☐ 12 Individual Lessons ☐ 13 Applied Instruction ☐ 16 Studio Course ☐ 17 Dissertation ☐ 18 Activity Course ☐ 19 Seminar ☐ 98 Other			
Does this course require a fee? ☐ Yes ☒ No		How Much? Select Fee Type 	
If selected other list fee type: 			
☒ Elective ☒ Major ☒ Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)			
If course is required by major/minor, how frequently will course be offered? Each Fall			
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? no			
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? no			
Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. n/a b. If this course is required for the major or minor, complete the following. 1. Provide the <u>program level learning outcome(s) it addresses</u>. (Will model assessment for BLAW 2033) 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) (Will model assessment for BLAW 2033) c. What is the rationale for adding this course? What evidence demonstrates this need? Honors Section of Existing Course			

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

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

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: The LeMoyne Smith School of Business	This department ☒ <u>supports</u> ☐ does not support the change.
Comments: Creation of BLAW 2 Honors Legal Environment of Business	

Department Head Signature: Matt Brown

Date: 6/10/2025

CRN _____
BLAW 2133
Honors Legal Environment of Business
Spring 2026
Date, Location

Course Information

Instructor:	Thomas W. Pennington
Office:	Rothwell 445
Office Hours:	_____
Office Phone:	(479) 968-0608
Email:	tpennington@atu.edu

School of Business Honor Code

As an Arkansas Tech University School of Business student, I pledge to always conduct myself with honor and integrity. I will not lie, cheat or steal, nor will I accept the actions of those who do.

School of Business Code of Ethics

The students, faculty, and staff of the ATU School of Business are committed to integrity and leadership in everything we do personally, professionally, academically, and for our community." To convey these principles, we use the acronym LEAD.

Leadership – Inspire trust and confidence through responsibility, accountability, and professionalism.

Ethics – Behave honestly and fairly.

Academics – Prepare business professionals with knowledge, skills, and competencies for the jobs of the future.

Decisions – Make ethical decisions for the benefit of all stakeholders.

Textbook(s) and Materials

The Legal Environment Today
10th Edition
By: Roger Leroy Miller
ISBN 978-0-357-63552-0

Purpose and Goals/Learning Outcomes

Course Description:

Students will be introduced to fundamental legal principles for both civil and criminal matters, as well as the structure of the court systems at both the federal and state level. The course will focus on legal issues in business including torts, employment law, intellectual property, basic property law, corporate organizations, bankruptcy, contracts, and commercial transactions.

Program Outcome(s):

The following learning goals guide the program and course outcomes for all BSBA degrees offered at the ATU School of Business:

- Students demonstrate written communication skills in a business context.
- Students demonstrate oral communication skills in a business context.
- Students use an ethical decision-making framework in a business context.
- Students use technology to support business decisions.
- Students demonstrate the foundation knowledge for conducting business.
- Students will demonstrate an advanced level of knowledge in the field related to their major or advanced certificate

Upon completion of this course students will be able to:

1. Differentiate between types of business organizations.
2. Identify the primary sources of American law.
3. Compare and contrast the difference between criminal law and civil law.
4. Demonstrate an understanding of the embedded concepts in the following areas of law: Contracts, Torts, Criminal Law, Property Law, Family Law and Employment Law including the public policy and ethical issues relevant to these areas of law.
5. Define Bankruptcy and Product Liability.
6. Apply basic legal knowledge in everyday life and real-world contexts.

This course contributes to the following program outcomes for the BSBA program:

- **Think Critically:** In complex, fact-pattern based hypothetical multiple-choice questions in each module, students learn to apply embedded concepts from each area of law to determine the correct answer.
- **Develop Ethical Perspectives:** In studying each area of law, students learn to balance law and public good using empathy and calling on their developing leadership skills to determine best practices in applying the law to a variety of situations.

Course Requirements

Quizzes: There will be approximately 10 quizzes to be completed. Some will be in-class, others will be on Blackboard. Quizzes will consist primarily of multiple-choice questions. The highest grade earned will be the grade that is recorded. 100 total quiz points possible for the semester.

Discussion Questions/Projects: Various discussion questions/projects. 50 points (Points for each will vary).

Exams: There will be four exams plus a final exam. Each is worth 100 points. These exams will consist of multiple choice and short answer questions. The questions will cover content from both the readings and lectures. The final exam will be cumulative. I will drop the lowest of the first four exam scores. Final exam scores are not dropped. 400 total exam points possible.

Extra Credit: Extra credit will not be given on an individual basis. An opportunity to earn extra credit may be offered to the entire class.

Grading

Grades will be posted on Blackboard after each exam/assignment. Final grades will be based on the following percentages with a 550-point scale:

A = 495-550

B = 440-494

C = 385-439

D = 330-384

F = 329 and below.

Policies

Making up missed projects, quizzes, or exams is only permitted for excused absences.

Cell Phones: In consideration of your colleagues, please silence cell phones during class time.

Do not use cell phones to call/text while in the classroom.

Attendance is mandatory. Students with more than 4 unexcused absences may be dropped from course.

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

Be on time.

Be respectful, professional and civil in your discourse

Do not have private conversations.

Students with Disabilities:

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Tech is subject to and endorses the ADA Amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973.

Students who request accommodations should submit information describing their disability, their past use of accommodations, and the likely impact of the disability on their educational experiences to Disability Services. Types of helpful documentation supporting such requests

include medical records, psycho-educational testing reports, and school records. If students do not have this documentation readily available, they are encouraged to meet with a Disability Services staff member to discuss other ways to demonstrate a connection between their condition and any academic barriers they anticipate in the University environment.

For more information, please contact ATU Disability Services at (479) 968-0302 or by email at disabilities@atu.edu.

Academic Misconduct Policy:

Possible violations of the Academic Dishonesty Policy or the Academic Misconduct Policy are administered separately through academic channels as outlined in Article V of the Student Code of Conduct. Certain behaviors may violate both the Academic Dishonesty/Misconduct Policies and the Student Code of Conduct. The Code of Academic Integrity can be found here: <https://www.atu.edu/academic-integrity>

AI Policy: Not Permitted in this Course

In this course, absent express permission from the professor, it is expected that all submitted work is produced by the students themselves, either individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGBT. Impermissible use of a Generative AI Tool to complete constitutes academic dishonesty.

Course Outline

Week One	Quiz One
Week Two	Quiz Two
Week Three	Exam One
Week Four	Quiz Three
Week Five	Quiz Four-
Week Six	Exam Two
Week Seven	Quiz Five
Week Eight	Quiz Six
Week Nine	Exam Three
Week Ten	Quiz Seven
Week Eleven	Quiz Eight
Week Twelve	Exam Four
Week Thirteen	Quiz Nine
Week Fourteen	Quiz Ten
Week Fifteen	Final Exam



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Honors Program & School of PACE	6/6/25

Title	Signature	Date
Department Head Dr. Rene Couture	<i>Rene Couture</i>	6/6/25
Dean		
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>Y. Williams</i>	7/23/25
Honors Director (Honors Proposals Only)	<i>Dr. Jamie Stacy</i>	6/5/2025
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:
LEAD	1013	☐ Spring ☒ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Honors Introduction to Leadership		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Honors Intro to Leadership		

Will this course be cross-listed with another existing course? If so, list course subject and number. ☒ Yes ☐ No LEAD 1003			
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. ☐ Yes ☒ No 			
Is this course repeatable for additional earned hours? ☐ Yes ☒ No		How many total hours? 	
Grading: ☒ Standard Letter ☐ P/F ☐ Other 			
Mode of Instruction (check appropriate box): ☒ 01 Lecture ☐ 02 Lecture/Laboratory ☐ 03 Laboratory only ☐ 05 Practice Teaching ☐ 06 Internship/Practicum ☐ 07 Apprenticeship/Externship ☐ 08 Independent Study ☐ 09 Readings ☐ 10 Special Topics ☐ 12 Individual Lessons ☐ 13 Applied Instruction ☐ 16 Studio Course ☐ 17 Dissertation ☐ 18 Activity Course ☐ 19 Seminar ☐ 98 Other			
Does this course require a fee? ☐ Yes ☒ No		How Much? Select Fee Type	
If selected other list fee type: 			
☒ Elective ☐ Major ☒ Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)			
If course is required by major/minor, how frequently will course be offered? Each Fall			
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? no			
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? no			
Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. n/a b. If this course is required for the major or minor, complete the following. 1. Provide the <u>program level learning outcome(s) it addresses</u>. (Will model assessment for LEAD 1003) 2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) (Will model assessment for LEAD 1003) c. What is the rationale for adding this course? What evidence demonstrates this need? Honors Section of Existing Course			

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
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 - 3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
 - 4. Prerequisites
 - 5. Co-requisites
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 - 9. Fees (e.g., \$36 art fee)
- e. Section for Name of instructor, office hours, contact information (telephone, email)
- f. Text required for course
- g. Bibliography (supplemental reading list)
- h. Justification/rationale for the course
- i. Course objectives
- j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
- k. Assessment methods (include grading policy with specific equivalents for A, B, C)
- l. Policy on absences, cheating, plagiarism, etc.
- m. Course content (outline of material to be covered in course).

