CURRICULUM PROPOSALS
September 17, 2018 Teacher Education Committee
September 25, 2018 Curriculum Committee
October 9, 2018 Faculty Senate

A. Curricular Items

College of Arts and Humanities – Department of Art

1.   Add ART 2233: Special Topics in Art and Design, to the course descriptions; and
2.   Add GAME 2013: Digital Audio Production, to the course descriptions, and add the MUS cross list.

College of Arts and Humanities – Department of English and World Languages
(The following proposals presented to Teacher Education Council on September 17, 2018)

1.   Add ENGL 3073: Creative Nonfiction Workshop, to the course descriptions;
2.   Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, to the course descriptions;
3.   Modify the Curriculum in Creative Writing Education for Teacher Licensure, as follows:
       a.   Add ENGL 3073: Creative Nonfiction Workshop; and
       b.   Delete 3 hours of upper division English elective; and
4.   Modify the Curriculum in Foreign Languages with Concentration in Spanish Education for Teacher Licensure, as follows:
       a.   Delete 3 hours of SPAN elective;
       b.   Add SPAN 2033: Intermediate Spanish II for Heritage Speakers, as an option to SPAN 2023: Intermediate Spanish II; and
       c.   Add SPAN 3233: Introduction to Literature.

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

1.   Modify the Minor in Philosophy, as follows: require 18 hours of any philosophy course.

College of Education – Department of Physical Education

1.   Add PE 1041: Jazz Dance I, to the course descriptions.

College of Engineering and Applied Sciences – Department of Agriculture

1.   Delete AGBU 3133: Intermediate Agricultural Macroeconomics, from the course descriptions;
2.   Add AGAS 2014: Principles of Meat Science, to the course descriptions;
3.   Add AGBU 3233: International Agricultural Trade, to the course descriptions;
4.   Delete the Prerequisites: CHEM 1113: A Survey of Chemistry, and CHEM 1111: Survey of Chemistry Laboratory, or higher level chemistry with laboratory, or consent of instructor, from AGAS 2084: Feeds and Feeding;

5. Modify the Curriculum in Agriculture Business, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; delete AGBU 3133: Intermediate Agricultural Macroeconomics; and add AGBU 3233: International Agricultural Trade;

6. Modify the Curriculum in Agriculture Business Animal Science Option, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; add AGAS 2014: Principles of Meat Science; and reduce the Agriculture Electives from 6 hours to 2 hours; and

7. Modify the Curriculum in Agriculture Business Feed Mill Management, Horticulture, and Public Relations Options, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement.

College of eTEch – Department of Professional Studies

Proposals did not move forward for Faculty Senate Approval

1. Add the following courses to the course descriptions:
OL 3013: Foundations of Organizational Leadership; and
OL (PS) 4843: Training and Development;

2. Add the OL Organizational cross listing to PS 3003: Project Design; change the course number to 4943; change the title Applied Leadership Project; modify the prerequisite FROM: Prerequisites: Successful completion of general education English requirement, PS 3143: Applied Professional Research, and permission of the program advisor; TO: Prerequisites: Successful completion of general education English requirement, OL (PS) 3143: Applied Professional Research, and permission of the program advisor; and modify the course description as outlined in the proposal;

3. Add the OL Organizational cross listing to PS 3143: Applied Professional Research; modify the prerequisite FROM: Prerequisite: Successful completion of the general education English requirement and PS 3013: Professional Studies Seminar, or permission of instructor; TO: Successful completion of the general education English requirement or permission of instructor; and modify the course description as outlined in the proposal;

4. Add the OL Organizational cross listing to PS 4003: Capstone Project; change the course number to 4953; change the title to Organizational Leadership Capstone; modify the prerequisite FROM:
Prerequisite: PS 3003: Project Design, with a grade of C or higher; TO: Prerequisite: OL (PS) 4943: Applied Leadership Project, with a grade of C or higher; and modify the course description as outlined in the proposal;

5. Add the OL Organizational cross listing to PS 4243: Planning for Adult Learners; change the title to Workplace Learning; and modify the course description as outlined in the proposal;

6. Add the OL Organizational cross listing to the following PS Professional Studies courses:
a. PS 3023: Professional Communications;
b. PS 3133: Applied Principles of Personnel Management;
c. PS 4143: Nonprofit Governance;
d. PS 4243: Planning for Adult Learners;
e. PS 4343: Community Development;

f.   PS 4443: Professional Leadership;

g.   PS 4543: Workplace Supervision;

h.   PS 4643: Occupational Globalization and Diversity; and

i.   PS 4743: Organizational Change;

7.   Reconfigure the Bachelor of Professional Studies to create the following curriculum:

a.   Bachelor of Arts in Organizational Leadership Agriculture Business Concentration;

b.   Bachelor of Arts in Organizational Leadership Child Develop Concentration;

c.   Bachelor of Arts in Organizational Leadership Criminal Justice Concentration;

d.   Bachelor of Arts in Organizational Leadership Industrial/Organizational Psychology Concentration;

e.   Bachelor of Arts in Organizational Leadership Interdisciplinary Studies Concentration;

f.   Bachelor of Arts in Organizational Leadership Public Relations Concentration; and

g.   Bachelor of Arts in Organizational Leadership Workforce Technology Concentration;

8.   Move the following curriculum to phase out status:

a.   Bachelor of Professional Studies Agriculture Business Concentration;

b.   Bachelor of Professional Studies Applied Leadership Concentration;

c.   Bachelor of Professional Studies Child Develop Concentration;

d.   Bachelor of Professional Studies Criminal Justice Concentration;

e.   Bachelor of Professional Studies Industrial/Organizational Psychology Concentration;

f.   Bachelor of Professional Studies Public Relations Concentration; and

g.   Bachelor of Professional Studies Workforce Technology Concentration; and

8.   NOTE: the Bachelor of Professional Studies Interdisciplinary Concentration will remain active.

College of Natural and Health Sciences – Department of Biological Sciences

1.   Modify the Curriculum in Bachelors in Biology Biomedical, as follows:

a.   Delete 3 hours of any COMS course, and replace with COMS 2003: Microcomputer Applications;

b.   Delete 3 hours of any Communication, and replace with COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking;

c.   Delete the Cell/Molecular Elective Group and replace with BIOL 3054: Microbiology;

d.   Delete the two Biology Elective Groups: Chemistry and Nursing, and replace with the BioMed Elective Group: Students will select twelve- sixteen hours (4 courses) from the following courses: BIOL3064: Parasitology, BIOL3803: Applied Pathophysiology, BIOL 4023: Immunology, BIOL 4033: Cell Biology, BIOL4054: Vertebrate Histology, BIOL 4074: Molecular Genetics, BIOL 4083: Cancer

Biology, and BIOL4951-4: Undergraduate Research in Biology (limited to 4 total hours).

  e. Add 3 hours from the Major Support Courses Elective: AHS 2013: Medical Terminology, BIOL 4064: Evolutionary Biology, CHEM 3344: Principles of Biochemistry, CHEM 3363: Metabolic Biochemistry, PE 2513: First Aid, PHIL 3103: Logic, PSY 2033 Psychology of Adjustment, PSY 3003: Abnormal Psychology, PSY/SOC 3013: Psychosocial Aspects of Death & Dying, PSY 3053: Physiological Psychology, PSY 3063: Developmental Psychology I, PSY 3163: Developmental Psychology II, PSY 3813: Lifespan Development, PSY 4133: Psychopharmacology, SOC 4013: Drugs in Society, SOC 4053: Sociology of Health and Illness, or SOC 4183: Social Gerontology;

  f. Change the Electives from 12 hours to 11 hours; and

  g. Delete Footnote 6;

2. Modify the Curriculum in Bachelor of Science in Medical Technology, as follows:

  a. Change name from Medical Technology to Medical Laboratory Science;

  b. Delete BIOL2124: Principles of Zoology;

  c. Delete Math 1203L Plane Trigonometry;

  d. Delete BIOL2004: Basic Human Anatomy and Physiology;

  e. Delete BIOL2022: Medical Laboratory Orientation and Instrumentation laboratory;

  f. Delete BIOL2023: Medical Laboratory Orientation and Instrumentation;

  g. Delete PSY 2003: General Psychology;

  h. Add Speech Communication course as a general education;

  i. Add BIOL 2014: Human Anatomy;

  j. Add BIOL 3074: Human Physiology;

  k. Add CHEM 3254: Fundamentals of Organic Chemistry;

  l. Add Math 2163: Introduction to Statistical Methods, or PSY 2053: Statistics for Behavioral Sciences;

  m. Add BIOL 2124: Principles of Zoology, to the Biology Electives;

  n. Delete CHEM 2204: Organic Physiological Chemistry, delete CHEM 3254: Fundamentals of Organic Chemistry, from the Chemistry Electives; and

  o. Modify the footnote 2; and

3. Reconfigure the Bachelor of Science in Medical Technology, to create the Bachelor of Science in Nuclear Medicine Technology.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
ART	5/16/18

Title	Signature	Date
Department Head Dr. Dawn Ward	_Dawn Ward_	5/31/18
Dean Dr. Jeff Woods	_[signature]_	5/31/18
Assessment	_[signature]_	6/1/18
Registrar	_Tammy Weaver_	7/3/18
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:
ART	~~2203~~ 2233	⦿ Spring ◯ Summer I

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

Special Topics in Art and Design

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

SPECIAL TOPICS IN ART & DESIGN

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

⊙ Yes ⦿ No

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

If so, list course subject and number. ⦾ Yes ⦿ No

Is this course repeatable for additional earned hours? ⦿ Yes ⦾ No How many total hours? | 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? | $45 Select Fee Type

If selected other list fee type:

☑ Elective   ☐ Major   ☐ Minor

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

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

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

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

Answer the following Assessment questions:

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

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

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

- Demonstrate skills in a new art or design technique or medium

- Create projects applying skills from applications in art and design

- Use the appropriate vocabulary associated with the new technique or medium

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

- Demonstrate skills in a new art or design technique or medium

    o In-class exercises.
    o Art and Design assignments
    o Final project.

- Create projects applying skills from applications in art and design

    o Art and Design assignments
    o Final project.

- Use the appropriate vocabulary associated with the new technique or medium

    o Quiz and Exam covering these topics.
    o Essay assignments

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

This course would support our BFA curriculum by creating an opportunity for students to gain extended knowledge in their art and design professional courses that would cover current topics and skills. All courses that can offer additional skills add to their flexibility and attractiveness in the competitive job market.

This course will introduce various art mediums and techniques that are otherwise not covered by the regular curriculum as special topics. Examples of the kinds of courses that might be offered this way would be: stop-motion animation, machinima, introduction to art filmmaking, photographing the landscape, children's illustration, advertising design and magazine layout.

The demand of the course is built in to the new BFA curriculum requirements from our discipline specific accreditor NASAD include an additional 18 hours of art and design electives for the Fine Art, Graphic Design and Game and Interactive Media Design BFA degrees which have a total of 200+ majors currently enrolled.

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.

ART ~~2203~~ **2233** ^ Special Topics in Art & Design
Spring 2019
Days and Time – TBA
Topic – TBA
Instructor – TBA
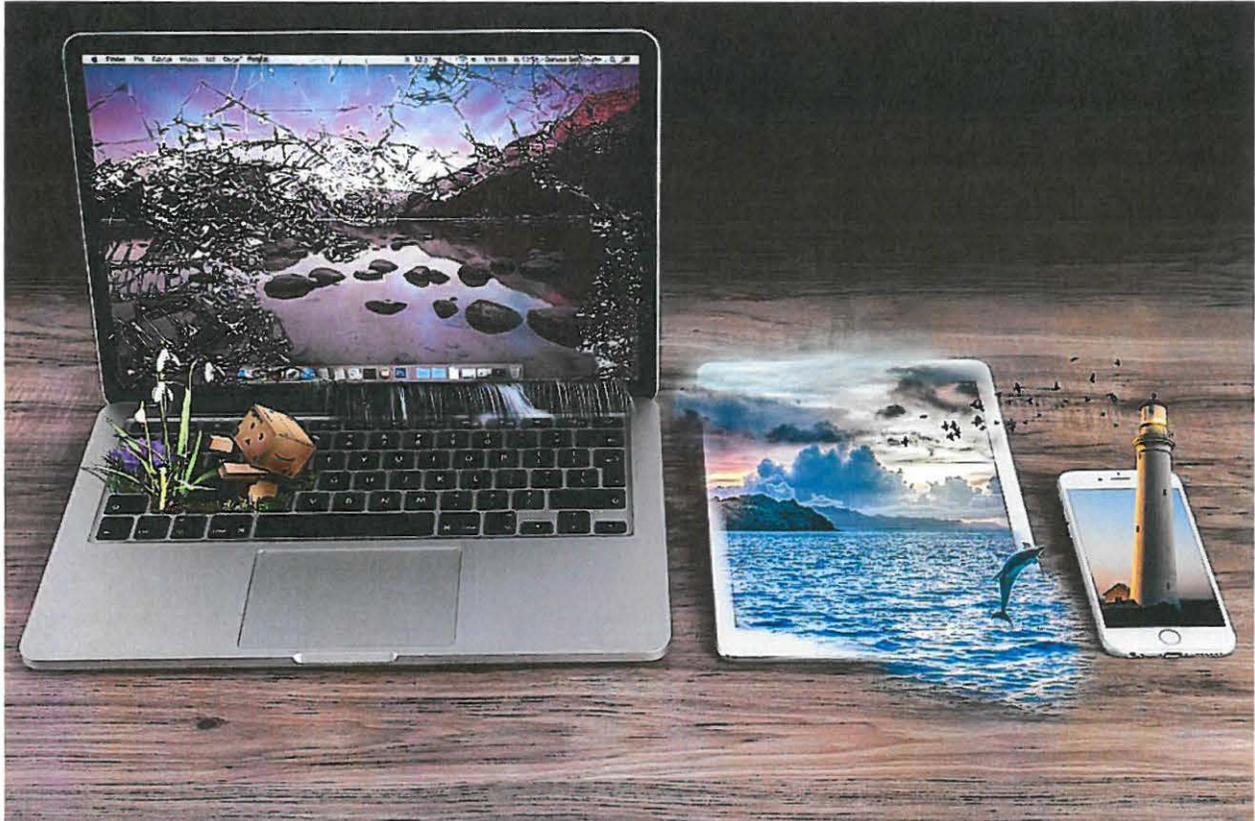Office Hours - TBA
Office Phone - TBA

*Image by **Chau Nguyen** – creative commons*

Catalog Description

An introductory course in a special topic in art & design that will be offered through lectures, practical assignments, and in-class studio assignments. Open to all art majors.

Credit Hours – 3 Credits, 3 Contact hours

Prerequisites – must be an fine art, game, graphic design or art education major

Description: This course will introduce various art mediums and techniques that are otherwise not covered by the regular curriculum as special topics. Examples of the kinds of courses that might be offered this way would be: stop-motion animation, machinima, introduction to art filmmaking, photographing the landscape, children's illustration, advertising design and magazine layout.

Justification for the course: This course offers students an opportunity to learn the basics of a variety of art and design concepts that can be used to fulfill their BFA lower division elective requirements.

Text and Readings – No Textbook required

All course material including readings, exercises, and assignments will be available from the Blackboard course website.

Program Learning Outcomes

- Demonstrate skills in a new art or design technique or medium

- Create projects applying skills from applications in art and design

- Use the appropriate vocabulary associated with the new technique or medium

General Education Objectives:

- Identify and analyze diverse cultural and historical factors in the creation of and response to art, music, film, and literature.

Blackboard

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly. Other essential materials will be given in hard copy format, thus requiring your physical presence in the class.

*Image by **Manuchi – creative commons***

Assessment

Your grade will be determined by the following assessment opportunities: 4 written assignments (50 points each), a terminology exam (100 points), 4 project based assessments (50 points) and your final project or exam (100 points) – total points available 600.

Grading Scheme

100-90 A (4)   89-80 B (3)   79-70 C (2)   69-60 D (1)   59 and below F (0)

Attendance Policy

You are required to attend all scheduled classes. Students can miss up to 4 classes for MWF and 3 for TR without penalty. Missing additional absences beyond the 4 MWF and 3 TR students will have a reduction in their grade of 5% per additional absence. More than 8 absences will result in the "FE" (failure) grade.