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: School of Professional And Community Education	This department ☒ supports ☐ does not support the change.
Comments: Creation of LEAD 1013 Honors Intro to Leadership	

Department Head Signature: Rene Couture

Date: 6/6/25

LEAD 1013: Honors Introduction to Leadership

Day/Time:

Location:

Instructor:

Email:

Phone:

Office:

Office Hours:

Course Description: This is an introductory course on leadership, where students will gain an understanding of the concepts, theories, and best practices regarding effective leadership. In addition, students will focus on understanding self and personal leadership.

Purpose of Course/Class Offering: This three-credit hour course is scheduled to be offered at least once/academic year, typically in the fall semester. Students will be encouraged to explore leadership concepts and integrate those concepts into their learning experiences both in and out of the academic classroom while they are pursuing their undergraduate degree and in their chosen career fields. The course will be recognized as an elective on the student's degree plan and is open to students pursuing all academic majors, however it is a required course for those pursuing the undergraduate leadership studies minor.

Course Objectives: Students will be able:

1. To demonstrate how the study, understanding, and practice of leadership has evolved *Assessment:* Class discussion, Exams
2. To identify leadership theories and demonstrate the practical application of each theory *Assessment:* Class discussion, Exams
3. To emphasize the importance of diversity and cultural dynamics in leadership *Assessment:* Leadership in Diversity, Equity, and Inclusion Discussion Assignment, Class discussion
4. To recognize traits and characteristics of effective leaders *Assessment:* Student Leader Interview, Self- Assessments and Summary, Class discussion
5. To learn how lead through change and crisis *Assessment:* Influential Leader Reflection/Presentation, Class discussion, Exams
6. To understand group dynamics from both a leader and member perspective *Assessment:* Self- Assessments and Summary, Class discussion
7. To introduce ethics and integrity in leadership *Assessment:* Personal Leadership Philosophy

Student Learning Outcomes:

- To increase self-awareness and emotional intelligence
- To cultivate other-awareness and empathy
- To understand dynamics of power, influence, and privilege
- To recognize the experiences of others that differ from your own
- To develop a personal philosophy of leadership
- To gain exposure to leadership opportunities available in academic and co-curricular areas at ATU

<u>Unit</u>	<u>Unit Objectives</u>	<u>Course Objectives</u>
1	- Describe personal experience with leadership - Establish group dynamics as a class	4, 6
2	- Identify leadership in today's society - Acknowledge preconceived expectations of leadership - Define leadership	1, 2, 3
3	- Describe leadership theories and approaches - Understand how storytelling influences leadership	1, 2, 7
4	- Acknowledge how personality, behavior, and emotional intelligence influence leadership - Discuss self-identity and its impact on their personal leadership - Define authentic leadership	3, 4, 6
5	- Identify personal values - Discuss how personal values influence group dynamics - Develop personal mission statement	4, 6, 7
6	- Identify personal leadership strengths, traits, skills, and personality - Assess personal emotional intelligence - Understand how personal aspects of leadership influence group dynamics	4, 6, 7
7	- Identify methods for creating and maintaining a positive environment - Discuss how mindfulness can build leadership capacity - Assess personality to determine interaction style	4, 6, 7
9	- Define diversity, equity, and inclusion - Discuss cultural intelligence and its relevance to leadership - Understand societal and individual barriers that hinder ability to feel included	3, 6, 7
10	- Identify stages of group development - Understand personality differences and how that can benefit the team - Apply knowledge to personal philosophy of leadership	3, 6, 7
11	- Explain how different personality types influence the group - Discuss how communication and interaction styles impact relationships - Apply knowledge to personal philosophy of leadership	3, 6, 7
12	- Identify methods of managing conflict - Demonstrate application of theory to implement organizational change - Apply knowledge to personal philosophy of leadership	3, 5, 7
13	- Identify crisis leadership phases and strategies - Discuss traits and actions of leaders during crisis	4, 6, 7

	• Apply knowledge to personal philosophy of leadership	
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GENERAL EDUCATION OUTCOMES AND ASSESSMENT

This course contributes to the Arkansas Tech University General Education mission through development of effective communication skills (Goal 1) and ethical perspectives in diversity, empathy, and leadership (Goal 5). Students will apply various leadership and ethical perspectives to analyze leader actions within the contexts of diversity, empathy, and leadership. To meet general education learning outcomes, students will demonstrate proficiency in the ethical perspectives regarding diversity, empathy, and leadership. Students will also demonstrate proficiency in oral and written communication through presentations of leadership decisions, proposals, and analysis.

General Education Measures:

Students will demonstrate effective, persuasive, and professional written and oral communications through assignments and a presentation, in addition to class discussions. Students will develop a better understanding of the importance of diversity in groups and the impact of systems of power and privilege on differing groups. Students will learn the importance of emotional intelligence in developing empathy and becoming an effective leader. Students will learn to identify personal biases and discuss methods for overcoming those biases.

Communicate effectively

- Present written thoughts in a cohesive manner (influential leader reflection, personal leadership philosophy, self-assessment notebook)
- Synthesize information into a collective argument (personal leadership philosophy)
- Use formal grammar and mechanics (influential leader reflection, personal leadership philosophy, self-assessment notebook)
- Verbally present thoughts in an organized manner (influential leader presentation, student leader interview)

Develop ethical perspectives

- Identify examples of power and privilege (midterm, final exam)
- Explain the impact of power and privilege in everyday life (personal leadership philosophy)
- Describe personal beliefs, attitudes, and biases about people whose experiences, histories, cultures, and appearances are different than one's own (influential leader reflection)
- Apply empathy to change behavior and build better relationships
- Exhibit integrity and reliability in individual action and institutional activities
- Practice principle-centered leadership
- Demonstrate responsibility when interacting with new technologies and information

Methodology: The outcomes will be achieved through reflection, class assignments, critical thinking projects, exams/quizzes, and class discussions.

Required Texts: There are no required texts for students to purchase. Students will be provided access to articles and resources throughout the course.

Class Expectations:

- This is an academic course subject to all university guidelines and policies. As such, attendance and participation are critical to your success. Each one of us can learn a great deal from one another. You are awarded points for your **active participation** each week. Failure to participate in class will result in you not earning participation points for that class meeting.
- Be on time for all class meetings. Persistent or excessive tardiness may be considered unexcused absences.

- The classroom is a safe place to express ideas, opinions, and beliefs. Within the class academic criticisms and discussions will take place, but behavior that impedes mutual respect of others or comments that are degrading or inappropriate will not be tolerated.
- Remain alert and attentive during all classes. Do what you need to do so that you are awake and mentally prepared to participate in each class.
- Be courteous and respectful to instructors and guest speakers. You will get to know your classmates well, so “side conversations” during class can be incredibly tempting and **distracting**. Please give others the same respect and attention you would expect to get if you were speaking.
- Cell phones should be turned **OFF** or placed on silent during each class. There should be no phone use, texting, or browsing during class lectures or group activities.
- **WebEx etiquette:** For students who chose to engage remotely via WebEx, you must have your cameras on throughout the class meeting and have use of your microphone to participate in discussion (keeping background noise muted when you are not speaking). Background setting can be a wallpaper. Background setting should not be distracting to the rest of the class.
- **Online etiquette:** For students who chose to engage asynchronously online, you must keep in mind the class meeting days when submitting your discussion materials so that it is timely and can be included in face-to-face discussions. Class meetings will be recorded so that you may see the class discussions.

Technology Competencies:

Students are expected to demonstrate mastery and appropriate application of related technology competencies, including Word, PowerPoint, online research, email, and Blackboard. **Important information such as class cancellations will be emailed through Blackboard, so be sure to check both your ATU email and Blackboard regularly.**

Submitting Assignments in Blackboard:

For assignments, you will be able to click on the assignment listing and submit your work to me directly through Blackboard. You can add comments to the submission if you desire. Do not forget to attach the document for grading. It is a very common mistake to forget to attach **and** submit. Once you attach the work, you need to submit the work to me by hitting the submit button at the bottom of the page. Please note: All written assignments must be computer-generated, double-spaced, in APA format, and reflect university-level spelling, punctuation, and grammar.

Evaluation: (650 possible points) Students will be evaluated by completing self-assessments, active engagement in class discussions, critical thinking writing assignments, exams, and group interactions. All of your class assignments will be submitted via Blackboard.

Leader Interview:

Students will need to identify a current student leader on campus OR a community leader and interview them to gain insight on student leadership at the college level OR leadership at the community level. Share what leadership role (s) the individual holds on campus/in the community; what inspired them to get involved and hold the leadership duties they have; what challenges do they face in their leadership roles and what do they do to try and overcome these challenges; what advice would they give a student looking to hold a leadership position on campus or in the community; what has been the most rewarding thing they have gained from their leadership role; who influences them as a leader; what are their future aspirations. Be sure to share background information on the leader (i.e. classification; organization; previous leadership etc.) and what led you to select this individual to interview. You will submit this

information gathered by developing a typed two-page, double-spaced reflection paper, but not to exceed three typed pages (submitted in Blackboard).

Influential Leader Reflection/In-Class Presentation:

Students will research a leader they find to be influential and will write a reflection about that leader as well as present this information to the class. This can be an individual living today or a historical figure, but **should not be a personal relationship** (i.e. parent, grandparent, mentor, etc). The reflection should include background information on the individual selected; accomplishments this individual has achieved; a justification as to why they feel this individual is an influential leader; what characteristics from this individual do they want to emulate; what do they view as this person's strengths/growth areas; etc... The student will create a PowerPoint to show the class to make the presentation engaging and interactive. See course schedule for presentation date. **The written reflection paper will also be due at the same time (in Blackboard)** and will need to be at least two typed pages, double-spaced, but no longer than three typed pages. Students will need to include a reference page, showing at least two (2) educational sources cited in APA format.

Leadership in Diversity, Equity, and Inclusion Written Assignment:

Students will submit their response to this unit's discussion questions as a separate assignment. Students should use the assigned readings to inform their responses. Although there is not a word count associated with each item, your responses should be comprehensive and address all aspects of each question. It would be difficult to fully address each question in less than one paragraph. On average, comprehensive responses to each question are a minimum of two paragraphs and a maximum of four.

Personal Leadership Philosophy:

Students will be asked to conduct a self-evaluation of the influences and factors which have shaped who they are. This activity will strengthen their self-awareness which is crucial for good leadership. Students will be asked to reflect on: what you value; who and what have influenced your values and philosophy; what does leadership mean to you; how have you been a leader in the past and what do you enjoy about being in leadership roles; looking at your self-assessments, what do you consider to be your top strengths and why; share your future leadership goals and what are you planning to do to hopefully achieve those goals. How does your leadership philosophy incorporate the potential or need for innovation? Consider how your leadership impacts those around you (i.e. followers, co-workers, peers). How does your leadership philosophy account for working with others and receiving their feedback (positive and negative) as well as promote inclusivity? Your reflection should be at least four typed, double-spaced pages, but no more than five typed pages (submitted in Blackboard). See template in Blackboard.

Quizzes and Exams:

There will be multiple quizzes and two exams in the course. The mid-term exam will cover the materials presented during the first half of the course and the final exam be comprehensive.

Self-Directed Learning Project (HONORS)

Being an honors student comes with higher expectation for academic proficiency, intellectual curiosity, and motivation to learn. Through the completion of a self-directed learning project, honors students will have the opportunity to demonstrate their ability to proactively seek out academic challenges, manage their time, and seek mastery of course material beyond basic comprehensive though critical thinking,

application, and reflection. Self-directed means you, as the student, will select your topic of interest, identify learning needs, develop learning goals, identify and locate people and/or materials required for learning, implement learning strategies, and evaluate your learning. The topic of your project is entirely up to you with two requirements: it must relate to leadership/leadership development and it must involve engaging with people who are in leadership roles. If you can justify your topic relates to leadership/leadership development, it will work for this project.

The self-directed learning project has multiple phases. Students must complete all phases by the end of the course and meet checkpoint deadlines during the course.

- Phase 1: Topic Selection and Contract
- Phase 2: Develop Learning Goals
- Phase 3: Develop Learning Activities
- Phase 4: Engage in the Learning Process
- Phase 5: Evaluation
- Phase 6: Presentation

Class Participation/Assessments:

Each learning unit requires class attendance and active participation. Some learning units will include submission of a leadership self-assessment and/or quiz.

Attendance Defined

- Face-to-face: student submits initial response to discussion or quiz in Blackboard; student attends class in-person and fully engages in class discussion; student submits graded activities
- WebEx: student submits initial response to discussion or quiz in Blackboard; student attends class online via WebEx and fully engages in class discussion; student submits graded activities
- Asynchronous: student submits initial response to discussion or quiz in Blackboard; student fully participates and meets all online discussion and quiz deadlines and requirements; student submits graded activities

Number of Unexcused Absences	
4	Cannot earn higher than a C in the course
5	Cannot earn higher than a D in course
6	Withdrawn from the course for excessive absence

Grading Scale:

The final grade will be based upon the total points earned out of **600 possible points** and the letter grade earned will follow the grading scale of:

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

Returning of Assignments

I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

The following items will not be accepted late except in cases of emergency or if approved by the instructor **BEFORE** the due date:

- Class Attendance or Discussion/Quiz Participation (unless excused due to documented illness or emergency)
- Midterm Exam
- Final Exam

All additional work, including assignments, exercises, quizzes, etc can be submitted late, without penalty or reason, on two **Make-Up Days** (one before the midterm and one before the final). No late work will be accepted after the two dates designated above, regardless of circumstances. See course schedule for assigned make-up days this term.

All missed work will be assigned a grade of 0 in the grade book the day after the due date. If work is submitted on a Make-Up Day, the 0 will convert to whatever grade is earned on the assignment.

Although late work is accepted in this course, the excessive absence policy listed below is still followed. If you miss three full units, you will be dropped from the course.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss three units, your instructor may refer you to the Tech Early Warning Program. If you miss a fourth unit, your overall grade in the course will be negatively impacted. ***More than five unexcused absences may result in being dropped from the class with a "WN" for excessive absences.*** If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you can be dropped from the course by your instructor. Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which

allows a student to withdraw with a “W” until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at: <https://www.atu.edu/disabilities/index.php>

Student Needs Statement

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

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

Discrimination Statement

Sex-based discrimination, such as harassment (sexual misconduct), inequity in athletics, discrimination in STEM programs, and discrimination based on pregnancy, are prohibited in educational programs, activities, and classes. Federal Title IX law and ATU policy prohibit harassment (sexual misconduct), specifically sexual harassment, domestic and dating violence, sexual assault, and stalking. Behaviors like these can undermine the ability of a student to achieve academic success. If you or someone you know has experienced discrimination on the basis of sex, we encourage you to seek assistance and to report the incident through resources available at <https://www.atu.edu/titleix/>. Please know that faculty are considered Responsible Employees and are not confidential under Title IX. Confidential assistance is available in Counseling Services located in the Health and Wellness Center, Doc Bryan Student Services Center Suite 119, 479-968-0329, <https://www.atu.edu/hwc/counseling/>.

Generative AI Tools in Coursework

When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable

information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, 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]."

Student Resources: Campus Offices and Programs

Financial Aid

The Financial Aid office can help you to apply for FAFSA, complete any requirements once you submit your FAFSA, counsel you on aid options and so much more!

Website: <https://www.atu.edu/finaid/>

Phone: 479.968.0399

Email: fa.help@atu.edu

Office: Brown Hall, Suite 206

Student Accounts

The student accounts office can help you make a payment plan to pay your bill and you can check with them if you have any financial holds on your account when it is time to enroll.