Submission of Assignments

Specific instructions will be given for the format and style of required assignments and will vary by instructor so make sure that you read your assignment instructions carefully.

Academic Dishonesty

To quote directly from the ATU Faculty handbook (p. 74):

Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and e) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

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

Diversity and Inclusion

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, and stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such as incident of misconduct to a faculty or staff member, they ae required by law to notify Arkansas Tech University's Title IX Coordinator, and share the basic fact of your experience with them. 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.

From:	Dawn M. Ward
Sent:	Tuesday, July 03, 2018 12:39 PM
To:	Tammy Weaver
Subject:	Re: ART 2203

2233 is fine

Sent from my iPad

On Jul 3, 2018, at 11:09 AM, Tammy Weaver <tweaver@atu.edu> wrote:

> Dr. Ward
>
> We are unable to reuse the course number ART 2203. The course number was used for Applied Graphic Design prior to 2004. Would you like to use 2233, 2243, 2253, 2263, 2273, 2283, 2293?
>
> Thanks.
>
> Tammy
>
> Tammy Weaver, Registrar
> Arkansas Tech University
> Office of the Registrar
> Brown Building, Suite 307
> 105 West O Street
> Russellville, AR 72801-2222
>
> Telephone: 479.968.0643
> Fax: 479.968.0683
> Email: tweaver@atu.edu
>
> Please take a minute to complete this survey on the service you received.
> http://www.atu.edu/registrar/survey.php

From:	Jeffrey Woods
Sent:	Thursday, July 05, 2018 8:43 AM
To:	Tammy Weaver; Dawn M. Ward; Summer Bruch
Subject:	FW: ART 2203

All,

Let's go with ART 2233.

Jeff Woods
Dean, College of Arts and Humanities
Arkansas Tech University
WPN 240
407 West Q Street
Russellville, AR 72801

479-968-0274
http://www.atu.edu/humanities/

From: Summer Bruch
Sent: Tuesday, July 3, 2018 4:32 PM
To: Jeffrey Woods <jwoods@atu.edu>
Subject: Re: ART 2203

2233 will be fine it is not in use.

Summer Bruch
Department Head of Visual Art

From: Jeffrey Woods
Sent: Tuesday, July 3, 2018 8:42:17 AM
To: Summer Bruch
Subject: FW: ART 2203

Summer,

See below. This is for a curriculum change. Is 2233 ok with you for this course number? You can find the course descriptions for art here: https://www.atu.edu/catalog/descriptions/courses.php?catalog=U&subj=ART

Thanks,

Jeff Woods
Dean, College of Arts and Humanities
Arkansas Tech University
WPN 240
407 West Q Street
Russellville, AR 72801

479-968-0274
http://www.atu.edu/humanities/

From: Tammy Weaver
Sent: Tuesday, July 3, 2018 11:09 AM
To: Dawn M. Ward <dward23@atu.edu>
Cc: Jeffrey Woods <jwoods@atu.edu>
Subject: ART 2203

Dr. Ward

We are unable to reuse the course number ART 2203. The course number was used for Applied Graphic Design prior to 2004. Would you like to use 2233, 2243, 2253, 2263, 2273, 2283, 2293?

Thanks.

Tammy

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar
Brown Building, Suite 307
105 West O Street
Russellville, AR 72801-2222

Telephone: 479.968.0643
Fax: 479.968.0683
Email: tweaver@atu.edu

Please take a minute to complete this survey on the service you received.
http://www.atu.edu/registrar/survey.php

™ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
ART	5/16/18

Title	Signature	Date
Department Head Dr. Dawn Ward	*Dawn Ward*	5/31/18
Dean Dr. Jeff Woods	*[signature]*	5/31/18
Assessment	*[signature]*	6/1/18
Registrar	*Tammy Weaver*	7/3/18
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:
GAME	**2013**	⊙ Spring ○ **Summer I**

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

Digital Audio Production

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

DIGITAL AUDIO PRODUCTION

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

☒ Yes ⬤ No | ~~MUS 2013~~

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 | MUS 2013

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? | $45 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.? The music lab is currently equipped with the software, computers and mixing equipment needed for the class. Future upgrades might be necessary.

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

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

- Discuss and critique the many standards and formats of digital audio.
- Demonstrate techniques using audio-video hardware and software.
- Use appropriate vocabulary in discussions and assignments that identifies the history and social issues surrounding old and new media.
- Demonstrate fluency in multimedia terminology and problem solving skills.
- Apply audio and video production skills for research and teaching.

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

- Discuss and critique the many standards and formats of digital audio.
  - Lecture, week #1 basics on audio and video file types, data organization; basics in how to use digital audio and video.
  - Digitization assignment involving media reformatting, metadata, digital preservation, derivatives in multiple file formats.
  - Quiz on the above topics.
- Demonstrate techniques using audio-video hardware and software.
  - In-class exercises.
  - Digitization assignment.
  - Final project.
- Use appropriate vocabulary in discussions and assignments that identifies the history and social issues surrounding old and new media.
  - Lecture on history of audio recording and production.
  - Lecture on copyright.
  - Quiz and Exam covering these topics.
- Develop fluency in multimedia terminology and gain problem solving skills.
  - Ten Audio Terminology assignments.
- Apply audio and video production skills for research and teaching.
  - Lecture, week #1 basics on audio and video file types, data organization; basics in how to use digital audio and video.
  - Digitization assignment involving media reformatting, metadata, digital preservation, derivatives in multiple file formats.
  - Podcasting lecture.
  - Quiz and Exams covering these topics.
- What is the rationale for adding this course? What evidence demonstrates this need?

Creating Digital Audio is an important skill that can help expand student's employment opportunities. It also reinforces the objectives of a BFA in Game and Interactive Media Design which has a focus on creating original work. This course gives students interested in creating their own background sound for production purposes an introduction to the equipment, software and processes associated with creating Digital Audio. Students in the first course offered as a special topics in spring of 2018 came from a variety of degree programs including game, graphic design and music and they produced everything from game sound effects to musical scores based on their interests. These introductory skills would be applicable in many career choices such as commercial audio applications, advertising, animation, game design and music studio production.

The spring version of the course filled within two weeks of pre-registration and had a waiting list. The course has no pre-requisites so we think the demand will increase as more students are aware of its availability.

The demand of the course is built in to the new BFA curriculum requirements from our discipline specific accreditor NASAD include an additional 18 hours of art and design electives for the Fine Art, Graphic Design and Game and Interactive Media Design BFA degrees which have a total of 200+ majors currently enrolled.

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: Music	This department ☑ supports ☐ does not support the change.
Comments:	

Department Head Signature: _Cynthia Mitchell_

Date: 5-31-18

Digital Audio Production

Spring 2019
Wednesday & Thursday 5:30-7:00
ATU Music Lab: Ross Pendergraft Library RPL-210

Instructor
Lowell H. Lybarger, Ph.D., MLIS

Office Hours and Contact Information

Dr. Lybarger's office: RPL 209 (in the Music Lab) Office hours: Monday 2-4 PM or by appointment. email: llybarger@atu.edu   Office phone: (479) 964-0584

Catalog Description
An introduction to digital audio production through lectures, practical assignments, and in-class exercises. Open to students in all majors.

Credit Hours – 3 Credits, 3 contact hours

Cross-listing – MUS 2013

Prerequisites - none

Description: This course will impart the basic skills needed for digital audio production through a combination of lectures, practical assignments, and in-class exercises. Students will learn the basics of audio recording, editing, optical media authoring (CDs and DVDs), and Internet publication (webpages, pod-casting, YouTube, Facebook, and other social networking). This course is multidisciplinary in scope and imminently useful to academic fields that are directly affected by multimedia communication such as art, music, game design, journalism, and speech communication.

Justification for the course: This course offers students an opportunity to learn the basics of digital audio production which would be applicable in many career choices such as commercial audio applications, advertising, animation, game design and music studio production.

Text and Readings – *No Textbook required*
All course material including readings, exercises, and assignments will be available from the Blackboard course website. In addition to these readings, the following texts will be placed on reserve at the Music Lab Control Room as reference works for the class:

Corbett, I. 2015. Mic it!: Microphones, microphone techniques, and their impact on the final mix.
Dowsett, P. 2016. Audio production tips: Getting the sound right at the source.
Everest, F. A. 2007. Critical Listening Skills for Audio Professionals.
Horowitz, S. and S. Looney. The Essential Guide to Game Audio.

Ruggle, J.E. et. Al. 2017. <u>Inside the Video Game Industry</u>.
Rumsey, F. et. Al. 1992. <u>Sound and Recording: applications and theory</u>.
Savage, S. 2011 <u>Art of Digital Audio Recording : A Practical Guide for Home and Studio</u>.
Savage, S. 2014 <u>Mixing and mastering in the box : The guide to making great mixes and final masters on your computer</u>.
Steventon, John. 2006. <u>DJ'ing for Dummies.</u>

Program Learning Outcomes

- Discuss and critique the many standards and formats of digital audio.
- Demonstrate techniques using audio-video hardware and software.
- Use appropriate vocabulary in discussions and assignments that identifies the history and social issues surrounding old and new media.
- Demonstrate fluency in multimedia terminology and problem solving skills.
- Apply audio and video production skills for research and teaching.

General Education Objectives:

- Demonstrate responsibility when interacting with new techniques and technologies.
- Identify and analyze diverse cultural and historical factors in the creation of and response to art, music, film, and literature.

Blackboard

Select announcements, readings, assignments, and other course materials will be made available through the Blackboard website for this class. Please check this site regularly. Other essential materials will be given in hard copy format, thus requiring your physical presence in the class.

Assessment

Your grade will be determined by the following assessment opportunities: ten audio terminology assignments (1% each, 10% total), digitization assignment (10%), one quiz (10%), midterm exam (20%), final project (30%), and final exam (20%).

Grading Scheme

100-90 **A (4)**   89-80 **B (3)**   79-70 **C (2)**   69-60 **D (1)**   59 and below **F (0)**

Attendance Policy

You are required to attend all scheduled classes. Unexcused absence is not permitted and will result in a deduction of five percentage points (5%) from the final grade with additional reductions increasing for each additional unexcused absence. A total of eight unexcused absences will result in the "FE" (failure) grade.

Assignments

Submission of Assignments

Specific instructions will be given for the format and style of required assignments. Written assignments must be submitted in person by the student in analog format (i.e. a hard copy print-out). Multimedia submissions can be submitted in person by the student through optical medium (CD or DVD) or by external hard drive or flash memory. Email messages with attachments will be not be accepted.

Final Project: Audio Project using a Digital Audio Workstation (DAW)

Students will be required to produce a final project that is worth thirty percentage points (30%) of the final grade. The project will consist of a digital audio project that demonstrates the skills and knowledge acquired through the class lectures and assignments.

Academic Dishonesty

To quote directly from the ATU Faculty handbook (p. 74):
Academic dishonesty refers to the various categories of cheating and plagiarism in the classroom.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples of this are: a) copying from the examination or quiz of another student, b) bringing into the classroom notes, messages, or crib sheets in any format which gives the student extra help on the exam or quiz, and which were not approved by the instructor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers from the Internet or any other source, and e) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

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

Diversity and Inclusion

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, and stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such as incident of misconduct to a faculty or staff member, they ae required by law to notify Arkansas Tech University's Title IX Coordinator, and share the basic fact of your experience with them. 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.

GAME/MUS 2013   Digital Audio Production – Spring 2019 – Class Schedule

Assessment	Week	Date	Lecture		Practice & Production
	1		**Class Overview**, Lecture Format, Assignments, Assessment, Basic Concepts		*Windows OS Review, Keyboard Shortcuts, Basic Audio Editing*
	2		**History of Sound Recording, Analog Audio, Digitization**		*Basic Audio Editing Digitization*
	3		**Analog Audio, Digitization, Audio Preservation, CD/DVD-Audio Authoring, Derivative Use Copies**		*Digitization Digitization, CD Authoring*
Quiz I	4		*Quiz I*	**Equipment: cables, microphones, etc. Recording Studio Design**	*Sound Recording in Wave Lab, Sound Forge Sound Recording in Wave Lab, Sound Forge*
	5		**Equipment: cables, microphones, etc. continued Recording Studio Design**		*Sound Recording in Wave Lab, Sound Forge* **Guest Presenter: Michael Stoker (Feb. 15)**
Digitization Projects Due February 20	6&7		**Introduction to the Digital Audio Workstation (DAW) Introduction to Musical Instrument Digital Interface**		*Digital Audio Workstation (DAW)*
Midterm	8		*Midterm*	**Digital Audio Workstation (DAW) Loop-based music composition**	*Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac)*
	9		**Digital Audio Workstation (DAW) Loop-based music composition continued…**		*Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac)*
Spring Break	10				
	11		**EQ, Compressors, Dynamics, Effects**		*Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac)* **Guest Presenter: Ray Ballaster (Mar 29)**
	12		**Podcasting**		*Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac)* **Guest Presenter: Mark Rowland (April 5)**
	13		**Game Audio**		*Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac)* **Guest Presenter: Blake Smith (April 12)**
	14		**Copyright Mastering**		*Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac)*
Digitization Projects Due April 26	15		**Mastering Final Projects Presentations & Final Exam Prep**		*Digital Audio Workstation (DAW) in Acid (PC), Logic (Mac)*
Final Exam	16		*Final Exam*		

™ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	5/31/18

Title	Signature	Date
Department Head	*(signature)*	5/31/18
Dean	*(signature)*	5/31/18
Assessment	*(signature)*	6/1/18
Registrar	*(signature)*	6/20/18
Vice President for Academic Affairs		

Committee	Approval Date
Teacher Education Committee (Graduate or Undergraduate Proposals) *(signature)*	9/17/2018
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL) ENGL	Course Number: (e.g., 1003) 3073	Effective Term: ○ Spring ● Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Creative Nonfiction Workshop		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Creative Nonfiction Workshop		

ᵀᴹARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	5/31/18

Title	Signature	Date
Department Head	*[signature]*	5/31/18
Dean	*[signature]*	5/31/18
Assessment	*[signature]*	6/1/18
Registrar	*[signature]*	6/20/18
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) ENGL	Course Number: (e.g., 1003) 3073	Effective Term: ⃝ Spring ⦿ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Creative Nonfiction Workshop		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Creative Nonfiction Workshop		

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

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

ENGL 3073 will not require special resources.

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

ENGL 3073 will not require a special classroom.

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

ENGL 3073 will address two program level learning objectives:

(1) Understanding of the process of producing creative writing, including knowledge of literary terms

and forms

(2) Ability to produce original creative work, including works which utilize a variety of literary devices

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

(1) Exit Interview
(2) embedded CPGE
(3) portfolio

d. What is the rationale for offering this course? What evidence demonstrates this need?

At Arkansas Tech University, the only two required workshops (3000 level) for the BFA program are Fiction and Poetry with Creative Nonfiction being offered occasionally as an elective (for example, the 4093/5093 Creative Writing Seminar). Because one of the goals of the B.F.A Program in Creative Writing at ATU is to introduce the students to a variety of writing styles and techniques and because many Creative Writing students have a desire to go on to pursue graduate degrees in Creative Writing (most of these programs offer degrees specializing in Creative Nonfiction) it is important to offer a Creative Nonfiction Workshop on a regular basis, and as a required course, just like the Poetry and Fiction Workshops.

Ever since Lee Gutkind began offering classes specifically focused on Creative Nonfiction in the 1970's (and, indeed, coined the term "Creative Nonfiction" itself), many institutions have begun offering courses – and concentrations – in this genre. According to Lee Gutkind's craft book and history of Creative Nonfiction entitled *Keep it Real: Everything You Need to Know About Researching and Writing Creative Nonfiction*, many of the best publications in the country, including *The New Yorker*, *Vanity Fair*, and *Esquire*, publish more Creative Nonfiction than poetry and fiction combined. Additionally, many of the most publicized Best Sellers lists, such as *The New York Times'* and *The Washington Post*'s, often list more Creative Nonfiction (memoir, personal essay, etc) than fiction. Creative Nonfiction pieces are more and more commonly made into best-selling films, such as Cheryl Strayed's *Wild* (starring Reese Witherspoon) and Bill Bryson's *A Walk In The Woods* (starring Robert Redford and Nick Nolte). This genre is not only generally more lucrative than literary fiction and poetry, but potential employers might look at expertise in Nonfiction as a more immediately useful than in Fiction and Poetry, especially for positions/fields such as journalism, freelance article writing, institutional communications, and advertising/marketing. In addition, it is common for people without creative writing experience to hire ghostwriters or co-writers with expertise in Nonfiction when writing their own memoirs.