Website: <https://www.atu.edu/stuacct/>

Phone: (479) 968-0271

Email: business.office@atu.edu

Office: Brown Hall, Suite 241

The Learning Center

Help students plan to meet their academic goals. Their services include Academic Coaching, Peer Tutoring, Online Tutoring, Group Study Sessions, and more. See them for help with classes, test taking, study skills, or just navigating university services.

Website: <https://www.atu.edu/tutoring/>

Phone: 479-968-0249

Email: tlc@atu.edu

Office: Library, Suite 124

Writing Lab

Bring the Writing Lab folks your draft essay and the assignment instructions, and we'll help you out. They can also assist with library research tools and MLA, APA, Chicago Manual of Style use.

Website: <https://www.atu.edu/worldlanguages/writinglabpolicies.php>

Hours: Monday through Thursday 1 - 5 pm (except holidays)

Office: Witherspoon 365

Your advisor

If you are not sure who that is, you can also visit the "Discover" section of OneTech.atu.edu to find out who your advisor is in the "Advisor Information" box.

Career Services

A great asset to help students and alumni with professional development while at Tech and beyond. They can review your resume, help you practice interviewing, assist you to figure out which career path to take, and find

hands-on opportunities to practice your major as a career.

Website: <https://www.atu.edu/career/contact.php>

Phone: 479.964.0843

Email: career.services@atu.edu

Office: Rothwell, Suite 107

Registrar

The Registrar maintains student records, they can help with adding or dropping classes, course catalogs, changing your major as well as graduation.

Website: <https://www.atu.edu/registrar/>

Phone: (479) 968-0272

Email: registrar@atu.edu

Office: Brown Hall, Suite 307

Disability Services

If you had an IEP or a 504 plan in high school and need assistance with your coursework or would like to request accommodations..(extra time, different due dates, etc..) then reach out to this office. It can sometimes take time to document your needs, so make sure to request early in the semester.

Website: <https://www.atu.edu/disabilities/>

Phone: 479.968.0302

Email: disabilities@atu.edu

Office: Doc Bryan, Suite 141

Public Safety

They can help you if you are on campus late at night and want someone to walk to your car. You can also purchase parking passes here. To purchase a parking pass online, go to One Tech, click the lines at the left, click search, and type in parking. The system is there to order and pay.

Website: <https://www.atu.edu/psafe/ProgramsandServices.php>

Phone: 479.968.0222

Email: dps@atu.edu

Office: 716 N El Paso Ave.

Campus Computer Support

OIS can help you if you forget a password or need help accessing software on campus.

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

Phone: 479.968.0646

Email: campussupport@atu.edu

Office: First floor of the library

Veteran Services

If you are a veteran or want to access GI Bill or other military benefits, be sure to get in touch with this office.

Website: <https://www.atu.edu/veterans/>

Phone: 479.968.0445

Email: va@atu.edu

Office: Doc Bryan, Suite 104

Residence Life

If you aren't sure what to do about a residence hall issue and have already contacted your Resident Assistant or Resident Director, Residence Life is here to help!

Website: <https://www.atu.edu/reslife/>

Phone: 479.968.0376

Chat: <https://eurl.io/#h81dYvOk>

Email: housing@atu.edu

Office: Doc Bryan, Suite 153

Health and Wellness Center

You can go here for many health services or referrals, including:

- treatment of minor acute illnesses or injuries

- flu shots
- COVID-19 testing and vaccines as available
- prescriptions
- allergy shots ordered by private physician
- blood pressure monitoring
- monitoring of body mass index
- loan of crutches, wheelchair, heating pad
- women's health services (extra charges apply)
- clinical laboratory procedures (extra charges apply)
 - pregnancy test
 - mono
 - strep
 - urinalysis
 - glucose monitoring
 - blood tests
 - limited STD testing

Website: <https://www.atu.edu/hwc/>

Phone: 479.968.0329

Email: hwc@atu.edu

Office: Doc Bryan, Suite 119

Health and Wellness Center - Counseling

They have free counseling services if you need to vent about anything or work through a deeper issue.

- Walk-in appointments
- Groups offering support for depression, anxiety, mindfulness and LGBTQ+ issues
- Relaxation Room with high-tech biofeedback machine to help you understand how your body experiences stress and practice deep breathing for maximum calm

Website: <https://www.atu.edu/hwc/counseling/index.php>

Phone: 479.968.0329

Email: hwc@atu.edu

Office: Doc Bryan, Suite 119

International Students and Scholars

This office serves those who are visiting here as admitted students from other countries. They host annual events like Light the Night and International Education Week. It's also home to the Miller Center for Global Engagement and our study abroad and study away (within the United States) programs.

Website: <https://www.atu.edu/imsso> and <https://www.atu.edu/studyabroad/>

Phone: 479.964.0832

Email: imsso@atu.edu

Office: Dean Hall, Suite 116

NOTE: For students hoping to apply from other countries, International Admissions is the place to contact. Their number is 479.356.2217. Their current location is Tomlinson 113.

ATU Library

The library has so many resources. They keep most adopted books for classes on reserve. They also have laptops that you can check out for a week at a time. Visit the circulation desk and ask about what resources are

available.

Website: <https://libguides.atu.edu/az.php>

Phone: 479.964.0569

Email: library@atu.edu

Office: "RPL," 305 West Q St. (next to Witherspoon)

Websites with Resources for Students at ATU

The Link

This website provides information on events on campus and other campus organizations.

<https://atu.presence.io/>

You can also find out about clubs from the Student Government Association (SGA)

<https://www.atu.edu/sga/index.php>

Handshake

This site that you log in with your One Tech ID, is for students to find jobs on and off campus.

<http://atu.joinhandshake.com>

Foundation Scholarships

The ATU Foundation has scholarships funded by private donors. They use a website to manage the application for these scholarships. Scholarships go unawarded each year because no one applied for them. You can apply starting in November for next year.

<https://arkansastech.awardspring.com/Home/>

If you are a recipient, feel free to ask Financial Aid about payment details:

Website: <https://www.atu.edu/finaid/>

Phone: 479.968.0399

Email: fa.help@atu.edu

Office: Brown Hall, Suite 206

Jerry Cares

This site offers links to many social services available to ATU students and could help you if you need support. <https://www.atu.edu/jerrycares/>

Organized Experiences for Specific Groups of Students

First-Gen Experience

This website and office has resources if you are the first person in your family to attend college.

Website: <https://www.atu.edu/firstgen/>

Phone: 479.968.0276

Email: firstgen@atu.edu

Office: Doc Bryan, Suite 218

Student Support Services

This is a great program where you can apply for your own advisor to help you meet your goals throughout college. The program is funded by federal monies and is designed for students whose parents did not graduate college, those from low income, or with disabilities.

Website <https://www.atu.edu/ssss/>

Phone: 479.880.4172

Email: trio.sss@atu.edu

Office: Brown Hall, Suite 334

CCAMPIS

If you are a parent, this is an opportunity to apply for funds for childcare as a student!

They partner with childcare facilities in many communities even outside of Russellville.

Website: <https://www.atu.edu/studentssuccess/ccampis/>

Phone: 479.968.0888

Email: lkimbriel@atu.edu
Office: Brown Hall, Suite 334

Diversity and Inclusion

This office uplifts and offers education about minoritized and marginalized groups. They do amazing work to ensure all students feel like they belong on campus.

Website: <https://www.atu.edu/studentsuccess/ccampis/>

Phone: 479.880.4372

Email: diversity@atu.edu

Office: Doc Bryan, Suite 229

Registered Student Organizations

There are hundreds of groups on campus where you might fit in perfectly. From Greek Life, SPECTRUM for LGBTQ+ students, the Black Faculty Student Organization, Latinx Student Organization, The Dream Club for undocumented students...to pre-professional groups to help prepare you for your future career, you should try to go to at least one group meeting a month to learn more.

Website: <https://atu.presence.io/>

Phone: 479.968.0276

Email: campuslife@atu.edu

Office: Doc Bryan, Suite 233

Minority Mentorship Program

The Minority Mentorship Program (MMP) was founded to support ATU students who identify as first-generation, students of color, LGBTQIA+, and their allies. They host workshop series, fun events and pair you with a peer mentor.

Website: <https://www.instagram.com/atu.mmp/>

Email: tlaskerscott@atu.edu

Community Resources

Arkansas Rehabilitation Services

This agency may be able to help with funding if you face challenges that keep you from going to college or working.

Website: <https://dws.arkansas.gov/ar-rehabilitation-services/>

Phone: 479.890.5751

Email: ACECommunications@arkansas.gov

Office: 5454 S. W. 1st St., Fayetteville, AR 72703

Manna House Food Bank

This local food bank can assist you if you need help making ends meet. They often serve ATU students.

Website: <https://www.russellvillefirst.org/mannahouse>

Phone: 479.968.1232

Email: <https://www.russellvillefirst.org/contact-us>

Office: 304 S Commerce Ave, Russellville, AR 72801

ARVAC

This organization offers a wider range of services including help for those struggling to pay for rent or other basic necessities.

Website: <https://www.arvacinc.org/>

Phone: 479.219.5292

Email: arvac@arvacinc.org

Office: 227 State Road 333, Russellville, AR 72802

LEAD 1003 – Honors Introduction to Leadership

Before you can begin course assignments for this course, you **MUST** complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.

Schedule is tentative and subject to change. Students will be notified via email of any changes.

Week/ Unit:	Class Dates	Unit Topic (s):	Unit Activities
Before You Start:			Submit Federal Attendance Module
Unit 0		Syllabus Review Course Overview Blackboard	Activities: • Course Syllabus • Course Schedule • Course Text - Introduction • Unit 1 PowerPoint • Unit 1 Discussion • SDL Project Introduction
Unit 1		The Task of Leadership	Activities: • Unit 1 PowerPoint • Course Text – Chapter 1 • True North Exercise • SDL Project Contract
Unit 2		The Relationship of Leadership	Activities: • Unit 2 PowerPoint • Course Text – Chapter 2 • Unit 2 Quiz • SDL Project Topic & Site Selection
Unit 3		The Ethics of Leadership	Activities: • Unit 3 PowerPoint • Course Text – Chapter 3 • Unit 3 Quiz • Personal Values Activity • VIA Character Survey Results

Unit 4		Transformational, Transactional, and Charismatic Approaches	Activities: • Unit 4 PowerPoint • Course Text – Chapter 4 • Leader Interview Paper • HBDI Results • SDL Project – Check In 1
Unit 5		Traits, Behaviors, and Skills	Activities: • Unit 5 PowerPoint • Course Text – Chapter 5 • Leadership Development • Unit 5 Quiz • High 5 Assessment
Unit 6		Situational Theories and LMX	Activities: • Unit 6 PowerPoint • MBTI Assessment • SDL Project Check in 2 • <u>Midterm Exam</u>
Unit 7		Emotional Skills	Activities: • Unit 7 PowerPoint • Course Text – Chapter 7 • Leadership and Perspectives Analysis Assignment

Unit 8		Dialogical Skills	Activities: • Unit 8 PowerPoint • Course Text – Chapter 8 • Unit 8 Quiz • True Colors Assessment Results • SDL Project Check in 3
Unit 9		Conflict Skills	Activities: • Unit 9 PowerPoint • Course Text – Chapter 9 • Conflict Management Assessment • Influential Leader Presentation and Paper
Unit 10		Strategic Skills	Activities: • Unit 10 PowerPoint • Course Text – Chapter 10 • Personal Mission Statement • Unit 10 Quiz
Unit 11		Crisis Skills	Activities: • Unit 11 PowerPoint • Crisis Leadership - The Crisis Whisperer • Personal Leadership Philosophy • SDL Project Presentation
Unit 12		Course Recap	Activities: • Unit 12 PowerPoint • Final Exam Review
		Final Exam Review	
Final		Final Exam due in Blackboard	Units 1 - 11



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Honors Program & School of PACE	6/6/25

Title	Signature	Date
Department Head Rene Couture	<i>Rene Couture</i>	6/6/25
Dean		
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>J. McQueen</i>	7/23/25
Honors Director (Honors Proposals Only)	<i>Dr. Jamie Stacy</i>	6/5/2025
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:
LEAD	2013	☐ ☒
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Honors Ethics in Leadership		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Honors Ethics in Leadership		

Will this course be cross-listed with another existing course? If so, list course subject and number.
☒ Yes ☐ No LEAD 2003

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

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

Grading: ☒ A ☐ B ☐ C ☐ D ☐ F ☐ NC ☐ NG ☐ NR

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☒ Minor

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

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

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. n/a
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses. (Will model assessment for LEAD 2003)
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) (Will model assessment for LEAD 2003)
- What is the rationale for adding this course? What evidence demonstrates this need? Honors Section of Existing Course

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

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

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: School of Professional And Community Education	This department ☒ supports ☐ does not support the change.
Comments: Creation of LEAD 2013 Honors Ethics in Leadership	

Department Head Signature: Rene Couture

Date: 6/6/25

LEAD 2013 Honors: Ethics in Leadership

Instructor:
Office:
Office Hours:

Phone:
Email:

Course Description

An examination of the unique ethical challenges faced by leaders with an emphasis on building ethical competency through self-assessment, challenge, and feedback. Topics include virtue ethics, evil, forgiveness, moral theories, moral reasoning, ethical decision-making, ethical influence, inclusion, ethical leadership theories, ethical group problem-solving, ethical organizational climate, ethical diversity, and ethical crisis leadership.

Learning Objectives and Assessments

1. To recognize the ethical demands of the leadership role. *Assessment:* Quizzes/Exams, class participation, case analysis.
2. To measure personal ethical development. *Assessment:* Ethics/self-assessment log.
3. To improve the ability to recognize, analyze, and resolve ethical dilemmas. *Assessment:* Ethics log, case analysis, class participation.
4. To equip students to practice ethical leadership through moral behavior and moral influence. *Assessment:* Ethics log, quizzes/exams, case analysis.

Policies

1. All written assignments must be computer-generated, double-spaced, in APA format, and reflect university-level spelling, punctuation, and grammar.
2. Your attendance and participation is critical due to the interactive nature of the class. Attendance records will be kept, and excessive absences will lower this portion of your final grade.

Required Text

Johnson, C. E. (2024). *Meeting the ethical challenges of leadership: Casting light or shadow* (8th ed.). Thousand Oaks, CA: Sage.

Evaluation

Ethics/Self-Assessment Log and Ethical Leadership Development Plan

Complete six Self-Assessments (no more than one exercise per chapter. Three responses from Chapters 1–5 are due at mid-semester. The remaining entries from Chapters 6 - 10 are due at the end of the semester. An Ethical Leadership

Development Plan, based on self-assessment results, is due at the end of the semester.

Reflections

Students will complete three self-reflections (Units 3, 7, and 10) specific to the application of ethical leadership principles and practices, as well as ethical leadership development.

Exams

Exams will be given throughout the term to assess your knowledge of the concepts covered in this course. There is one exam for each of the four broad topics covered in the textbook.

Unit Pre-Test

A pre-test will be administered at the beginning of each learning unit to assess student content knowledge prior to completing the learning unit.

Case Analysis

Create your own case study based on contemporary events or personal experiences. Your case should include a description of the events along with an analysis and evaluation of the behavior of the leader based on course concepts.

Attendance/Participation Discussion

Each learning unit has a corresponding discussion. ALL students, regardless of mode of attendance, submit their initial response to the discussion in Blackboard. This initial response counts toward the student's attendance record. Full participation through Blackboard posts, face-to-face discussion, and WebEx discussion is required to earn full points for attendance/participation.

Self-Directed Learning Project

Being an honors student comes with higher expectation for academic proficiency, intellectual curiosity, and motivation to learn. Through the completion of a self-directed learning project, honors students will have the opportunity to demonstrate their ability to proactively seek out academic challenges, manage their time, and reach mastery of course material beyond basic comprehensive through critical thinking, application, and reflection. Self-directed means you, as the student, will select your topic of interest, identify learning needs, develop learning goals, identify and locate people and/or

materials required for learning, implement learning strategies, and evaluate your learning. The topic of your project is entirely up to you with two requirements: it must relate to ethics/ethical development and it must involve engaging with people who are in leadership roles. If you can justify your topic relates to leadership/leadership development, it will work for this project.

The self-directed learning project has multiple phases. Students must complete all phases by the end of the course and meet checkpoint deadlines during the course.