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 • DEPT OF ENGLISH & WORLD LANGUAGES
ENGL 3073-01: CREATIVE NONFICTION WORKSHOP

Instructor: Dr. Mary Sharpe
Office: Witherspoon Hall 144

Email: msharpe2@atu.edu
Office Hours: Mon 5 – 5:50 pm
Wed 2:30 – 5 pm
Fri 1 – 3:30 pm

Catalog Description: Concentration in the writing and evaluation of creative nonfiction. Prerequisite: ENGL 2043, course may be repeated for credit.

Course Objectives: (1) Students will learn to read and write creative nonfiction essays through lecture and in-class discussion sessions centered on assigned readings as well as class-wide workshops of students' essays. (2) Each student will be workshopped at least twice and will become familiar with the creative nonfiction workshop environment and expectations.

Course Overview: This is a creative writing workshop with a focus on reading and writing creative nonfiction essays. Because the class will be diverse in terms of students' familiarity with creative nonfiction, we will begin the semester by reading several essays and, in response, exploring the ethical and practical boundaries that writers must define when working within this genre. *Where should writers draw the line between fact and fiction? How much embellishment and/or omission is acceptable in a piece labeled "nonfiction"?*

We will then move into reading the text that serves to structure the course, Miller and Paola's *Tell it Slant*, which discusses both form and content. Each week, we will read a chapter from this book as well as a corresponding professional essay (or essays). Week four will begin the workshop portion of the course. Students will be divided into groups, so that the members of each group will be workshopped on the same day. Every student will have two essays workshopped during the semester. At the end of the semester, students will turn in a final portfolio which includes an original version and a revised version of both of their essays.

Primary Course Texts: O'Brien, Tim. *The Things They Carried*
Lopate, Phillip. Ed. *The Art of the Personal Essay*
Miller, Brenda and Suzanne Paola. *Tell it Slant*. (2nd edition)

Optional/Suggested Texts: Gutkind, Lee. *Keep it Real*
Gutkind, Lee. Ed. *In Fact: The Best of Creative Nonfiction*

Course Texts: In order to participate in class discussion, it is essential that students be able to reference and annotate their texts. Therefore, each student must bring the current, hardcopy texts with him for each class (no e-readers or laptops)—both assigned readings and workshop drafts. Every student must have his own individual copies of each text. If a student does not have all pertinent texts in front of him during class, this will count as a "0" for participation for that day.**

Writing Assignments: Each student will have 2 creative nonfiction essays (8-12 pgs. double-spaced) due throughout the course. Because one of the major goals of the course is to have students generate new writing, both essays must be written for this class specifically. Essays are due the class before a student's group is to be workshopped. Each student must bring enough copies for each member of the class—including the professor—and these essays should be printed, stapled, and ready to be passed out the day that they are due in order to be counted for credit. Don't forget to

include page numbers for reference during workshop. If a student does not turn in an essay the class before he is up for workshop OR does not have enough hard copies for each member of the class, including the professor, he will forfeit his workshop for that round and receive a "0" for that essay. Email submissions are not permitted, regardless of circumstance.

Note: Though there will not be assigned prompts for the two essays, some students may find the essay prompts in *Tell it Slant* helpful in order to generate ideas for their work.

Response Assignments: Students must read—carefully and thoughtfully—each student essay and respond with marginal notes and at least one typed page (double-spaced) of comments with a focus on constructive criticism. The original essays with each student's marginal notes as well as the typed page of comments (stapled to the original copy) will be handed back to the writer after his workshop. If a student comes to class without comments prepared for each of the essays to be workshopped (not including his own), he will receive a "0" for participation for that class.

Grading: Participation: in-class discussion, workshop, and response assignments (40%), Two Creative Nonfiction Essays (40 %), Final Portfolio (20%)

Note on Grading: My main concerns are that you write your essays with interest, care, and adventurousness, and that you come to class prepared to discuss your peers' work with your best critical intelligence. I expect you to put time, thought, and care into each piece—both your own and your peers'—and into revising your work as well as helping your peers to revise theirs.

Calculating Grades: I don't always post grades on Blackboard. Instead, I keep a hard-copy gradebook. You may ask me for a specific grade at any time. You will know your essay grades because I will return them to you. The below descriptions are guidelines for participation grade calculation:

> A=Participate actively (several comments) in every class
> B=Participate actively (several comments) in the majority of classes
> C=Participate actively (several comments) in at least half of the classes
> D=Participate actively (several comments) sometimes, but fewer than half of the classes
> F=Participate rarely or never

I utilize a standard A-F grading system:

A+=100	B+=89	C+=79	D+=69	F=0
A=96	B=86	C=76	D=66	
A-= 92	B-=82	C-=72	D-=62	

Attendance: The success of a creative writing workshop depends on the participation of its members, so I expect you to come to every class unless the absence is absolutely unavoidable (illness, family emergency, etc). Each student is allotted 2 absences throughout the semester, regardless of reason. Any more than 2 missed classes will result in an "F" for the course. If a student is more than 10 minutes late to class, this will count as an absence. If a student comes to class after attendance is taken (but within the first 10 minutes of class), he must see me at the end of class to make sure I marked him as in attendance. This is each student's responsibility. Note: If you miss a class, you are still responsible for any materials distributed or assignments made during your absence—and you must come prepared for the next class. Any materials distributed in class (ex: workshop essays, photocopies for reading assignments) will be placed in the basket on my office

door (Witherspoon 144).

Participation in Discussion: In-class discussion is an essential part of the course, and you are expected to be active and engaged. I realize that some students are more talkative than others naturally and that is fine. However, I do expect every student to make contributions to the discussions—both workshops and discussions of assigned readings. If you are on your phone, sleeping, doing work for other classes or otherwise disengaged, you will receive a "0" for participation for the day. Note: a creative writing workshop is a unique course structure in that it is a community class and, as such, requires both give and take. It's important to participate actively in every student's workshop. It is unfair for a student to receive workshop comments from the other writers in the class, but not offer workshop comments to those same writers.

Workshop Courtesy: During workshop, we will discuss each other's work with a critical eye and with the intention of helping the writer improve it. This does not mean that a student can be rude or disrespectful about any person's work or opinions. Make sure to phrase comments in a constructive way, rather than making someone feel bad about what he has written.

Final Portfolio: On the designated final exam day, you will turn in a final portfolio containing both of the essays you have written and workshopped. You will include two versions of each essay: your original workshop version and a revised version which reflects the additional work that you put into editing the essay according to the comments you received during workshop. It is important to understand the difference between revision (literally "re-visioning" the work) and simple editing. Your revisions should be thorough and thoughtful rather than just minor grammatical edits. The portfolio will serve as the "final exam" and, as such, should showcase the growth you've made as a creative nonfiction writer over the course of the semester.

Email: If you need to contact me, email is the best way to do so. Please keep your invented ethos in mind when you email me. Emails should be formal and professional, utilizing complete sentences and proper punctuation. Each email should contain a specific subject in the subject line, a salutation, the sender's full name, class name and section, and a proper sign-off. I check my work email (msharpe2@atu.edu) during regular business hours: Monday through Friday from 9 am to 5 pm. I will do my best to respond to emails within 48 business hours, but may not always be able to do so. Because I teach several different courses, be sure to put your full name and course title in any emails for clarity. Do not use the Blackboard email system to contact me; use msharpe2@atu.edu.

Classroom Decorum: Every student must behave in a manner that is both respectful to me—the professor—as well as the other students. This includes email correspondence as well as during class time and office hours. If a student is disrespectful, distracting, or hinders my ability to lead class, I will have him removed from the course—no exceptions.

Classroom Technology: Please keep cell phones, laptops, and tablets out of sight in my classroom and turn ringers/buzzers off before class begins. Do not text, web surf, or use any apps during class time. If you have an emergency and must use your phone, quietly step outside of the classroom to do so. Headphones are not permitted during class time. No portion of this class may be recorded without my express written consent.

Plagiarism and Academic Dishonesty: If you plagiarize any portion of your work—using words or ideas that are not your own without giving credit to the original source—you will fail the course.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal		Date
English and World Languages		06-04-18

Title	Signature	Date
Department Head	*[signature]*	06-04-18
Dean	*[signature]*	6/4/18
Assessment	*[signature]*	6/11/18
Registrar	*[signature]*	6/24/18
Vice President for Academic Affairs		
* Teacher Education committee	*Linda Bean [signature]*	9/17/2018
Committee		Approval Date
Curriculum Committee (undergraduate Proposals Only)		
Faculty Senate (undergraduate Proposals Only)		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
SPAN	2033	Spring • Summer I

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

Intermediate Spanish II for Heritage Speakers

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

Intermediate Spanish II for Heritage Speakers

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English and World Languages	06-04-18

Title	Signature	Date
Department Head		06-04-18
Dean		6/4/18
Assessment		6/11/18
Registrar		6/20/18
Vice President for Academic Affairs		

• Teacher Education committee

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
SPAN	2033	○ Spring ● Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Intermediate Spanish II for Heritage Speakers

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)
Intermediate Spanish II for Heritage Speakers

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

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

This course will not require special resources.

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

This course will not require a special classroom

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.

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

(1) Mastery of the conventions of standard written Spanish

(2) Effective communication and comprehension skills in the target language within a variety of cultural contexts

(3) Ability to understand and respond creatively, critically, and analytically to print and non-print texts in the target language

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

(1) Embedded CPGE measurement

(2) Exit Interview

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

Spanish instructors struggle to meet the divergent needs of heritage and non-heritage students. Despite more advanced verbal skills, heritage speakers often have poor understanding of grammar and proper usage. This proposed course would track heritage and non-heritage speakers at the Intermediate II level, permitting instructors to focus their pedagogical practice more effectively. The course will also provide a better entry point for heritage speakers who are taking advantage of our advanced placement policy.

A syllabus for SPAN 2033 is attached below.

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

The addition of this course will not affect any other department of program.

Arkansas Tech University

SPAN 2033 M01 Intermediate Spanish II for Heritage Speakers – FALL 2019

ACTS Common Course SPAN 2023

Department of English and World Languages

Professor: Dr. Nelson R. Ramírez
Class time: martes y jueves: 11:00 a.m. - 12:20 p.m.

Classroom: Dean Hall 105

Office: Dean Hall 116-F
Telephone: 479-2680636
e-mail: nramirez@atu.edu
Office Hours: MWF 2:00 p.m. – 4:00 p.m.; TR 12:00 p.m. – 4:00 p.m.; or by appointment

CATALOG DESCRIPTION:

Prerequisite: SPAN 2013 or equivalent

Development of the language skills necessary for communication (speaking and writing) and comprehension (listening and reading) skills for students who grew up in an environment where Spanish was spoken frequently.

Note: Advanced placement credit is available to students who have previously studied Spanish.

COURSE DESCRIPTION:

This new course will provide an alternative entry point for heritage speakers who have good speaking skills, but lack strong academic Spanish skills. It would substitute for SPAN 2023 Intermediate Spanish II.

Spanish 2033 is designed for students who grew up in an environment where Spanish was spoken frequently. This course builds on the linguistic competence gained in childhood in order to develop the language for use in a wide variety of situations. Through course readings, videos, class debates, written assignments, presentations, students will achieve greater flexibility in their use of the

language and greater appreciation for the cultural and linguistic variation present in the Spanish-speaking world.

OBJECTIVES:

By the end of the semester, students will:

1. Be able to write a well-structured paragraph on an academic topic in Spanish.
2. Improve command of spelling and use of written accents in Spanish.
3. Improve presentational communicative abilities in Spanish.
4. Expand their lexical repertoire in Spanish.
5. Understand the nature and extent of language variation in the Spanish-speaking world.
6. Appreciate the cultural differences among Spanish speakers in Latin America and in the United States.

REQUIRED TEXTS AND MATERIALS

Samaniego, Fabian, Rojas, Nelson, et al. *El mundo 21 hispano*. Segunda edición. Boston: Heinle Cengage Learning, 2014.
2. *El mundo 21 hispano. Cuaderno de actividades*.
3. A good bilingual Spanish — English dictionary

COURSE POLICIES:

Emphasis will be on learning Spanish for real world purposes. You and your instructor will speak Spanish 100% of the time. There will be paired-work, group activities and whole-class discussions in which you are expected to actively participate and to use only Spanish. You are expected to use the grammatical concepts and vocabulary focused on in this class and in previous classes. You are also expected to learn the cultural information covered in the course. You should be prepared for each class and have completed your homework assignments **before** you come to class.

ATTENDANCE:

Attendance will be taken daily. Regular class attendance is essential for successful completion of the course. With the exception of days scheduled for tests, quizzes and compositions, you may miss three classes for any reason (personal, medical, motivational, etc.) without it directly affecting your grade. **The fourth and every subsequent absence for whatever reason will occasion the loss of <u>five percentage points</u> on the final overall course grade. Therefore, you should choose your absence wisely.** If you stop attending class, it is your responsibility to drop the class. If you wish to make up work you must notify your instructor either before or within an hour after class time, and you must provide appropriate documentation. Repeated late arrivals and early departures will also directly and adversely affect your final course grade.

Students with Disabilities

Students may request accommodation as a result of barriers related to a disability. Students who require academic accommodation for either classroom participation or the writing of tests and exams

should make their request to the Office of Disability Services (https://www.atu.edu/disabilities/index.php).

Academic Honor Code:

Our department strives for academic excellence and encourages all students to reach their potential. Moreover, the department promotes academic honesty and does not tolerate cheating or plagiarism. Cheating is defined as presenting ideas or words of another as one's own. According to the university policy, the consequences of cheating and plagiarism can result in an F on the assignment, exam, or in the course.

GRADE SCALE

A = 90-100 POINTS

B = 80-99

C= 70-79

D = 60-69

F = BELOW 60

GRADING COMPONENTS:

Attendance and participation:	**20%**
Chapter exams:	**30%**
Writing assignments:	**20%**
Oral presentation:	**10%**
Final exam:	**20%**

1. Attendance and participation

You are expected to complete the reading assignments at home and come to class prepared to participate in class discussions. A grade will be given for your performance, not for your effort or potential, in class discussions, paired-work and group activities. Your participation and proficiency will be assessed daily. If you are in class, but are not prepared and/or do not participate, you will receive a zero.

2. Chapter exams

There will be two chapter exams. The exams will cover selected material from *Mundo 21*, class lectures, videos, and any other assigned material. The exam will include listening comprehension, reading comprehension, grammar, short stories and cultural information. **There are no make-ups for the exams unless you have notified your professor or your instructor**

IMMEDIATELY before or after the exam and provide appropriate and acceptable documentation. Make-ups will only be allowed under extreme circumstances and at the professor's discretion. Exam dates are listed in the *Programa*.

3. Writing assignments

There will be four writing assignments (short compositions on assigned topics). They will be written entirely at home, or in class and finished at home. In the second case, the first draft will be written in class. The second draft, which you will complete and type at home, will be peer-edited in class. The final draft, will be corrected, typed and turned in on the assigned date, along with the first and second drafts. **NO LATE COMPOSITIONS WILL BE ACCEPTED.** When you receive the graded composition from your instructor, you will make the corrections indicated.

4. Oral presentation

You will work by yourself to prepare and then present your topic in class. Your instructor will assign your presentation date. The topics for the presentation can be any cultural aspect of any Hispanic country in Central or South America covered in *Mundo 21*. Your instructor will give you suggestions for topics and the format. Presentations are to be 5— 7 minutes in length, entertaining as well as informative.

5. Final exam

The final exam will cover selected material from *Mundo 21*, class lectures, videos, and any other assigned material. The Final exam will include listening comprehension, reading comprehension, grammar, short stories, and cultural information. **There are NO MAKE-UPS or alternate times for the Final Exam. No shows will receive a grade of zero.** The final exam date and place is to be announced.