- Phase 1: Topic Selection and Contract
- Phase 2: Develop Learning Goals
- Phase 3: Develop Learning Activities
- Phase 4: Engage in the Learning Process
- Phase 5: Evaluation
- Phase 6: Presentation

Grading Scale

A: 90% or above
B: 80% - 89%
C: 70% - 79%
D: 60% - 69%
F: 59% or below

Returning of Assignments

I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

The following items will not be accepted late except in cases of emergency or if approved by the instructor **BEFORE** the due date:

- Discussion Participation (unless excused due to documented illness or emergency)
- Exams (unless excused due to documented illness or emergency)

All additional work, including assignments, exercises, quizzes, etc can be submitted late, without penalty or reason, on **Make-Up Day** (the last day to withdraw). No late work will be graded until after make-up day. No late work will be accepted after make-up day, regardless of circumstances. See course schedule for assigned make-up days this term.

All missed work will be assigned a grade of 0 in the grade book the day after the due date. If work is submitted on a Make-Up Day, the 0 will convert to whatever grade is earned on the assignment.

Although late work is accepted in this course, the excessive absence policy listed below is still

followed. If you have excessive absences, your grade will be impacted and you might be dropped from the course.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you have the equivalent of three unexcused absences, your instructor may refer you to the Tech Early Warning Program. If you have a fourth, your overall grade in the course will be negatively impacted. ***More than five unexcused absences may result in being dropped from the class with a "WN" for excessive absences.*** If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you can be dropped from the course by your instructor. Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for notifying the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at: <https://www.atu.edu/disabilities/index.php>

Student Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so.

Community resources are available for students and can be found at the following webpage:

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

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).

Discrimination Statement

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

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit <http://www.atu.edu/disabilities/index.php>.

Generative AI

When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT for brainstorming, outlining, grammatical correction, and citations. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, 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]."

LEAD 2003 Honors – Ethics in Leadership

Tentative Course Schedule

Semester

Date/Time/Room

Before you can begin course assignments for this course, you **MUST** complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.

Learning Unit	Class Meeting(s)	Module Activities	Due Date
Unit 0: Course Introduction		Read/Review • Unit 0 PowerPoint • Textbook: Introduction • Course Syllabus • Course Schedule • Trolley Stop Problem • SDL Project Introduction Submit • Unit 0 Discussion ◦ Introduction ◦ Trolley Problem • Scavenger Hunt Quiz	

Learning Unit	Class Meeting(s)	Module Activities	Due Date
Unit 1: The Leader's Light or Shadow		Read - Unit 1 PowerPoint - Textbook Chapter 1 Submit in this order - Unit 1 Pre-test - Unit 1 Discussion 1 - initial response due before first class meeting - Unit 1 Discussion 2 - initial response due before second class meeting - SDL Project Contract	
Unit 2: Stepping In and Out of the Shadows		Read/Review - Unit 2 PowerPoint - Textbook: Chapter 2 Submit (in this order) - Unit 2 Pre-test - Unit 2 Discussion - initial response due before second class meeting - SDL Project - Topic and Site Selection	
Exam 1		Covers Units 1 and 2	
Unit 3: The Leader's Character		Read - Unit 3 PowerPoint - Textbook: Chapter 3 Submit (in this order) - Unit 3 Pre-Test - Unit 3 Discussion - initial post due before second class meeting - Unit 3 Reflection	
Unit 4: Combating Evil		Read/Review - Unit 4 PowerPoint - Textbook: Chapter 4 Submit (In this order)	

Learning Unit	Class Meeting(s)	Module Activities	Due Date
		- Unit 4 Pre-test - Unit 4 Discussion - initial post due before second class meeting - SDL Project – Check In 1	
Exam 2		Covers Units 3 and 4	
Unit 5: Ethical Perspectives		Read/Review - Unit 5 PowerPoint - Textbook: Chapter 5 Submit (In this order) - Unit 5 Pre-test - Unit 5 Discussion - initial post due before second class meeting - Ethics Self-Assessment Log: Part I	
Unit 6: Ethical Decision Making and Behavior		Read/Review - Unit 6 PowerPoint - Textbook: Chapter 6 Submit (In this order) - Unit 6 Pre-test - Unit 6 Discussion - initial post due before second class meeting - SDL Project – Check In 2	
Make Up Day		Units 0 - 6	
Unit 7: Exercising Ethical Influence		Read/Review - Unit 7 PowerPoint - Textbook: Chapter 7 Submit (In this order) - Unit 7 Pre-test - Unit 7 Discussion - initial response due before the second class meeting	
Unit 8: Normative Leadership Theories		Read/Review - Unit 8 PowerPoint - Textbook: Chapter 8 Submit (In this order) - Unit 8 Pre-test	

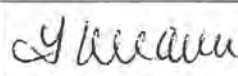
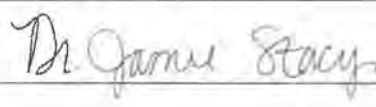
Learning Unit	Class Meeting(s)	Module Activities	Due Date
		- Unit 8 Discussion - initial response due before second class meeting - SDL Project – Check In 4	
Exam 3		Covers Units 5 - 8	
Unit 9: Building an Ethical Small Group		Read/Review - Unit 9 PowerPoint - Textbook: Chapter 9 Submit (In this order) - Unit 9 Pre-test - Unit 9 Discussion - initial response due before second class meeting - Ethics Self-Assessment Log II	
Unit 10: Creating an Ethical, Inclusive Organizational Climate		Read/Review - Unit 10 PowerPoint - Textbook: Chapter 10 Submit (In this order) - Unit 10 Pre-test - Unit 10 Discussion - initial response due before second class meeting - Unit 10 Reflection	
Unit 11: Application Assignments		Submit - Ethics Self-Assessment Log – Ethical Leadership Development Plan - SDL Project Reflection Present - Case Analysis - SDL Project Presentation	
Make Up Day		Units 7 - 11	
Final Exam		Comprehensive	



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Honors Program	6/5/2025

Title	Signature	Date
Department Head		6/17/2025
Dean		
Assessment		7/1/25
Registrar		7/23/25
Honors Director (Honors Proposals Only)		6/5/2025
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:
PHYS	2914	☐ Spring ☒ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Honors Calculus Based Physics I		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Honors Cal Based Physics I		

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

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

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☒ Elective ☐ Major ☒ Minor

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

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

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. n/a
- If this course is required for the major or minor, complete the following.
 - Provide the program level learning outcome(s) it addresses. (Will model assessment for PHYS 2114)
 - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) (Will model assessment for PHYS 2114)
- What is the rationale for adding this course? What evidence demonstrates this need? Honors Section of Existing Course

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

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

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: The Department of Mathematical & Physical Sciences	This department ☒ supports ☐ does not support the change.
Comments: Creation of PHYS 2914 Honors Calculus Based Physics I When this course is offered, it will be cross-listed with PHYS 2114.	

Department Head Signature: _____



Date: 6/17/2025

PHYS 2914 Honors Calculus-Based Physics I (ACTS: PHYS2034)

Spring 2025

HONORS

Instructor: Dr. Jessica Young

Office hours: AKA "Help sessions": M 12:00-2:00 PM, W&F 9:00-11:00 AM

Office hours can be held via Webex or in person. You may book office hours using the following link:

<https://calendly.com/jyoung35/office-hours>

Office: McEver 109

E-mail: jyoung35@atu.edu

Phone: 479-880-4183

Academic Integrity: All homework, quizzes, lab reports, tests, and other assignments must be your own work. Any cases of academic dishonesty will be handled as dictated in the ATU student handbook. Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions

University Testing: If you are a student that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, please contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. (Web Site: <http://www.atu.edu/testing/>)

Co-requisite: MATH 2914 and PHYS 2000.

Catalog Description: This honors course is designed for physics and engineering majors and focuses on introductory mechanics including kinematics, force, energy, work, and conservation of linear and angular momentum. Heat and fluids are also introduced. Lecture and laboratory. \$40 laboratory fee.

Dr. Young's Goal for Every Student: My goal for you is that you will *understand* basic classical mechanics, be able to apply these concepts in future upper-level courses, and appreciate the impact classical physics has on your everyday life.

Course Objectives: in conjunction with the lab, this course should provide students with a foundation in classical introductory physics topics such as kinematics, force concepts, work/energy, gravitation, heat, and fluids. In addition to providing a conceptual foundation, mathematical ability will be developed to manipulate formulas to derive correct symbolic and numerical solutions. Finally, students should learn/develop problem-solving skills by applying relevant physical models and formulas to physical problems.