PROGRAMA

SEMANA 1 August 22

Composition #1

Introducción, material de la clase, y estructura de la clase.

Capítulo preliminar. El mundo hispánico (pp. 1-13).

SEMANA 2 August 27-29

Unidad 1 Lección 1. Los hispanos en Estados Unidos

Estructuras: Nouns and articles, Present Indicative and descriptive adjectives.

SEMANA 3 September 3-5

Unidad 1 Lección 2. Los Puertorriqueños.

Estructuras:Stem changing verbs and Verbs with irregular Changes and Irregular Verbs..

SEMANA 4 September 10-12

Composición #2

Unidad 1 Lección 3. Los Cubanoamericanos.

Estructuras: Uses of the Verbs ser and estar. Demostrative adjectives. Comparative and Superlatives..

SEMANA 5 September 17-19

Unidad 2 Lección 1. España: Los orígenes.

Estructuras: Preterite: Irregular Verbs. Direct and Indirect Object Pronouns and the Personal a.

SEMANA 6 September 24-26

Unidad 2 Lección 2 España: del Siglo de oro al Siglo XIX.

Estructuras: Preterite Stem-changing and the Irregular Verbs. Gustar and Similar Constructions.

SEMANA 7 October 1-3

Unidad 2 Lección 3. España: El Presente.

Estructuras: Imperfect. Indefinite and Negative Expressions.

SEMANA 8 October 8-10

Chapter exam

Unidad 3 Lección 1 México.

Estructuras: Preterite and Imperfect: Completed and Background Actions. Possessive Adjectives and Pronouns.

SEMANA 9 October 15- Fall break

Composition #3

Unidad 3 Lección 2 Guatemala

Estructuras: Preterite and the imperfect: Simultaneous Actions and the Recurrent Actions. The infinitive..

SEMANA 10 October 22- 24

Unidad 3 Lección 3 El Salvador

Estructuras: Por and Para

SEMANA 11 October 29-31

Unidad 4 Lección 1 Cuba

Estructuras: Present Perfect. Passive Constructions.

SEMANA 12 November 5-7

Unidad 4 Lección 2 La República Dominicana

Estructuras: Present Sunjunctive. Formal and Familiar Commands.

SEMANA 13 November 12-14

Chapter exam

Composition #4

Unidad 4 Lección 3 Puerto Rico

Estructuras: Subjunctive: Noun Clauses.

SEMANA 14 November 19-21

Unidad 5 Lección 1 Nicaragua

Estructuras: Relative Pronouns

Estructuras: La voz pasiva y construcciones que se emplean en vez de la voz pasiva

Oral presentations

SEMANA 15 November 26-Thanksgiving holiday

Oral presentations

Tuesday, December 3

Oral presentations. Repaso

FINAL EXAMINATION DATE AND PLACE TO BE ANNOUNCED.

Bibiography

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of*

Nationalism. London New York: Verso, 1991.

Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globlization*.

Minneapolis London: University of Minnesota Press, 1996.

Armstrong, Nancy. *Desire and Domestic Fiction: A Political History of the Novel*. New

York: Oxford University Press, 1989.

Bedolla, Ricardo y León Frías, Isaac. *Ojos bien abiertos: El lenguaje de las imágenes en*

movimiento. Lima: Fondo de Desarrollo Editorial Universidad de Lima, 2003.

Beverley, John. *Subalternity and Representation: Arguments in Cultural Theory*.

Durham London: Duke University Press, 1999.

Blanco, Desiderio. *Semiótica del texto fílmico*. Lima: Fondo de Desarrollo Editorial

Universidad de Lima, 2003.

Castañeda, Jorge. *La utopía desarmada*. México: Joaquín Mortiz-Planeta, 1993.

Favre, Henri. *El indigenismo*. [*L'indigénisme*]. Traducción del francés de Glenn Amado

Gallardo Jordán. México: Fondo de Cultura Económica, 1999.

Franco, Jean. *The Decline & Fall of the Lettered City: Latin American in the Cold War*.

Cambridge, Massachusetts, and London, England: Harvard University Press, 2002.

Fuentes, Carlos. *El espejo enterrado. A Video Series by Carlos Fuentes Workbook and Study Guide*.

Curland, Epple, Heinrich. Boston: McGraw-Hill, 1994.

García Canclini, Néstor. *Hybrid Cultures: Strategies for Entering and Leaving*

Modernity. Translated from the Spanish by Christopher L. Chiappari and Silvia L. López. Minneapolis:
University of Minnesota Press, 1997.

Hardt, Michael and Negri, Antonio. *Empire*. Cambridge, Massachusetts, London,

England: Harvard University Press, 2001.

Irving, Washington. *Life of Columbus*. Three Volumes. New York: G.P. Putnam and Son,

1868.

Kaplan, Caren. *Questions of Travel: Posmodern Discourses of Displacement*. Durham

London: Duke University Press, 1996.

Klein, Naomi. *No Logo*. London: Flamingo, 2001.

Larson, Brooke. *Trials of Nation Making: Liberalism, Race, and Ethnicity in the Andes,*

1810-1910. New York: Cambridge University Press, 2004.

Martín-Barbero, Jesús. *Al sur de la modernidad: Comunicación, globalización y*

   multiculturalidad. Pittsburgh: Instituto Internacional de Literature Iberoamericana, 2001.

Méndez-Faith, Teresa. *Panoramas literarios América hispana.* Segunda edición.

   Boston New York: Houghton Mifflin Company, 2008.

Mignolo, Walter D. *The Idea of Latin America*. Malden MA: Blackwell Publishing, 2005.

---------. *Local Histories/Global Designs: Coloniality, Subaltern Knowledges, and Border*

   Thinking. New Jersey: Princeton University Press, 2000.

Netanyahu, Benzion. *The Origins of Inquisition in Fifteenth Century Spain*. New York: Random House, 1995.

Nicols, Bill. *La representación de la realidad: Cuestiones y conceptos sobre el documental.*

   [*Representing reality*, 1991]. Traducción de Josetxo Cerdán y Eduardo Iriarte.

   Buenos Aires: Paidós, 1997.

Rama, Angel. *La ciudad letrada*. Hanover New Hampshire: Ediciones Horizonte, 1984.

Sarlo, Beatriz. *Escenas de la vida posmoderna: Intelectuales, arte y videocultura en la*

   Argentina. Buenos Aires: Seix Barral, 2004.

Vilches, Lorenzo. *La lectura de la imagen: Prensa, cine, televisión*. Buenos Aires:

   Ediciones Paidós Ibérica, S.A., 1984.

Williams, Raymond. *The Country and the City*. New York: Oxford University Press,

   1973.

Williams, Raymond. *Writing in Society*. [1983]. London New York: Verso, 1999.

Enlaces útiles

<http://www.rae.es/>

<http://www.wikilengua.org>

<http://www.orbilat.com/Languages/Spanish/Grammar/Spanish-Pronouns.html>

<http://www.popolvuh.ufm.edu/>

<http://www.maya-archaeology.org/>

<http://www.philipcoppens.com/caral.html>

<http://video.google.com/videoplay?docid=-4092265217728346257#>

<http://www.pbs.org>

Periódicos de Iberoamérica

<http://www.prensaescrita.com/>

<http://www.laopinion.com/>

<http://www.elnuevoherald.com/>

Blogs

<http://www.14ymedio.com/blogs/generacion_y/>

<http://www.elboomerang.com/>

<http://www.puenteaereo1.blogspot.com/>

<http://notasmoleskine.blogspot.com/>

<http://www.albertofuguet.cl/wordpress/>

<http://elboomeran.com/blog/7/blog-de-sergio-ramirez/>

Film documental: en Ross Pendergraft Library & Technology Center

Fuentes, Carlos. *El espejo enterrado: Reflexiones sobre España y El Nuevo Mundo.* "La virgen y el toro". **España: Complejidad histórico-cultural y ascenso imperial. Introducción personal. Cristóbal Colón, España y los toros, el flamenco, la cultura romana, el cristianismo**, etc. I (migraciones en la América hispana, pluriétnica, herencia cultural, identidad) y II (prehistoria de España, pluriétnica, símbolos culturales).

El espejo enterrado, III, IV y V]. *[El espejo enterrado*, VI, VII, VIII, IX y X].

El espejo enterrado (Ee). Programa II. **La batalla de los dioses.**

Unidad 1 (**La Ciudad de México: los antepasados**), Unidad 2 (**Otras culturas, otros dioses**), Unidad 3 (**Los mayas y los zapotecas**), Unidad 4 (**Los aztecas**),

Conquista y colonización. La conquista de México y el establecimiento del

Virreinato de Nueva España, Unidad 5 (**Cortés y Moctezuma**),

Unidad 6 (**La Malinche**), Unidad 7 (**Tenochtitlan**). Ee La conquista del Perú, Unidad 8 (**La conquista: Pizarro y los incas**), Unidad 9 (**Buenos Aires**), Unidad 10 (**Ciudades nuevas**), Unidad 11 (**Los indígenas: servidumbre y esclavitud**)|

Unidad 12 (**La Virgen de Guadalupe**), Unidad 13 (**La muerte y lo sagrado**).

Ee Programa III. **La Edad de Oro**. Unidad 1 (**Carlos V y el Nuevo Mundo**),

Unidad 2 (**Carlos V: España y Europa**), Unidad 3 (**Felipe II**),

Unidad 4 (**El Siglo de Oro: Cervantes**), Unidad 5 (**El barroco**), Unidad 6 (**Los negros**), Unidad 7 (**Sor Juana**), Unidad 8 (**Nuevos productos del Nuevo Mundo**), Unidad 9 (**Los Borbones**), Unidad 10 (**Jovellanos y Goya**), Unidad 11 (**Los criollos y la independencia**).

Ee Programa IV (**El precio de la libertad**). Unidad 1 (**La independencia**),

Unidad 2 (**Simón Bolívar**) y Unidad 3 (**San Martín: libertador del sur**), Unidad 4 (**Problemas de liberación**), Unidad 5 (**Las dictaduras**), Unidad 6 (**Benito Juárez**), Unidad 7 (**Maximiliano y Carlota**). *Ee* Unidad 8 (**La cultura europea**), Unidad 9 (**La pampa y los gauchos**), Unidad 10 (**Buenos Aires**), Unidad 11 (**La Revolución mexicana**).

Ee Programa V, Las tres hispanidades. Unidad 1 (La Sagrada Familia: símbolo **de una "obra inacabada"**), Unidad 2 (**La República: la experimentación**) y Unidad 3 (**Franco y la guerra civil**), Unidad 4 (**Obra inacabada en Latinoamérica**), Unidad 5 (**Relaciones con los EE.UU.**), Unidad 6 (**En busca de modelos**), Unidad 7 (**La cultura: una manerade ser**), Unidad 8 (**Modelos propios**), Unidad 9 (**La frontera**), Unidad 10 (**La inmigración y los EE.UU.**), Unidad 11 (**La presencia hispánica en los EE.UU.**), Unidad 12 (**¿Ser o no ser?**) y Unidad 13 (**La diversidad: el otro**).

Cine

<http://www.cinepata.com/>

<http://www.cinencuentro.com/>

Reportaje sobre *Paraíso*: <http://paraisolapelicula.pe/>

™ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	

Title	Signature	Date
Department Head		
Dean		5/31/18
Assessment		6/1/18
Registrar		6/20/18
Vice President for Academic Affairs		

Committee	Approval Date
Teacher Education Committee (Graduate or Undergraduate Proposals)	9/17/2018
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	

Program Title:
Bachelor of Fine Arts in Creative Writing Education for Teacher Licensure

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

(1) Add ENGL 3073
(2) Delete English Elective

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

The addition of ENGL 3073 will have no impact on staffing, other programs, or space allocation.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	

Title	Signature	Date
Department Head		
Dean		5/31/18
Assessment		6/1/18
Registrar		6/20/18
Vice President for Academic Affairs		

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

Program Title: Bachelor of Fine Arts in Creative Writing Education for Teacher Licensure

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) (1) Add ENGL 3073 (2) Delete English Elective
What impact will the change have on staffing, on other programs and space allocation? The addition of ENGL 3073 will have no impact on staffing, other programs, or space allocation.

Answer the following Assessment questions:

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

       The change will further the program's ability to provide "opportunities for progressive intellectual development."

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

    c. What is the rationale for this program change?

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

           The addition of ENGL 3073 as a degree requirement will ensure that all program completers will have exposure to creative nonfiction, a form with increasing publication opportunities.

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

           On exit interviews, previous graduates have expressed interest in this genre.

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

       The University of Central Arkansas offers a B.A. in Creative Writing. They have two similar courses: CRWR 3345 Forms of Creative Nonfiction and CRWR 3372 Creative Nonfiction Workshop. No other Arkansas institution offers an undergraduate degree focusing on creative writing.

    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 B.F.A. Creative Writing Program Review is attached.

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

A support form from the Department of Curriculum and Instruction is appended.

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Fine Arts in Creative Writing Education for Teacher Licensure	
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: ENGL 3073: Creative Nonfiction Workshop Delete: ENGL elective – 3 hours 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:

Arkansas Tech University
Program Review/Assessment Plan

Program/Department: B.F. A. Creative Writing

Program Contact: Carl Brucker   *Phone*:   479-968-0484

Email: cbrucker@atu.edu   *Date Submitted*: November 3, 2017

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

Program Mission Statement (Item 1a):

The B.F. A. in Creative Writing at Arkansas Tech University provides intellectual, ethical, and practical instruction in literature, language, and multiple creative genres through excellent teaching, scholarly research, and creative practice.

State how program's mission aligns with ATU mission and how program outcomes align with strategic plan, specifically Goal 2 – Academic Coherence. (Item 1b)

The B. F. A. in Creative Writing is a structured degree that allows for considerable flexibility. Students are required to complete ENGL 2043 Introduction to Creative Writing before enrolling in more advanced creative writing courses. Students are also encouraged to take the enabling course ENGL 2063: Advanced Composition early. There is no required sequence for eight of the nine prescribed upper-level courses, including four courses that survey American and British literature, three creative writing workshops, and a literary editing and publishing course. The upper-division course that is sequenced is ENGL 4813: Senior Project, an individualized capstone course that should come at the end of a student's study. The degree requires the equivalent of one year of college foreign language study and four English electives. This flexible design allows students to shape the contents of their degree to match their career objectives and academic interests.

Program Constituents: (external & internal – business and local community members, alumni, students, etc.—include as many as appropriate) (Item 1c)

1. Current students: Student input is received through student evaluations of instruction, exit interviews, and informal in-class surveys of majors.

2. Alumni: We use our departmental Facebook page to keep in contact with alumni. We have invited creative writing alumni to speak to our current students, as when we brought Brooke Johnson and Nick Morris to campus to read from their published books. This year we are working on constructing an alumni database that will provide us with clearer and more comprehensive information on our former students.

3. Employers: We do not have an Advisory Board, but we hope to use the alumni database we are building this year to identify employers who we could invite to campus to meet with students. We sponsor an author reading series that brings published authors to campus to meet with creative writing students and read from their work. The recent Maggie May Butler endowment will allow us to expand these opportunities in the future. We have encouraged our majors to take part in the career activities sponsored by Career Services.

List Program/Departmental Resources to include items such as faculty (full, part, and adjunct), graduate assistants, support staff, student support staff, equipment, space requirements, etc. (Item 2). Appraise whether level of department resources (faculty, space, equipment, graduate students, staff, etc.) sufficient to support program?

> Staffing: The Department of English and World Languages has 21 full-time tenure-track faculty, 4 of whom teach creative writing courses; 7 full-time non-tenure-track faculty, 37 adjunct faculty, 3 full-time staff from other areas who teach classes for us, 14 graduate teaching assistants, 16 concurrent instructors, 2 full-time administrative assistants, 1 half-time administrative assistant, and 26 student workers.

> Offices: The Department of English and World Languages has 30 individual offices for faculty, 1 individual office for an administrative assistant, 9 shared offices for adjuncts and graduate teaching assistants, and 2 reception areas staffed by administrative assistants.