After the semester, students should be able to:

1. **[Dimensional Analysis and Unit Conversion]**

- a Apply **dimensional analysis** to verify the correctness of physical equations.
- b Perform **unit conversions** across different measurement systems to ensure consistency in calculations.

2. **[Linear and Two-Dimensional Motion]**

- a Demonstrate an understanding of **linear** and **two-dimensional motion** by applying **kinematic equations** to solve problems involving displacement, velocity, acceleration, and time.

3. [Forces and Newton's Laws]

- a Summarize **Newton's three laws of motion** and apply them to physical situations involving multiple forces.
- b Construct and analyze **free-body diagrams** to set up and solve problems involving **equilibrium** and **net external forces**.

4. [Work and Energy]

- a Demonstrate an understanding of **work**, **kinetic energy**, and **potential energy**.
- b Apply the **work-energy theorem** to analyze and solve problems involving **energy conservation** in mechanical systems.

5. [Momentum and Collisions]

- a Apply the **law of conservation of momentum** to analyze **elastic** and **inelastic collisions** in both one and two dimensions.
- b Evaluate scenarios to determine whether **momentum** and/or **kinetic energy** are conserved during a collision.

6. [Rotational Motion and Angular Momentum]

- a Demonstrate an understanding of **rotational kinematics** by solving problems involving **angular displacement**, **velocity**, and **acceleration**.
- b Analyze and solve problems involving **torques**, **moments of inertia**, and **angular momentum**.
- c Apply the **conservation of angular momentum** to physical systems such as **rotating bodies** and **orbital systems**.

7. [Gravitation and Orbital Mechanics]

- a Apply **Newton's Law of Universal Gravitation** to calculate **gravitational forces** between massive objects.
- b Demonstrate an understanding of **Kepler's laws** to solve problems related to **orbital motion** and **gravitational fields**.

Cell Phones: Cell phones are not allowed outside during class, and you *will not be allowed to use your phone as a calculator*.

Attendance: Attendance is mandatory. Absences will be excused for qualifying ATU sponsored events with appropriate documentation. Students will be responsible for any material missed during an excused absence. *If you cannot physically attend class due to illness, please contact Dr. Young to arrange an*

alternate attendance method or make-up work BEFORE the missed class session. If Dr. Young cannot attend class physically, you will receive further instructions via email.

NOTE: Missing an excessive amount of class will lead to receiving a grade of FE (failure for excessive absences) for this course. Per the ATU faculty handbook, students will be warned via email before the assignment of this grade.

Inclement Weather: If the university is open, every effort will be made to hold class. If you cannot safely make it to campus, notify your instructor and stay safe! In the event of a winter weather event and the roads are questionable, CHECK YOUR EMAIL; class may be canceled.

Other Classroom Policies: Please refrain from eating (including chewing gum and candy), talking, sleeping, or talking while sleeping in class.

Generative AI Tools in Coursework: Generative IA is not permitted in this course. It is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek assistance from Generative AI Tools like ChatGPT. Impermissible use of a Generative AI Tool to complete constitutes academic dishonesty.

Blackboard: Lecture notes, announcements, assignments, grades, and supplemental course material will be posted on Blackboard. You can access Blackboard at <https://bblearn.atu.edu>.

Email: Occasionally, information and supplemental class material will be sent to your Tech email. So please check your email occasionally!

Gradescope: Exams and some quizzes will be graded via Gradescope. This web-based software allows for faster and more detailed feedback on your work. You will receive an email from Gradescope with further instructions for creating your account.

Textbook: Cengage Unlimited: Physics for Scientists and Engineers, 10th Ed by Serway and Jewett. You can access the textbook and homework through the link on Blackboard. You will not need to do anything if you did not opt out of inclusive access for this class. You will access the text and homework system through the link on Blackboard for this course.

Calculator: You will need a scientific calculator. Please bring it to class every day. Graphing calculators, such as TI-89, are also acceptable but not required.

Equation Sheet: You will have an equation sheet for each test. Equation sheets will be posted on Blackboard about one week before each exam.

Grades: While I am happy to discuss grades (particularly if you feel something is miscalculated), **I will not negotiate any grades.** You must **earn** your grade! Grades for assignments will be posted on Blackboard; overall course grades will not be posted on Blackboard throughout the semester. The grade you *earn* in this class will be based on the following items:

- ➔ **“In-Class” Work:** *You must be present the entire class period to earn in-class points for the day. Most assignments will be submitted on Blackboard immediately after class. All in-class assignments will be submitted on Blackboard. The submission links will appear after your attendance for the day is recorded. NO ATTENDANCE – NO SUBMISSION*
- ➔ **Homework:** Every chapter covered will have an associated homework assignment. Assignments will be posted on Blackboard and will be submitted through WebAssign.

- ➔ **Exams:** There will be 3 midterm exams and one final exam. See the course calendar for tentative midterm exam dates. The final exam will be held at the scheduled time. *There is no planned makeup for any exam.* If you will miss a midterm exam due to a university-sponsored event, you must contact Dr. Young before the missed exam to schedule an alternative exam time.
- ➔ **Lab:** You are required to attend lab per lab policies. Lab grade will be 20% of your overall grade in this course.
- ➔ **Honors Project:** The honors project provides students with an opportunity to explore a topic of interest in greater depth, demonstrating independent research, critical thinking, and a comprehensive understanding of a specific subject relevant to the course. The project will require approximately 20 additional hours of work over the semester and must be approved by the instructor. See Blackboard for more details.

The weight of each category will be calculated as follows:

Exams	59%
Homework	8%
Honors Project	5%
In class work	8%
Lab	20%
Total	100%

Letter grades will be assigned as follows according to total points earned:

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

Course Calendar

Week	Week of	Topic	Honors Project Deliverable
1	1/13	Chapter 1- Units and introduction to the course	
2	1/20	Chapter 2 – 1D motion	Meet with Dr. Young to discuss the project
3	1/27	Finish 1D Motion and start Chapter 3 – Vectors	
4	2/3	Chapter 4 – 2D motion	Project Proposal
5	2/10	Continue Chapter 4	
6	2/17	Test 1: Chapters 1-4 Chapter 5– Forces Part 1	Project update
7	2/24	Chapter 5 – Forces Part 1 Chapter 6 – Forces Part 2	
8	3/3	Chapter 7 – Work	Project update
9	3/10	Chapter 8 – Energy	
10	3/17	Test 2: Chapters 5-8 Chapter 9 – linear momentum.	
11	3/31	Chapter 10 – Rolling Motion	Initial results

12	4/7	Finish 10 and start 11 – Rolling, torque, and angular momentum.	
13	4/14	Finish chapter 11 Test 3: Chapters 9-11	Draft paper or presentation
14	4/21	Chapter 12 – Equilibrium	Research symposium?
15	4/28	Chapter 13- Gravity	Final paper
		<i>Final exam – See final exam schedule The final exam will be cumulative, over chapters 2-13.</i>	

Tentative schedule subject to change - The speed of the course will ultimately be set by all of YOU!



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Honors Program	5/20/2025

Title	Signature	Date
Department Head		
Dean		
Assessment	<i>Amanda Gardner</i>	7/1/25
Registrar	<i>Y. Guen</i>	7/23/25
Honors Director (Honors Proposals Only)	<i>Dr. Jamie Stacy</i>	5/20/2025
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)
HONR	1003
Official Catalog Title:	
Freshman Honors Seminar	

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)		
Honors Inquiry & Dialogue		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)		
Honors Inquiry & Dialogue		
New Course Description:		
An interdisciplinary seminar that engages students in critical inquiry, diverse perspectives, and thought-provoking dialogue.		
New Cross List:		
☐ Adding Cross-Listing	☐ Changing Cross-Listing	☐ Deleting Cross-Listing
If adding or changing cross-listing, indicate course subject and number _____		
New Prerequisite (list all, as you want them to appear in the catalog):		
New Co-requisite (list all, as you want them to appear in the catalog):		
☐ Elective ☐ Major ☒ Minor		
(If major or minor course, you must complete the Request for Program Change form to add course to program.)		
Answer the following Assessment questions:		
a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.		
b. If this course is required for the major or minor, complete the following.		
a. Provide the <u>program level learning outcome(s) it addresses</u> .		
b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)		
c. What is the rationale for adding this course? What evidence supports this action?		