> Educational Space: The Department of English and World Languages has 3 computer-equipped, open labs (English Writing Lab, World Languages Lab, ELI Tutoring Center), one 60-student classroom and one 30-student classroom that are equipped with high-end video equipment for our film and television studies courses, three 22-student, thin-client equipped classrooms that are designed for use with composition and technical writing classes, 11 other classrooms that have been dedicated for our use (5 in Witherspoon, 3 in Dean, 2 in Tomlinson, 1 in Rothwell), 4 classrooms in Robert C Brown that we are often able to use, and one 12-person conference room,

Program Assessment Plan

Program Goal/Objective (Item 1d)	Program Learning Outcomes (Item 3)	Assessment Methods and Criteria (Item 5)	Results Met/Unmet (Item 7)	Planned Improvements Based on Results (Item 8)
1. Communication skills	A. Mastery of the conventions of standard English B. Effective oral and written communication using critical vocabulary	A1. And B1. The mean grade of Creative Writing majors in ENGL 2063 Advanced Composition is at least 2.75. A2. At least 75% of Creative Writing majors in ENGL 2063 Advanced Composition will be scored Target or High-Acceptable in their ability to	A1 and B1. In 2016-2017, the mean grade of Creative Writing graduates (N=7) in ENGL 2063 Advanced Composition was 3.20. A2. In 2016-2017, 67% (N=3) of Creative	A2. As there were only 3 Creative Writing graduates assessed in ENGL 2063, we will not take action based on this one assessment; however, we are reevaluating ENGL 2063 in

		produce clear and coherent writing. A3 and B1. A minimum of 80% of Creative Writing graduates are scored as Acceptable or Target in their ability to generate writing that demonstrates advanced analysis and synthesis on their Creative Writing Portfolios. B2. At least 75% of Creative Writing majors in the literary survey courses ENGL 3313, 3323, 3413, and 3423 are scored as Target or High-Acceptable in their ability to develop a thesis about literature.	Writing graduates in ENGL 2063 were scored as Target or High-Acceptable in their ability to produce clear and coherent writing. A3 and B1. We did not score creative writing portfolios for 2016-2017 because they were not consistently complete. B2. In 2016-2017, 75% (N=12) of Creative Writing graduates in the literary survey courses ENGL 3313, 3323, 3413, and 3423 were scored as Target or High-Acceptable in their ability to develop a thesis about literature.	our current curricular review. A3 and B3.We are working on a system to improve collection of materials for creative writing portfolios.
2. Literary knowledge and analytic skills	A. Familiarity with major figures, works and movements of British and American literature. B. Ability to analyze a wide range of print and non-print texts C. Ability to critique and copy edit one's own work and the work of	A1. At least 75% of Creative Writing majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to respond critically to literary texts and scholarly articles. A2. At least 75% of Creative Writing majors in the literary surveys ENGL 3313, 3323, 3413, and 3423 are	A1. In 2016-2017, 67% (N=3) of Creative Writing graduates in ENGL 2063 were scored as Target or High-Acceptable in their ability to respond critically to literary texts. A2. In 2016-2017, 83% (N=12) of Creative	A1. As there were only 3 Creative Writing graduates assessed in ENGL 2063, we will not take action based on this one assessment; however, we are reevaluating ENGL 2063 in our current

	others.	scored as Target or High-Acceptable in their ability to conduct close readings of literature. B1. The mean grade of Creative Writing majors in the literary surveys ENGL 3313, 3323, 3413, and 3423 is at least 2.75. B2. At least 75% of Creative Writing majors in the literary surveys ENGL 3313, 3323, 3413, and 3423 are scored as Target or High-Acceptable in their familiarity with literary figures, works and movements. C1. The mean grade of Creative Writing majors in ENGL 2043 Introduction to Creative Writing is at least 2.75.	Writing graduates were scored as Target or High-Acceptable in their ability to conduct close reading of literature. B1. In 2016-2017, the mean grade of Creative Writing graduates (N=7) in the literary surveys ENGL 3313, 3323, 3413, and 3423 was 3.32. B2. In 2016-2017, 82% (N=12) of Creative Writing graduates were scored as Target of High-Acceptable in their familiarity with literary figures, works and movements.	curricular review. C1. We will consider adding a new embedded measurement to ENGL 2043, 3083, 3093, and 4093 that assess students ability to critique others' work and copy edit their own.
3. Research skills	A. Ability to conduct research and use it effectively	A1. The mean grade of Creative Writing majors in ENGL 2063 Advanced Composition is at least 2.75. A2. At least 75% of Creative Writing majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to use correct documentation. A3. At least 75% of Creative Writing	A1. In 2016-2017, the mean grade of Creative Writing graduates (N=7) in ENGL 2063 Advanced Composition was 3.20. A2. In 2016-2017, 67% (N=3) of the Creative Writing majors enrolled in ENGL 2063 Advanced	A2 and A3. As there were only 3 Creative Writing graduates assessed in ENGL 2063, we will not take action based on this one assessment; however, we are reevaluating ENGL 2063 in our current curricular

		majors in ENGL 2063 Advanced Composition are scored as Target or High-Acceptable in their ability to integrate source material effectively.	Composition were scored as Target or High-Acceptable in their ability to use correct documentation. A3. In 2016-2017, 67% (N=3) of the Creative Writing graduates enrolled in ENGL 2063 Advanced Composition were scored as Target or High-Acceptable in their ability to integrate source material effectively.	review.
4. Creative Writing	A. Ability to create original creative work in prose and poetry. B. Knowledge of contemporary literature and the 21st century publishing industry.	A1. The mean grade of Creative Writing majors in the required creative writing workshops ENGL 2043, 3083, 3093, and 4093 is at least 2.75. A2. A minimum of 80% of M.A. English graduates are scored as Acceptable or Target in their ability to create original prose and poetry on their Creative Writing Portfolios. B1. The mean grade of Creative Writing majors in ENGL 3043 Literary Editing and Publishing is at least 2.75.	A1. In 2016-2017, the mean grade of Creative Writing graduates in the required creative writing workshops ENGL 2043, 3083, 3093, and 4093 was 3.75. A2. We did not score creative writing portfolios for 2016-2017 because they were not consistently complete. B1. In 2016-2017, the mean grade of Creative Writing graduates in ENGL 3043	A1. We will consider adding a new embedded measurement to ENGL 2043, 3083, 3093, and 4093 that assess students ability to critique others' work and copy edit their own. A2. We are working on a system to improve collection of materials for creative writing portfolios. B1. Encourage most creative writing majors to take advantage of the

| | | | | was 3.40. | opportunity to get hands-on publishing experience by working on *Nebo*.

B2. We will consider requiring students in ENGL 4813 Senior Project to write a portfolio reflection in which they situate their own work within current trends prose and poetry |
|---|---|---|---|---|---|

Discuss the process used within program curriculum committee to determine appropriate program offerings, alignment of mission, review of assessment data, timing of reviews, given to creation/review of the above plan? Evidence can include meeting minutes, list of curriculum committee members, etc. (Item 6)

In the past curricular ideas have been proposed by faculty, discussed in departmental committees, and developed into proposals during spring semesters in order to meet the July 1 deadline; however, too often trying to accomplish all of this in the spring semester has resulted in proposals not being advanced or constructed with inadequate involvement of departmental faculty.

This year we hope to begin the curricular review process in the fall semester, beginning with the Department Head appointing curricular committees for each program and tasking the committees with a complete review of each program's curriculum in the light of available assessment data. If these committees' reviews result in curricular change suggestions, they will be with the departmental faculty for review and comment.

Once the curricular suggestions have been modified in the light of departmental commentary, the committees will work with the Department Head to write curriculum proposals at the start of the spring semester in time for them to be thoroughly reviewed by the Office of Assessment and the Registrar.

Curriculum maps *detail where each program level learning outcome is (1) Introduced, (2)* ***Reinforced****, and (3)* ***Mastered*** *throughout the required portion of the program curriculum. A PLO should be introduced early in the curriculum, reinforced at least twice, and comprehensively assessed for Mastery towards the end of the program, preferably in an integrative or Capstone format. (Item 4)*

PROGRAM LEARNING OUTCOMES

Required Courses	PLO 1 - Conventions of Standards Written English	PLO 2 - Critical Thinking and Analysis	PLO 3 – Effective Oral and Written Communication	PLO 4 – British and American Literature	PLO 5 – Conduct Research	PLO 6 – Understanding fiction and poetry and terminology	PLO 7 – Write poetry and fiction using a variety of devices	PLO 8 – Ability to critique and copyedit	PLO 9 – Knowledge of contemporary publishing
ENGL 2043	R	R				I	I	I	I
ENGL 2063 [1]	R/M	R/M	R/M		R/M	R/M			
ENGL 3043									M
ENGL 3083						R	R	R	R
ENGL 3093						R	R	R	R
ENGL 3313		M	M	M					
ENGL 3323		M	M	M					
ENGL 3413		M	M	M					
ENGL 3423		M	M	M					
ENGL 4093						M	M	M	M
ENGL 4813						M	M	M	M

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[1] ENGL 2063 Advanced Composition has a tripartite focus: (1) analytic writing skills, (2) research skills, (3) literary theory. The course reinforces skills to which students have been introduced in high school and through general education courses, and then attempts to lead them to mastery.

List the reports made on yearly program review process and to whom each report is made. (Item 9)

The Department Head begins the academic year with a report to the faculty regarding enrollment trends, concerns raised by assessment data, and possible curricular changes.

The departmental Assessment Committee meets in the fall semester with the Department Head to review assessment data and to set an assessment agenda for the academic year. In recent years, the committee has focused on revising our departmental Assessment Plan, rewriting/creating CPGE assessments, and creating a system of departmental and program learning outcomes. The resulting Assessment Plan, program learning objectives, and CPGE's have been reported to the faculty and reflected in revised course syllabi distributed to students.

The Department Head occasionally shares assessment data with faculty during the academic year. He and the Assessment Committee gather assessment data for the academic year at the end of the spring semester, and the Department Head enters results into Tracdat during June.

In the past, the departmental Assessment Committee prepared an annual report in the spring that was shared with the departmental faculty. As more assessment data became available online through Tracdat and Argos, the need to reproduce the data in a written report changed. We also questioned the timing of this reporting as most faculty were not paying attention to these matters as summer began.

Thus, we plan to have the Assessment Committee present their report of suggestions resulting from analysis of the previous year's data at our initial fall departmental meeting.

Include an analysis of program learning outcomes trend data. (Item 10)

The most important trend for our creative writing program is the transformation of the publishing industry and the growing influence of media writing in many digital formats. These changes are reflected in the changing interests of our students, and we attempt to keep our instruction relevant in world in a which social media and digital communication will be vital to our students' careers.

A decade ago we introduced ENGL 3043 Literary Editing and Publishing as a way to broaden our creative writing students' knowledge of publishing opportunities, and we have continued to adapt that course to changes in the industry.

This year we updated the software we use to create our biannual literary journal *Nebo* to the most recent Adobe Creative Suite in order to expose the creative writing students who enroll in our *Nebo* practicum courses to modern layout software.

Some of our faculty have met with faculty from the Art Department to propose a collaborative Graphic Narrative minor to respond to student interest in mixed genre narration.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	07-03-18

Title	Signature	Date
Department Head		07-03-18
Dean		7/3/15
Assessment		7/10/18
Registrar		7/3/18
Vice President for Academic Affairs		

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	
Teacher Education Council	9/17/2018
Faculty Senate (Undergraduate Proposals Only)	

Program Title:
B. A. World Language with Concentration in Spanish Education for Teacher Licensure

Outline change in program: (e.g., list changes in program such as (

    1) delete three hours of Spanish elective
    (2) add SPAN 2033 Intermediate Spanish II for Heritage Speakers as option to SPAN 2023 Intermediate Spanish II
    (3) add requirement of SPAN 3233 Introduction to Literature

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

These changes will have no impact on staffing or space allocation.

™ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Languages	**07-03-18**

Title	Signature	Date
Department Head		**07-03-18**
Dean		7/3/18
Assessment		7/10/18
Registrar		7/3/18
Vice President for Academic Affairs		

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

Program Title:
B. A. World Language with Concentration in Spanish Education for Teacher Licensure

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1) delete three hours of Spanish elective
(2) add SPAN 2033 Intermediate Spanish II for Heritage Speakers as option to SPAN 2023 Intermediate Spanish II
(3) add requirement of SPAN 3233 Introduction to Literature

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

These changes will have no impact on staffing or space allocation.

Answer the following Assessment questions:

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

The change will further the program's ability to provide "opportunities for progressive intellectual development."

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

SPAN 2033 Intermediate Spanish II for Heritage Speakers proposed will allow us to track heritage and non-heritage speakers at the Intermediate II level. This tracking should permit instructors to focus their pedagogical practice more effectively. SPAN 2033 will also provide a better entry point for heritage speakers.

The addition of SPAN 3233 Introduction to Literature as a required prerequisite will better prepare students for the two required advanced literature courses: SPAN 4213 Spanish Literature and SPAN 4223 Spanish-American Literature.

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

CPGE evidence gathered in SPAN 4213 and SPAN 4223 over the past three years has shown that some students were inadequately prepared for advanced literary study.

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.

Language programs across the country struggle with the difficulty of adequately meeting the divergent educational needs of native, heritage, and non-heritage students. The University of Arkansas offers a separate track of three courses for Spanish heritage speakers: SPAN 2123: Heritage Speakers I, SPAN 3123 Heritage Speakers II, and SPAN 4123 Heritage Speakers III.

Many Spanish programs require a course similar to our proposed SPAN 3233. The University of Arkansas at Little Rock requires students to take SPAN 3317 Introduction to Literary and Cultural Studies. The University of Arkansas at Fayetteville requires SPAN 3113 Introduction to Literature.

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.)

B.A. Spanish Education Program Curriculum Map

B.A. Spanish Education Learning Outcomes

1. Mastery of the conventions of standard written Spanish

2. Effective communication and comprehension skills in the target language within a variety of cultural contexts

3. Awareness of linguistics and an appreciation of languages and their roles within the global community

4. Ability to understand and respond creatively, critically, and analytically to print and non-print texts in the target language

5. Understanding of the role of Spanish in the global community and appreciation of cultural differences

6. Ability to conduct research and use it effectively

7. Ability to apply current instructional methods in teaching and assessing target language skills at the secondary level.

Required Courses for B.A. Spanish Education	LO1: Conventions of standard written Spanish	LO2: Effective communication and comprehension	LO3: Awareness of linguistics and language's role in global community	LO4: Understand print and non-print texts in Spanish	LO5: Understanding role of Spanish and cultural differences	LO6: Conduct research	LO7: Ability to apply instructional methods
SPAN 2013	I	I	I	I	I	I	...
SPAN 2023 or SPAN 2033	I	I	I	I	I	I	...
SPAN 3003	R	R	R	R	R	R	...
SPAN 3013	R	R	R	R	R	R	...
SPAN 3233	R	R	R	R	R	R	...
SPAN 3123	R	R	R	R	R	R	...
SPAN 3133	R	R	R	R	R	R	...
SPAN 3223	R	R	R	R	R	R	...
SPAN 4023	M	M	M	M	M	M	...
SPAN 4213	M	M	M	M	M	M	...
SPAN 4223	M	M	M	M	M	M	...
SPAN 4703	M	M	M	M	M	M	I/R
SPAN 4701	M	M	M	M	M	M	M

I = Introduced   R = Reinforced   M = Mastered

Assessment Measures:

(1) CPGE assessments are embedded in SPAN 3233, SPAN 3123, SPAN 3133, SPAN 4213, and SPAN 4223. Students are scored as Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence on all six program learning objectives. To meet our standard of success 80% of students must be scored as Target or High-Acceptable.

(2) CPGE assessments related to students' instructional performance are embedded in SPAN 4703 Foreign Language Teaching Methods.

(3) The instructor of SPAN 4701 Foreign Language Pedagogy observes students during their internships and completes assessments of their instructional effectiveness.

(4) Exit Interview ask students to self-report their improvement in all six program learning objectives. Students score their improvement on a four-point scale from No Improvement to Great Improvement. To meet our standard of success, 80% of students must score themselves as having made Great or Good Improvement.

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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: Department of Curriculum and Instruction	This department ✓ supports ☐ does not support the proposed changes to the B.A. Spanish Education program.
Comments: This seems to be an area in which a tracked approach would assist students in their preparation.	

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Department Head Signature:

Date:7/3/18

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

Curriculum Matrix for Catalog Curriculum in B. A. World Language with Concentration in Spanish for Teacher Licensure	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: **SPAN 2023 Intermediate Spanish II** To **SPAN 2023 Intermediate Spanish II or** **SPAN 2033 Intermediate Spanish II for Heritage** **Speakers** Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: **SPAN 3233 Introduction to Literature** Delete: **Electives – 3 hours** Total Hours: RECEIVED JUL 03 2018 Registrar's Office
Junior Fall Semester Add/Change: **Electives – 6 hours** Delete: **SPAN Elective (3000-4000 level)** 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: RECEIVED JUL 13 2018

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
History and Political Science	**May 30, 2018**

Title	Signature	Date
Department Head *Paul Blanks*		5/30/18
Dean		5/31/18
Assessment		6/1/18
Registrar	*Tammy Weaver*	7/3/18
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:
Philosophy

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 course requirements for the philosophy minor from "15 hours selected from the following [philosophy courses] and 3 hours in any additional philosophy courses" to "18 hours of any philosophy courses."

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

None.

Answer the following Assessment questions:

   a. How does the program change align with the university mission?
      This program change furthers the university's commitment to student success and access by making the philosophy minor and its academic benefits more accessible to students and by allowing students greater freedom to build a philosophy minor around their specific interests and career goals.

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

   c. What is the rationale for this program change?
      The philosophy minor has been revitalized over the past two and half years to become more relevant to current professional norms and to student interests and career goals. This involved developing a series of exciting new courses that showcase the relevance of philosophy to matters of individual and social concern, such as health care ethics, law and leadership ethics. Unfortunately, under the current structure of the minor, minors are disadvantaged compared to non-minors, as there is room in the minor for at most one of the new courses. The incentives are for students to avoid becoming minors and for minors to avoid taking any of the new courses. This program change encourages students to become minors and minors to avail themselves of the new courses. The result is that students have greater access to the academic benefits of philosophy courses and greater freedom to customize a philosophy minor to suit their individual needs.

      1. How will the program change impact learning for students enrolled in this program?
         This program change allows students to enjoy the full benefits of the newly revitalized philosophy program. This program change is not expected to affect learning outcomes in specific courses.

      2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
         This program change is entirely structural and is neither intended nor expected to affect student learning in specific courses.

   b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
      This program change is consistent with disciplinary norms. A minor as compared to a major in philosophy is normally less structured. For example, of the 18 hours required for the philosophy minor at the University of Arkansas at Fayetteville, only 6 hours of specific courses are required and students may choose from among four different courses. The remaining 12 hours may come from any philosophy courses. This program change brings Tech's philosophy minor in line with that kind of model, which is the norm within the discipline.

   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 program change is entirely structural and is neither intended nor expected to affect student learning in specific courses.

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

Arkansas Tech University
Assessment Plan
Program: Philosophy Minor

Program Objectives/Standards (align with mission)	Learning Objectives/ Outcome Assessment (3-5 unless otherwise specified)	Courses (program core)	Means of Assessment (direct and indirect measures)	Criteria for Success (performance standard)
Example PO1: To foster an understanding of counseling theories and counseling concepts to prepare graduate students for a career in the counseling field.	LO1: Students will apply counseling theoretical perspectives and concepts to counseling best practices.	CP 5243 Counseling Psychology Theory and Practice CP 5303 Human Development	Theory and Practice Case Study Analysis Final Comprehensive exam of theories of individual and family development and transition across time	High Pass 90-100% Pass 80-89%
PO1: Critical Thinking	LO1: **Make decisions using verifiable information** **LO2: Critically examine information** **LO3: Demonstrate problem-solving skills** **LO4: Evaluate one's own reasoning and the reasoning of others**	PHIL 2013, 3003, 3023, 3033, 3053, 3063, 3253, 4093, and 4103	Course exams, papers	B or better on embedded measures
PO2: Persuasive Writing	LO1: Write a clear and obvious statement of purpose (thesis) in paragraph one	PHIL 2013, 3003, 3023, 3033, 3053, 3063, 3253, 4093, and 4103	Papers and course exams	B or better on all embedded measures

	or soon thereafter LO2: Build main argument on the strongest arguments found in the assigned readings. LO3: Support arguments found in the assigned readings by a properly documented quotation or paraphrase.		

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REQUEST FOR COURSE ADDITION

Registrar's Office

Department Initiating Proposal	Date
Health and Physical Education	06/27/2018

Title	Signature	Date
Department Head		06/27/2018
Dean	Linda Bean	7/2/18
Assessment	Chris Ont	7/10/18
Registrar	Y Weaver	7/17/18
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:
PE	1041	⦿ Spring ◯ Summer I

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

Jazz dance I

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

Jazz dance 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?

NA

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

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

Answer the following Assessment questions:

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

b. If this course is required for the major or minor, complete the following. *N/A*

    1. Provide the program level learning outcome(s) it addresses.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

c. What is the rationale for adding this course? What evidence demonstrates this need?
    This class would be a fundamental component of a larger program in dance. While the University of Arkansas at Little Rock offers a BFA in Dance Performance, Henderson State University has a dance minor, and Southern Arkansas University has dance classes as a part of the Musical Theatre major, no university within the state has a program for dance entrepreneurship.

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

Course Addition

Assessment Form

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission?
Plato said "To sing well and to dance well is to be well educated." Dancing provides students an opportunity to appreciate dance as an arts patron as well as a choreographer and performer. Students that have danced throughout their school years would like to further their training and offer classes in a studio setting.

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

   Not Applicable

c. Provide up to three student learning outcomes students will achieve after completing this course?

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- Learn and understand jazz movement vocabulary
- Build strength and flexibility with in the jazz movement vocabulary
- Develop jazz artistry and style
- Train the body for jazz choreography

d. What assessment tool or measure will you use to assess student learning?
Midterm test: 100 points
Final exam: 100 points
Skills tests: 25 points each; 100 points total
Dance proficiency is evident as the student practices the movements, and the teacher gives instant feedback. Mirrors are placed in the studio for constant self-assessment by the dancer.

e. What will students demonstrate, represent, or produce to provide evidence of their learning?

Daily performance of jazz exercises and choreography build proficiency in dancers. Students will have periodic skills tests over specific choreography to demonstrate their understanding of the material.

f. Provide an example or examples of student learning assessment evidence which supports the addition of this course.
Currently, the only performing arts class offered is beginning ballet. While the class is available to repeat, students would like to broaden their movement vocabulary. This is especially true for former and current dance team members. The ATU Dance Company was formed by student leaders because of the deficiency in dance classes offered.
g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
This class would be a fundamental component of a larger program in dance. While the University of Arkansas at Little Rock offers a BFA in Dance Performance, Henderson State University has a dance minor, and Southern Arkansas University has dance classes as a part of the Musical Theatre major, no university within the state has a program for dance entrepreneurship.

RECEIVED

JUL 1 3 2018

Registrar's Office

COURSE SUBJECT: PE

COURSE NUMBER: 1041

COURSE TITLE: Jazz I

CATALOG DESCRIPTION: This course offers technique and performance training in jazz dance. Flexibility, strength, body alignment and coordination lay a foundation for the introduction of more advanced aspects of dance artistry including mobility, musicality and style. Each class is structured around a warm-up leading to locomotion across the floor and center combinations.

INSTRUCTOR: Ms. Denise Sery
Office Hours: by appointment
Phone: 968-0344
E-mail: dsery@atu.edu

REQUIRED TEXTS: None

BIBLIOGRAPHY (supplemental reading list): None

JUSTIFICATION/RATIONALE FOR COURSE: Jazz dance is a necessary component for making a well-rounded dancer. Jazz technique builds on a solid ballet background and places those movements in the American vernacular.

COURSE OBJECTIVES:
- Learn and understand jazz movement vocabulary
- Build strength and flexibility with in the jazz movement vocabulary
- Develop jazz artistry and style
- Train the body for jazz choreography

GENERAL EDUCATION REQUIREMENTS: This class meets two of the General Education Goals as per the University requirements: Demonstrating knowledge of the arts and humanities (Jazz is a fine art) and Understanding wellness concepts (Jazz as a fitness activity that includes strength training and increasing flexibility)

ASSESSMENT METHODS:
Attendance: 10 points per class; 180 points total
Midterm test: 100 points
Final exam: 100 points
Skills tests: 25 points each; 100 points total
Total: 480 points
    A- 430 points=90%
    B- 382 points=80%
    C- 334 points=70%
    D- 286 points=60%
    F- 285 points and below

CLASS POLICIES

Attendance:

Students are expected to come to class every scheduled class period. It is the responsibility of the student to make sure s/he is marked present when s/he is tardy. **Please keep a written record of your tardiness and absences in case of any discrepancies.**

Class Attire:

Proper attire includes:

1. Women: Leotard, tights, jazz shoes
2. Men: T-shirt, black tights or unitard, jazz shoes, dance belt
3. Long hair (regardless of gender) must be pinned securely up and away from the face.
4. Warm up wear must be unobtrusive and cannot be worn for the entire class. Specific exceptions are made for injuries.

Academic dishonesty:

As stated in the student handbook:

If an occurrence of academic dishonesty is detected, the instructor may adjust the grade as appropriate, ranging from a grade penalty on the test or assignment involved to an "F" for the course. When a penalty for academic dishonesty is invoked, the instructor is required to submit to the Vice President of Academic Affairs immediately following the occurrence (a) a statement of circumstances (b) the name of the student(s) involved and (c) the penalty imposed. The student has the right to appeal the action through the "procedures for Appeal of Student Academic Grievances" as adopted by the Faculty Senate on May 2, 1978.

Academic dishonesty, including plagiarism and cheating, is absolutely not allowed. Submitting another's work as your own and not providing a citation is intellectual theft. **All instances of academic dishonesty will result in a failing grade ("F") for the course.**

COURSE CONTENT: (outline of material to be covered in course).

All classes will follow the standard jazz dance format with specific themes for each class:

1. Warm-up
2. Stretches
3. Barre and Center Work
4. Exercises across the floor for locomotion skills
5. Combination Center Work
6. Cool Down

College of Engineering and Applied Sciences – Department of Agriculture

1. Delete AGBU 3133: Intermediate Agricultural Macroeconomics, from the course descriptions;
2. Add AGAS 2014: Principles of Meat Science, to the course descriptions;
3. Add AGBU 3233: International Agricultural Trade, to the course descriptions;
4. Delete the Prerequisites: CHEM 1113: A Survey of Chemistry, and CHEM 1111: Survey of Chemistry Laboratory, or higher level chemistry with laboratory, or consent of instructor, from AGAS 2084: Feeds and Feeding;
5. Modify the Curriculum in Agriculture Business, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; delete AGBU 3133: Intermediate Agricultural Macroeconomics; and add AGBU 3233: International Agricultural Trade;
6. Modify the Curriculum in Agriculture Business Animal Science Option, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement; add AGAS 2014: Principles of Meat Science; and reduce the Agriculture Electives from 6 hours to 2 hours; and
7. Modify the Curriculum in Agriculture Business Feed Mill Management, Horticulture, and Public Relations Options, as follows: Allow MATH 1003: College Mathematics, or MATH 1113: College Algebra, to satisfy the general education mathematics requirement.

College of eTEch – Department of Professional Studies

1. Add the following courses to the course descriptions:
   OL 3013: Foundations of Organizational Leadership; and
   OL (PS) 4843: Training and Development;

2. Add the OL Organizational cross listing to PS 3003: Project Design; change the course number to 4943; change the title Applied Leadership Project; modify the prerequisite FROM: Prerequisites: Successful completion of general education English requirement, PS 3143: Applied Professional Research, and permission of the program advisor; TO: Prerequisites: Successful completion of general education English requirement, OL (PS) 3143: Applied Professional Research, and permission of the program advisor; and modify the course description as outlined in the proposal;

3. Add the OL Organizational cross listing to PS 3143: Applied Professional Research; modify the prerequisite FROM: Prerequisite: Successful completion of the general education English requirement and PS 3013: Professional Studies Seminar, or permission of instructor; TO: Successful completion of the general education English requirement or permission of instructor; and modify the course description as outlined in the proposal;

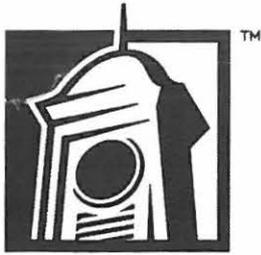Proposals did not move forward for Faculty Senate Approval

4. Add the OL Organizational cross listing to PS 4003: Capstone Project; change the course number to 4953; change the title to Organizational Leadership Capstone; modify the prerequisite FROM: Prerequisite: PS 3003: Project Design, with a grade of C or higher; TO: Prerequisite: OL (PS) 4943: Applied Leadership Project, with a grade of C or higher; and modify the course description as outlined in the proposal;

5. Add the OL Organizational cross listing to PS 4243: Planning for Adult Learners; change the title to Workplace Learning; and modify the course description as outlined in the proposal;

6. Add the OL Organizational cross listing to the following PS Professional Studies courses:
   PS 3023: Professional Communications;
   PS 3133: Applied Principles of Personnel Management;
   PS 4143: Nonprofit Governance;
   PS 4243: Planning for Adult Learners;
   PS 4343: Community Development;
   PS 4443: Professional Leadership;
   PS 4543: Workplace Supervision;
   PS 4643: Occupational Globalization and Diversity; and
   PS 4743: Organizational Change;

7. Reconfigure the Bachelor of Professional Studies to create the following curriculum:
   a. Bachelor of Arts in Organizational Leadership Agriculture Business Concentration;
   b. Bachelor of Arts in Organizational Leadership Child Develop Concentration;
   c. Bachelor of Arts in Organizational Leadership Criminal Justice Concentration;
   d. Bachelor of Arts in Organizational Leadership Industrial/Organizational Psychology Concentration;
   e. Bachelor of Arts in Organizational Leadership Interdisciplinary Studies Concentration;
   f. Bachelor of Arts in Organizational Leadership Public Relations Concentration; and
   g. Bachelor of Arts in Organizational Leadership Workforce Technology Concentration;

8. Move the following curriculum to phase out status:
   a. Bachelor of Professional Studies Agriculture Business Concentration;
   b. Bachelor of Professional Studies Applied Leadership Concentration;
   c. Bachelor of Professional Studies Child Develop Concentration;
   d. Bachelor of Professional Studies Criminal Justice Concentration;
   e. Bachelor of Professional Studies Industrial/Organizational Psychology Concentration;
   f. Bachelor of Professional Studies Public Relations Concentration; and
   g. Bachelor of Professional Studies Workforce Technology Concentration; and

9. NOTE: the Bachelor of Professional Studies Interdisciplinary Concentration will remain active.

Proposals did not move forward for Faculty Senate Approval

College of Natural and Health Sciences – Department of Biological Sciences

1. Modify the Curriculum in Bachelors in Biology Biomedical, as follows:
   a. Delete 3 hours of any COMS course, and replace with COMS 2003: Microcomputer Applications;
   b. Delete 3 hours of any Communication, and replace with COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking;
   c. Delete the Cell/Molecular Elective Group and replace with BIOL 3054: Microbiology;

    d.   Delete the two Biology Elective Groups: Chemistry and Nursing, and replace with the BioMed Elective Group: Students will select twelve- sixteen hours (4 courses) from the following courses: BIOL3064: Parasitology, BIOL3803: Applied Pathophysiology, BIOL 4023: Immunology, BIOL 4033: Cell Biology, BIOL4054: Vertebrate Histology, BIOL 4074: Molecular Genetics, BIOL 4083: Cancer Biology, and BIOL4951-4: Undergraduate Research in Biology (limited to 4 total hours).