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



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Honors Program	6/10/2025

Title	Signature	Date
Honors Director	<i>Dr. Jamie Stacy</i>	6/10/2025
Dean		
Assessment	<i>Amanda Burch</i>	7/1/25
Registrar	<i>Y. Wilson</i>	7/23/25
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)	

Program Title:
University Honors Program

Outline change in program:

- A. Create option for "University Honors Scholar" (current program which requires 21 hours: HONR 1003; HONR 4093, and 15 hours of Honors Electives)
- a. Add HONR 2000 Honors Civic Engagement;
 - b. Add HONR 3000 Honors Peer Support;
 - c. Add HONR 4090 Senior Honors Presentation;
 - d. Remove requirement of Hist 1543/2043 for Freshman Fall;
 - e. Remove requirement of ECON 2103 for Sophomore Fall;
 - f. Remove requirement for ENGL 2193 for Freshman Spring;
 - g. Remove requirement for PHIL 2043 or ENGL 2023 for Sophomore Spring and Junior spring; and
 - h. Add 15 Honors Electives from list of options to each semester: freshman fall, sophomore & junior spring and fall: BLAW 2133, ECON 2103, ENGL 2023, ENGL 2183, HIST 1543, HIST 2043, HONR 3511-3, HONR 40231-3LEAD 1013, LEAD 2013, PHIL 2043, and PHYS 2914; and
- B. Add option for "Honors Scholar" that is HONR 1003 plus 15 hours of Honors Electives.

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

There will be no impact as these are zero credit classes and/or are already requirements/offerings; new offerings will be cross-listed with non-honors courses or one honors section will replace one of the non-honors sections.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The Honors program strives to provide intellectual development and civic engagement, these additions will help us with assessment of program requirements
- 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? To more clearly validate program requirements and assess them
 - 1. How will the program change impact learning for students enrolled in this program? Students are already required to complete these requirements, this will simply associate them with a course.
 - 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. The honors certifying agency requires these, we have been doing them simply not associated with a course. This will allow us to more clearly show completion of these requirements.
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

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

Curriculum Matrix for Catalog Curriculum in University Honors Scholar (enter title for program changing)	
Freshman Fall Semester Delete: HIST 1543/2043 Total Hours: 3	Freshman Spring Semester Add/Change: Honors Elective Delete: ENGL 2193 Total Hours: 3
Sophomore Fall Semester Add/Change: HONR 2000 Honors Civic Engagement Honors Elective Delete: ECON 2103 Total Hours: 3	Sophomore Spring Semester Add/Change: HONR 2000 Honors Civic Engagement Honors Elective Delete: ENGL 2043 / PHIL 2043 Total Hours: 3
Junior Fall Semester Add/Change: HONR 3000 Honors Peer Support Honors Elective Delete: Total Hours: 3	Junior Spring Semester Add/Change: Honors Elective Delete: ENGL 2043 / PHIL 2043 Total Hours: 3
Senior Fall Semester Total Hours: 3	Senior Spring Semester Add/Change: HONR 4090 Senior Honors Presentation Total Hours: 0

Curriculum Matrix for Catalog Curriculum in Honors Scholar (enter title for program changing)	
Sophomore Fall Semester Add/Change: HONR 1003 Total Hours: 3	Sophomore Spring Semester Add/Change: Honors Elective Total Hours: 3
Junior Fall Semester Add/Change: Honors Elective Total Hours: 3	Junior Spring Semester Add/Change: Honors Elective Total Hours: 3
Senior Fall Semester Add/Change: Honors Elective Total Hours: 3	Senior Spring Semester Add/Change: Honors Elective Total Hours: 3



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Vision Statement

To inspire scholars to lead through collaboration and innovation.

Mission Statement

To provide students with enriched educational experiences and service-learning opportunities, fostering teamwork, interdisciplinary collaboration, and innovative approaches to learning.

Program Learning Objectives

By the completion of the University Honors Program, students will be able to:

1. **Think critically** by asking meaningful questions, examining different viewpoints, and using evidence to support ideas.
2. **Communicate effectively** by expressing ideas clearly in both speaking and writing for a variety of audiences.
3. **Engage with communities** by completing service activities and reflecting on personal and social responsibility.
4. **Support peers through collaboration** by offering feedback, sharing responsibility, and encouraging a respectful learning environment.

University Honors Program Curriculum Map

This curriculum map shows how each course in the University Honors Program at Arkansas Tech University supports the development of four key Program Learning Objectives (PLOs).

Each objective is introduced (I), reinforced (R), or mastered (M) across the curriculum.

Course	PLO 1 Think critically	PLO 2 Communicate effectively	PLO 3 Engage with communities	PLO 4 Support peers through collaboration
HONR 1003: Honors Inquiry and Dialogue	I	I		
HONR 2000: Honors Civic Engagement			I, M	
HONR 3000: Honors Peer Support				I, M
HONR 3511-3: Honors Advanced Special Topics	R			
HONT 4021-3: Honors College Research		R	R	R
HONR 4093: Senior Honors Project	M			
HONR 4090: Senior Honors Presentation		M		

UNIVERSITY HONORS

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University Honors Scholar Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
HONR 1003	Freshman Honors Seminar Honors Inquiry & Dialogue	3	_____
HIST 1543	Honors World History to 1500	3	_____
or HIST 2043	or Honors United States History to 1877		
	Hours	6-3	
Spring			
ENGL 2183 Honors Elective ¹	Honors Introduction to Film	3	_____
	Hours	3	
Sophomore			
Fall			
ECON 2103 Honors Elective ¹	Honors Principles of Economics I	3	_____
Volunteer Service Component	HONR 2000		
	Hours	3	
Spring			
PHIL 2043 Honors Elective ¹	Honors Introduction to Philosophy	3	_____
or ENGL 2023	or Honors World Literature		
Volunteer Service Component	HONR 2000		
	Hours	3	
Junior			
Fall			
Mentor incoming Honors Freshmen	Honors Elective ¹ HONR 3000	3	_____
	Hours	0-5	
Spring			
Select Faculty Mentor and Write Proposal for the Seniors Honors Project			
ENGL 2023 Honors Elective ¹	Honors World Literature	3	_____
or PHIL 2043	or Honors Introduction to Philosophy		
	Hours	3	
Senior			
Fall			
HONR 4093	Senior Honors Project	3	_____
	Hours	3	
Spring			
Honor students will present their Senior Honors Projects at the Annual ATU Research Symposium			
	Hours	0	
	Total Hours	21 ✓	

1 Honors Electives include HIST 1543, HIST 2043, ECON 2103, ENGL 2183, ENGL 2023, PHIL 2043, LEAD 1013, LEAD 2013, PHYS 2914, BLAW 2133 or any course with an honors attribute.
HONR 3511-3 HONR 4021-3

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Honors Scholar Curriculum

Course	Title	Hours	Completed
Freshman Sophomore			
Fall			
HONR 1003	Freshman Honors Seminar Honors Inquiry & Dialogue	3	_____
HIST 1543	Honors World History to 1500	3	_____
or HIST 2043	or Honors United States History to 1877		
	Hours	6 3	
Spring			
ENGL 2183 Honors Elective'	Honors Introduction to Film	3	_____
	Hours	3	
Sophomore Junior			
Fall			
ECON 2103 Honors Elective'	Honors Principles of Economics I	3	_____
Volunteer Service Component			
	Hours	3	
Spring			
PHIL 2043 Honors Elective'	Honors Introduction to Philosophy	3	_____
or ENGL 2023	or Honors World Literature		
Volunteer Service Component			
	Hours	3	
Junior Senior			
Fall			
Mentor Incoming Honors Freshmen			
	Hours	0 3	
Spring			
Select Faculty Mentor and Write Proposal for the Seniors Honors Project			
ENGL 2023 Honors Elective'	Honors World Literature	3	_____
or PHIL 2043	or Honors Introduction to Philosophy		
	Hours	3	
Senior			
Fall			
HONR 4093	Senior Honors Project	3	_____
	Hours	3	
Spring			
Honor students will present their Senior Honors Projects at the Annual ATU Research Symposium			
	Hours	0	
	Total Hours	21 18	

1 Honors Electives include: HIST 1543, HIST 2043, ECON 2103, ENGL 2103, ENGL 2023, PHIL 2043, LEAD 1013, LEAD 2013, PHYS 2914, BLAW 2133 or any course with an honors attribute
HONR 3611-3 HONR 4021-3