    e.   Add 3 hours from the Major Support Courses Elective: AHS 2013: Medical Terminology, BIOL 4064: Evolutionary Biology, CHEM 3344: Principles of Biochemistry, CHEM 3363: Metabolic Biochemistry, PE 2513: First Aid, PHIL 3103: Logic, PSY 2033 Psychology of Adjustment, PSY 3003: Abnormal Psychology, PSY/SOC 3013: Psychosocial Aspects of Death & Dying, PSY 3053: Physiological Psychology, PSY 3063: Developmental Psychology I, PSY 3163: Developmental Psychology II, PSY 3813: Lifespan Development, PSY 4133: Psychopharmacology, SOC 4013: Drugs in Society, SOC 4053: Sociology of Health and Illness, or SOC 4183: Social Gerontology;

    f.   Change the Electives from 12 hours to 11 hours; and

    g.   Delete Footnote 6;

2. Modify the Curriculum in Bachelor of Science in Medical Technology, as follows:

    a.   Change name from Medical Technology to Medical Laboratory Science;

    b.   Delete BIOL2124: Principles of Zoology;

    c.   Delete Math 1203L Plane Trigonometry;

    d.   Delete BIOL2004: Basic Human Anatomy and Physiology;

    e.   Delete BIOL2022: Medical Laboratory Orientation and Instrumentation laboratory;

    f.   Delete BIOL2023: Medical Laboratory Orientation and Instrumentation;

    g.   Delete PSY 2003: General Psychology;

    h.   Add Speech Communication course as a general education;

    i.   Add BIOL 2014: Human Anatomy;

    j.   Add BIOL 3074: Human Physiology;

    k.   Add CHEM 3254: Fundamentals of Organic Chemistry;

    l.   Add Math 2163: Introduction to Statistical Methods, or PSY 2053: Statistics for Behavioral Sciences;

    m.   Add BIOL 2124: Principles of Zoology, to the Biology Electives;

    n.   Delete CHEM 2204: Organic Physiological Chemistry, delete CHEM 3254: Fundamentals of Organic Chemistry, from the Chemistry Electives; and

    o.   Modify the footnote 2; and

3. Reconfigure the Bachelor of Science in Medical Technology, to create the Bachelor of Science in Nuclear Medicine Technology.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Agriculture	
	06-01-2018

Title	Signature	Date
Department Head Malcolm R. Rainey	*Malcolm R. Rainey*	6-29-18
Dean Judy Cezeaux	*W L-L*	6/29/18
Assessment Christina Austin		6-29-18
Registrar Tammy Weaver	*Y Weaver*	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Phillip Bridgmon		

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)
AGBU	**3133**

Official Catalog Title:
Intermediate Agricultural Economics

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

☐ Yes ☒ No

_____

Will the cross-listed course be deleted? ☐ Yes ☒ No

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

Answer the following Assessment questions:
  a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
  b. If this course was required for the major or minor, complete the following.
      1. How will program level learning outcome(s) previously addressed by this course now be addressed?
  c. What is the rationale for deleting this course? What evidence supports this action?
      The rationale for deleting the AGBU 3133 Intermediate Macroeconomics from the Department of Agriculture curriculum is because Agriculture economics and Agribusiness fields mainly focus on the microeconomic aspect. As an undergraduate course, the principles of Agricultural Macroeconomics is a sufficient introduction for the students to the discipline of Macroeconomics without involving students in the theoretical aspects of the subject. Masters level programs at UofA and ASU do not list Intermediate Agriculture Macroeconomics as a prerequisite for admission to their respective programs.

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

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.

AGBU 3133 required in BPS-PS-AB
Professional Studies - Agriculture
Business Concentration

From:	Jeff Aulgur
Sent:	Thursday, August 30, 2018 1:37 PM
To:	Tammy Weaver
Subject:	FW: Department of Agriculture BA-OL Support Form (00000002)
Attachments:	Department of Agriculture BA-OL Support Form (00000002).doc

From: Jeff Aulgur
Sent: Tuesday, August 07, 2018 8:23 AM
To: Malcolm Rainey Jr <mraineyjr@atu.edu>
Subject: Department of Agriculture BA-OL Support Form (00000002)

Good morning, Mack:

I hope the day finds you well. I just realized I sent you an erroneous form last week (which included the course you are deleting). Please see the corrected form attached referencing ABGU 3233.

Thanks!

Jeff

Dr. Jeff Aulgur
Interim Dean, College of eTech
Department Head, Department of Professional Studies
Associate Professor of Professional Studies
Arkansas Tech University
Online Learning Center
715 North El Paso, Russellville, AR 72802
www.atu.edu/accelerateddegree/
Email: jaulgur@atu.edu
Professional Studies: 479.968.0318 Direct: 479.964-3637 Fax: 479.968.0205

See attached Support form from College of eTech

1

see email

2/2

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College Engineering and Applied Science Department of Agriculture	This department ☐ supports ☐ does not support the change.
Comments: The Department of Professional Studies is requesting that AGBU 3133 Intermediate Agricultural Economics be added to the Bachelor of Professional Studies with a concentration in Agriculture Business and the Bachelor of Arts in Organizational Leadership with a concentration in Agriculture Business	

Department Head Signature: _____

Date:_____

™ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Agriculture	06-18-2018

Title	Signature	Date
Department Head Malcolm Rainey	*Malcolm R. Rainey*	6-29-18
Dean Judy Cezeaux	*JwLL4*	7/2/18
Assessment Christine Austin		6-29-18
Registrar Tammy Weaver		7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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:
AGAS	2014	☐ Spring ☒ Summer I

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

Principles of Meat Science

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

Principles of Meat Science

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? | 50 | Lab Fee-Agriculture

If selected other list fee type:

☐ Elective ☐ Major ☐ Minor

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

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

Spring

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? 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.
         This course is not required for the Agriculture Business major.
      2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) This course will not be a part of the assessment plan for the Agriculture Business major.
   c. What is the rationale for adding this course? What evidence demonstrates this need?
      The course addition is based on recommendations from our industry advisory board and employers. To support this recommendation more than 50% of our graduates except positions in the meat/poultry industry in Arkansas.

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.

Principles of Meat Science
AGAS 2014

Spring 2020: January 14 – May 2

Instructor:

Office: Dean Hall 123
Phone: 479-968-0251
E-mail:

Office Hours: TBA

Class Hours: MWF: 10:00 to 10:50 am
Lab: W 3:00 to 4:50
Location: TBA

Textbook: The Meat We Eat, 13th edition, by John Romans, William Costello, Wendell Carlson, Marion Greaser and Kevin Jones.

Readings: Additional reading materials provided throughout the semester.

Course Justification:
This course is one of the freshman/sophomore level courses developing students' understanding of the conversion of meat animals into human food.

Course Prerequisites and Description:
Prerequisites: AGAS 1014, or consent of instructor.

Integrated studies of the meat animal processing sequence regarding the production of meat-type animals and the science and technology of their conversion to human food. Lecture meets three days per week for fifty minutes and Lab meets one day per week for 110 minutes.

Course Objective:
The course is aiming to provide a solid framework of the meat animal processing sequence regarding the production of meat-type animals and the science and technology of their conversion to human food.

Course Objectives:

1. To impart knowledge relating the live animal to its ultimate value as a food product.
2. To relate breeding, feeding, selection and management to changes in the ultimate composition of meat animal products.

1

3. To develop technological and manipulative skills in the slaughter and cutting of meat animals and the processing of meat products.

4. To introduce anatomy, muscle structure and function, chemical composition and physical characteristics of carcasses and cuts as determinants of live animal and meat quality.

5. To teach the skills of carcass identification and grading to facilitate descriptions and definitions of quality and cutability in meat animal products.

Expected Learning Outcomes:

1. The student will understand the complexities involved in the conversion of live animals into food and by-products.
2. The student will be able to determine yield and quality grades of beef, pork, and lamb.
3. The student will know the basic anatomy and wholesale cuts of each species.
4. The student will understand the broad factors affecting meat tenderness, meat color, meat processing, and diet/health.

Course Outline

   I. **Introduction and Meat Inspection/Animal Loss Factors: Overview on International Trade**: (Chapters 1 and 3)
   II. **Meat Biotechnology and Microbiology Preparations for Processing – Worker and Equipment Safety:** (Chapter 2 and 4)
   III. **Hog Slaughter/Pork Identification and Fabrication:** (Chapter 5&14)
   IV. **Cattle Slaughter/Beef Identification and Fabrication:** (Chapter 6&15)
   V. **Lamb Slaughter/Lamb Identification and Fabrication:** (Chapter 7&16)
   VI. **Poultry Processing:** (Chapter 9)
   VII. **Packing House By-Products:** (Chapter 11)
   VIII. **Federal Meat Grading and its Interpretations:** (Chapter 12)

Assessment of Learning Outcomes

Learning outcomes will be assessed through **exams, homework assignments, term project report and presentation**.

1. **Exams**: <u>Two mid-term exams</u> and a **final exam** will be given during the course of the semester. Only excused absences are acceptable for missing a midterm exam:

   i. university activity with letter
   ii. incapacitating illness with doctor's letter
   iii. funeral with funeral program

2. **Laboratories:** Laboratories are used to supplement the material discussed during lecture and to provide tactile learning experiences for students.

Excused absences must arrange an alternative test time before the test, if possible, or at least notify instructor before the test. Only in the most extreme emergency situation would you not be able to call me or send an email by test time to say that you will be unable to take the test as scheduled. If that should happen you will be instructed to contact the instructor as soon as possible after the test to schedule your makeup exam. A midterm exam missed because of an excused absence must be made up within 2 school days after the scheduled exam otherwise the missed exam will be considered unexcused and a grade of zero will be assigned (ie: Test is given on Monday and with excuse letter accepted by professor prior to missing exam, you have until Wednesday at class time to make up the exam). Instructor reserves the right to give a different test for makeup.

A non-programmable calculator is acceptable for the exam if calculations need to be performed. Calculators used for exams must be a stand alone device, that is to say, calculators on cell phones, PDAs, or other electronic devices are **NOT** permitted during the test. Any programmable calculators, cell phones, PDA's, or other forbidden electronic devices **USED OR SEEN** during an exam will qualify as cheating and will be treated in the manner listed in the academic misconduct/dishonesty section of the syllabus. **DO NOT TAKE OUT YOUR CELL PHONE TO CHECK THE TIME OR TO TURN OFF THE RINGING AS ANY VISUAL SIGNS WILL VOID YOUR TEST SCORE.** No other notes, material or technology may be used during exams unless specifically authorized by the instructor. On examination days, you can receive a test until 10 minutes after class starts or until the first person turns in their test, whichever event happens first. **If you are going to be later than 10 minutes, you need to let the instructor know before the exam starts**.

The **tentative** dates of the exams are:

> *Exam I: TBA*
> *Exam II: TBA*
> Final Exam: *TBA*

3. **Homework:** It must be returned on time (at the beginning of the lecture) to be counted. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one class will not be accepted except under special circumstances.

Late Assignment Policy

Submitted after assigned class	25% reduction
Submitted 1 class late	50 % reduction
Over 1 class late	0%

4. **Term Project and Presentation:** An exercise of trade analysis and forecast will need to be undertaken throughout the semester. This includes the selection of a particular country and meat product/commodity and the collection of annual data

for at least 25 years. This is a team project (4 members). Presentations will take place at the end of the semester. Specific instructions and guidelines will be given in class.

5. **Attendance:** Attendance is expected at all class meetings. To avoid disturbing other students, do not arrive to class late. Attendance will be recorded at each lecture meeting. To be counted present, a student must be in the classroom at the time the instructor checks attendance AND must not leave the classroom before the class has been dismissed by the instructor.

   Students with perfect attendance (NO absences) will receive **3 bonus points**.

6. **Participation**: It is expected that you read the chapters and other readings/handouts assigned beforehand. Be prepared to discuss assigned topics. I expect everybody to be involved in the discussion activities. You will receive **bonus points up to 2** for actively participating class discussions.

Grading

All grades will be posted on Blackboard. The final grade for this course will be calculated based on the following weightings:

Exams (3×15%)	45%
Homework	15%
Lab Grade	25%
Project assignment	15%
Total	100%

Grading Scale: The final grade will be assigned on the following scale:

90% and higher = A

80% to 89.99% =   B

70% to 79.99% =   C

60% to 69.99% =   D

Less than 59.99% = F

Course Policies
❖ **E-Mail Correspondence**

All e-mails to the instructor must include: (1) list the course number (2) section number and if applicable, (3) list the name or number of the assignment in the "Subject Line" of

the e-mail (e.g., AGBU 3233 Homework 1). Also, be sure your name and T number is in the body of the email and on any attached assignment.

All students must give prompt attention to communications from faculty and staff members of the University. Your official Tech email is the only acceptable means of electronic communications between you and the instructor as dictated by University policy.

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.

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. 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.

Professionalism, Communication, & Respect

It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community.

Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views.

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.

Academic Accommodations

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and Disability Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during or immediately after the first scheduled class period.

Statement of Non-Discrimination and Access

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, and 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.edultitleix/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.eduldisabilitieslindex.php.

College Policies

2017-2018 Arkansas Tech University Student Handbook Policies
https://issuu.com/arkansastechuniversity/docs/student_handbook__2017_

    a. Class Absence: p 83

    b. Academic Conduct Policies p 85

    c. Academic Dishonesty: p 85

    d. Academic Misconduct; p 86

Week	Date	Lecture Topic	Date	Lab Topic
1		Intro – What should you learn & why?		
1		History/Agencies of Meat & Livestock		Intro – Cutability/Palatability – FACP 201
2		Yield Grading		
2		Quality Grading		**NO LAB**
3		**No Class – University Closed**		
3		How get from cow/calf to beef? Industry What is in a feedlot/packer? Good, Bad		Beef Carcass Grading – FAPC 201
4		Breeds and crosses of Cattle		
4		Instrument Grading & Certified Programs		Cuts of Beef, facbrication; Anatomy – FAPC 201
5		**Exam 1 – Monday, Feb. 6**		
5		Composition of Beef		Lamb Evaluation – ANSI Arena
6		Beef in the Diet		
6		Conversion of Muscle to Meat		Cattle Live Eval, Pricing, Perf – ANSI ARENA
7		Dressing Percentage & Defects of Slaughter		
7		Slaughter Video		Lamb & Goat Lecture Beef & Lamb Carcass Eval – FAPC 201
8		Fabrication Video		
8		Beef at retail and in food service, packaging		Cattle Live Eval, Pricing, Perf – ANSI ARENA
9		Tenderization and cooking		
9		**Exam 2 – Wednesday, Mar. 6**		Carcass Eval – FAPC 201
10		Cull Cows		
10		How to get from sow/piglet to pork? Industry		Hog Intro, Eval, Pricing, Perf – ANSI ARENA

11		**No Class – Spring Break**		
12		**No Class**		
12		Breeds of Swine		Pork Carcass & Cut Eval, Parts, Pricing – FAPC 201
13		Pork differences from beef (process, defects)		
13		Pork Enhancement		Hog Eval, pricing, perf – ANSI ARENA
14		Processed products		
14		**Exam 3 – Wednesday, Apr. 10**		Pork Carcass Eval, pork cut-out, products – FAPC 201
15		Red Meat Comparisons		
15		Red Meat Comparison		Product Testing – FAPC 201
16		Poultry		
16		Review		NO LAB
		FINAL EXAM,		

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Agriculture	
	06/08/2018

Title	Signature	Date
Department Head Malcolm Rainey	Malcolm R. Rainey	6-29-18
Dean Judy Cezeaux	WLf	6/28/18
Assessment Christine Austin		6-29-18
Registrar Tammy Weaver		7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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:
AGBU	3233	☐ Spring ☒ Summer I

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

International Agricultural Trade

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

International Agricultural Tra

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 **RECEIVED**

☐ 05 Practice Teaching ☐ 06 Internship/Practicum ☐ 07 Apprenticeship/Externship JUL 0 2 2018

☐ 08 Independent Study ☐ 09 Readings ☐ 10 Special Topics Registrar's Office

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

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

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

If selected other list fee type: |

☐ Elective ☐ Major ☑ Minor

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

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

Each spring semester

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

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

Answer the following Assessment questions:

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

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

   1. Provide the program level learning outcome(s) it addresses.
      This course is not required for the Agriculture Business Major it is required for the Agriculture Business option and elective for the other options.

   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? The AGBU International Agricultural Trade course more closely matches what other universities are offering and needs of the undergraduate students (AGEC 4623 International Agricultural Trade and Commercial Policy at UofA) and (AGEC 4023 International Commodity Marketing at ASU).

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.

International Agricultural Trade
AGBU 3233

Spring 2020: January 14 – May 2

Instructor: Dr. Haiyan Wang

Office: Dean Hall 123F
Phone: 479-880-4001
E-mail: hwang6@atu.edu

Office Hours: TBA

Class Hours: MWF: 10:00 to 10:50 am
Location: TBA

Textbook: International Economics, 9th edition, by Steven Husted and Michael Melvin.

Readings: Additional reading materials will be provided along the semester.

Course Justification:
This course is one of the senior level courses developing students' understanding of the application of international trade theory to the US agricultural trade issues.

Course Description:
Prerequisites: AGBU 2063 or ECON 2003 and AGBU 2073 or ECON 2013, or consent of instructor.

This course is an examination of the economic forces associated with trade in food and agricultural products between the US and other countries. Economic principles and analytical techniques are applied to international trade and multi-national markets.

Course Objective:
The course is aiming to provide a solid framework of economic theory and principals' essential for understanding the challenges in international economics in particular those associated with agricultural trade in a rapidly globalizing world.

Expected Learning Outcomes:
   1) Understanding key concepts of international trade economics, strategies and analytical methods including, the theories of absolute

and comparative advantage, the Heckscher Ohlin theorem, the basis for and benefits of trade, and the welfare implications of free trade.

2) Be able to determine the potential impacts on trade flows and prices of main instruments of trade, domestic, and macroeconomic policies; including tariffs, quotas, TRQ's, export and domestic subsidies, and exchange rate fluctuations.

3) Develop a basic set of skills on analytical and quantitative tools to estimate and project trade flows as a result of policy and exogenous variable changes.

4) Understand the structure and functions of modern international trade institutional arrangements, including the negotiation process of WTO, NAFTA, European Union, and bilateral trade agreements.

Course Outline

I. **Introduction and Overview on International Trade**: Characteristics of National Economics; The Direction of International Trade; Importance of Trade; Importance of Agriculture Trade to the United States (Chapter 1)

II. **A little Trade History and the WTO**: The session continues with more background information about the world of international trade. (Chapter 1)

III. **Alternative Trade Models and Trade Theorems**: Model Assumptions; Autarky model; classic model; the Heckscher-Ohlin Model (Chapter 2,3,4)

IV. **Government Intervention in World Agricultural Markets:** Concept of Protectionism; Tariffs and Non-Tariff Barriers; Trade Policy Effects with Perfectly Competitive Markets (Chapter 5,6,7)

V. **Domestic Policies and International Trade:** Concerns about domestic policy effects on international trade flows have become increasingly widespread. This session will emphasize three key ideas. First, domestic government policies, such as production subsidies or consumption taxes, can actually be a cause of international trade. Second, show the welfare effects of domestic policies when a country is open to international trade. Third, show the combinations of domestic policies can duplicate the effects of trade policies.

VI. **Free Trade Areas (Regionalism vs Globalism):** The World Trade Organization (WTO); Custom Unions and Regional Integration; Preferential Trade Arrangements (NAFTA); (Chapter 8, 9)

VII. **US Trade Policy for Farm Products:** US farm products exports and imports; America's competitive position in world food trade; US trade policies for various farm products. (Chapter 10)

VIII. **Introduction to International Finance** (Chapter 11,12)

Assessment of Learning Outcomes

Learning outcomes will be assessed through **exams, homework assignments, term project report and presentation.**

1. **Exams**: <u>**Two mid-term exams**</u> and a **<u>final exam</u>** will be given during the course of the semester. Only excused absences are acceptable for missing a midterm exam:

    i. university activity with letter
    ii. incapacitating illness with doctor's letter
    iii. funeral with funeral program

Excused absences must arrange an alternative test time before the test, if possible, or at least notify instructor before the test. Only in the most extreme emergency situation would you not be able to call me or send an email by test time to say that you will be unable to take the test as scheduled. If that should happen you will be instructed to contact the instructor as soon as possible after the test to schedule your makeup exam. A midterm exam missed because of an excused absence must be made up within 2 school days after the scheduled exam otherwise the missed exam will be considered unexcused and a grade of zero will be assigned (ie: Test is given on Monday and with excuse letter accepted by professor prior to missing exam, you have until Wednesday at class time to make up the exam). Instructor reserves the right to give a different test for makeup.

A non-programmable calculator is acceptable for the exam if calculations need to be performed. Calculators used for exams must be a stand alone device, that is to say, calculators on cell phones, PDAs, or other electronic devices are **NOT** permitted during the test. Any programmable calculators, cell phones, PDA's, or other forbidden electronic devices **USED OR SEEN** during an exam will qualify as cheating and will be treated in the manner listed in the academic misconduct/dishonesty section of the syllabus. **DO NOT TAKE OUT YOUR CELL PHONE TO CHECK THE TIME OR TO TURN OFF THE RINGING AS ANY VISUAL SIGNS WILL VOID YOUR TEST SCORE.** No other notes, material or technology may be used during exams unless specifically authorized by the instructor. On examination days, you can receive a test until 10 minutes after class starts or until the first person turns in their test, whichever event happens first. **If you are going to be later than 10 minutes, you need to let the instructor know before the exam starts.**

The **tentative** dates of the exams are:

Exam I: TBA
Exam II: TBA
Final Exam: *TBA*

2. **Homework:** It must be returned on time (at the beginning of the lecture) to be counted. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one class will not be accepted except under special circumstances.

Late Assignment Policy

Submitted after assigned class	25% reduction
Submitted 1 class late	50 % reduction
Over 1 class late	0%

3. **Term Project and Presentation:** An exercise of trade analysis and forecast will need to be undertaken throughout the semester. This includes the selection of a particular country and product and the collection of annual data for at least 25 years. This is a team project (4 members). Presentations will take place at the end of the semester. Specific instructions and guidelines will be given in class.

4. **Attendance:** Attendance is expected at all class meetings. To avoid disturbing other students, do not arrive to class late. Attendance will be recorded at each lecture meeting. To be counted present, a student must be in the classroom at the time the instructor checks attendance AND must not leave the classroom before the class has been dismissed by the instructor.

   Students with perfect attendance (NO absences) will receive **3 bonus points**.

5. **Participation**: It is expected that you read the chapters and other readings/handouts assigned beforehand. Be prepared to discuss assigned topics. I expect everybody to be involved in the discussion activities. You will receive **bonus points up to 2** for actively participating class discussions.

Grading

All grades will be posted on Blackboard. The final grade for this course will be calculated based on the following weightings:

Exams (3×15%)	45%
Homework	25%
Presentation	15%
Project assignment	15%
Total	100%

Grading Scale: The final grade will be assigned on the following scale:

90% and higher = A

80% to 89.99% = B

70% to 79.99% = C

60% to 69.99% = D

Less than 59.99% = F

Course Policies
❖ E-Mail Correspondence

All e-mails to the instructor must include: (1) list the course number (2) section number and if applicable, (3) list the name or number of the assignment in the "Subject Line" of the e-mail (e.g., AGBU 3233 Homework 1). Also, be sure your name and T number is in the body of the email and on any attached assignment.
All students must give prompt attention to communications from faculty and staff members of the University. Your official Tech email is the only acceptable means of electronic communications between you and the instructor as dictated by University policy.

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.

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. 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.

Professionalism, Communication, & Respect

It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community.

Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views.

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.

Academic Accommodations

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and Disability Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during or immediately after the first scheduled class period.

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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.edultitleix/index.php.

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    a. Class Absence: p 83

    b. Academic Conduct Policies p 85

    c. Academic Dishonesty: p 85

    d. Academic Misconduct; p 86

Tentative Class Schedule

Week	Lecture	Date	Day	AGBU 3133	Name of the Chapters
Week 1	1	1/14/2019	Monday	Syllabus	
Week 1	2	1/16/2019	Wednesday	Pretest and Chapter 1	An Introduction to International Trade
Week 2	3	1/18/2019	Friday	Chapter 1	An Introduction to International Trade
Week 2	4	1/21/2019	Monday	Martin Luther King Day	
Week 2	5	1/23/2019	Wednesday	Chapter 1	An Introduction to International Trade
Week 3	6	1/25/2019	Friday	Chapter 2	Tools of Analysis for International Trade Models
Week 3	7	1/28/2019	Monday	Chapter 2	Tools of Analysis for International Trade Models
Week 3	8	1/30/2019	Wednesday	Chapter 2	Tools of Analysis for International Trade Models
Week 4	9	2/1/2019	Friday	Chapter 3	The Classical Model of International Trade
Week 4	10	2/4/2019	Monday	Chapter 3	The Classical Model of International Trade
Week 4	11	2/6/2019	Wednesday	Chapter 3	The Classical Model of International Trade
Week 5	12	2/8/2019	Friday	Chapter 3	The Classical Model of International Trade
Week 5	13	2/11/2019	Monday	Chapter 4	The Heckscher-Ohlin Model
Week 5	14	2/13/2019	Wednesday	Chapter 4	The Heckscher-Ohlin Model
Week 6	15	2/15/2019	Friday	Chapter 4	The Heckscher-Ohlin Model
Week 6	16	2/18/2019	Monday		Exam I Review
Week 6	17	2/20/2019	Wednesday	Chapter 5	Tests of Trade Models
Week 7	18	2/22/2019	Friday	Chapter 5	Tests of Trade Models
Week 7	19	2/25/2019	Monday	Exam I	Exam I
Week 7	20	2/27/2019	Wednesday	Chapter 6	Tariffs
Week 8	21	3/1/2019	Friday	Chapter 6	Tariffs
Week 8	22	3/4/2019	Monday	Chapter 6	Tariffs
Week 8	23	3/6/2019	Wednesday	Chapter 7	Non-Tariff Barriers AND Arguments for Protection

Week 9	24	3/8/2019	Friday	Chapter 7	Non-Tariff Barriers AND Arguments for Protection
Week 9	25	3/11/2019	Monday	Chapter 7	Non-Tariff Barriers AND Arguments for Protection
Week 9	26	3/13/2019	Wednesday	Chapter 8	Commercial Policy: Policy and Practice
Week 10	27	3/15/2019	Friday	Chapter 8	Commercial Policy: Policy and Practice
Week 10	28	3/18/2019	Monday	Chapter 8	Commercial Policy: Policy and Practice
Week 10	29	3/20/2019	Wednesday	Spring Break	
Week 11	30	3/22/2019	Friday	Spring Break	
Week 11	31	3/25/2019	Monday	Spring Break	
Week 11	32	3/27/2019	Wednesday		Exam II Review
Week 12	33	3/29/2019	Friday	Chapter 9	Preferential Trade Arrangements
Week 12	34	4/1/2019	Monday	Exam II	Exam II
Week 12	35	4/3/2019	Wednesday	Chapter 9	Preferential Trade Arrangements
Week 13	36	4/5/2019	Friday	Chapter 9	Preferential Trade Arrangements
Week 13	37	4/8/2019	Monday	Chapter 10	US Trade Policy for Farm Products
Week 13	38	4/10/2019	Wednesday	Chapter 10	US Trade Policy for Farm Products
Week 14	39	4/12/2019	Friday	Chapter 11	Introduction to International Finance
Week 14	40	4/15/2019	Monday	Chapter 11	Introduction to International Finance
Week 14	41	4/17/2019	Wednesday	Chapter 12	The Foreign Exchange Market
Week 15	42	4/19/2019	Friday		Presentation (1-3)
Week 15	43	4/22/2019	Monday		Presentation (4-6)
Week 15	44	4/24/2019	Wednesday		Presentation (7-9)
Week 16	45	4/26/2019	Friday		Presentation (10-12)
Week 16	46	4/29/2018	Monday		Final Exam Review
Week 16	47	5/2/2019	Wednesday	Reading Day	Term Project Report Due at 10 am on Blackboard
Week 17	48	TBA		Final Exam	Final Exam

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Accounting and Economics	This department ☑ supports ☐ does not support the change.
Comments: Add ECON 2003 & 2013 as options/equivalent to AGBU 2063 & 2073 as prerequisites for AGBU 3233 International Agricultural Trade.	

Department Head Signature: _Tracy Cole_

Date: 8 - 22 - 18

From:	Jeff Aulgur
Sent:	Thursday, August 30, 2018 1:37 PM
To:	Tammy Weaver
Subject:	FW: Department of Agriculture BA-OL Support Form (00000002)
Attachments:	Department of Agriculture BA-OL Support Form (00000002).doc

From: Jeff Aulgur
Sent: Tuesday, August 07, 2018 8:23 AM
To: Malcolm Rainey Jr <mraineyjr@atu.edu>
Subject: Department of Agriculture BA-OL Support Form (00000002)

Good morning, Mack:

I hope the day finds you well. I just realized I sent you an erroneous form last week (which included the course you are deleting). Please see the corrected form attached referencing ABGU 3233.

Thanks!

Jeff

Dr. Jeff Aulgur
Interim Dean, College of eTech
Department Head, Department of Professional Studies
Associate Professor of Professional Studies
Arkansas Tech University
Online Learning Center
715 North El Paso, Russellville, AR 72802
www.atu.edu/accelerateddegree/
Email: jaulgur@atu.edu
Professional Studies: 479.968.0318 Direct: 479.964-3637 Fax: 479.968.0205

See attached
Support form
from College
of eTech

1

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College Engineering and Applied Science Department of Agriculture	This department ☐ supports ☐ does not support the change.
Comments: The Department of Professional Studies is requesting that AGBU 3133 Intermediate Agricultural Economics be added to the Bachelor of Professional Studies with a concentration in Agriculture Business and the Bachelor of Arts in Organizational Leadership with a concentration in Agriculture Business	

Department Head Signature: _____

Date:_____

TM ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	Malcolm R. Rainey	6-29-18
Dean Judy Cezeaux	WLL	6/29/18
Assessment Christine Austin		6-29-18
Registrar Tammy Weaver	Weaver	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phil Bridgmon		

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)
AGAS	2084
Official Catalog Title:	
Feeds and Feeding	

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

☐ Yes ☒ No

Request to change: (check appropriate box):

☐ Course Number   ☐ Title   ☐ Course Description

☐ Cross-Listing   ☒ Prerequisite   ☐ Co-requisite

☐ Grading   ☐ Fee

☐ Other

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

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

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

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

New Course Description:

New Cross List:

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

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

New Prerequisite (list all, as you want them to appear in the catalog):
Remove Chemistry 1113 and 1111 as prerequisite.

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 course is not included in the program assessment.

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. This course is not included in the program assessment.
        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?
         There is not a sufficient amount of chemistry involved in the course (AGAS 2084) to require CHEM 1113/1111 as prerequisites and possibly delay progress in the degree plan.

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

From:	Jason Patton (Faculty)
Sent:	Tuesday, September 11, 2018 10:10 AM
To:	Tammy Weaver
Cc:	Malcolm Rainey Jr
Subject:	Re: AGAS 2084 Feeds/Feeding Dept Support Form

I do not object to the removal of CHEM 1113/1111 as a pre-req for AGAS2084.

Dr. Jason A. Patton, P.G.
Department Head, Physical Sciences
Associate Professor of Geology
Arkansas Tech University
479-968-0676

From: Tammy Weaver
Sent: Tuesday, September 11, 2018 8:57 AM
To: Jason Patton (Faculty)
Cc: Malcolm Rainey Jr
Subject: AGAS 2084 Feeds/Feeding Dept Support Form

Dr. Patton

Attached is the proposal submitted to Curriculum Committee to modify the prerequisites for AGAS 2084 Feeds and Feeding. The committee will not move forward on approving the proposal unless they have a statement from you supporting the proposal or not.

The proposal is requesting removal of the current prerequisite CHEM 1113/1111. Please respond to this email in support or not supporting the proposal.

AGAS 2084: Feeds and Feeding

Prerequisites: CHEM 1113 and CHEM 1111, or higher level chemistry with laboratory, or consent of instructor.

Principles of animal nutrition, characteristics of feed ingredients, feeding strategies and formulation of rations for farm animals.

Lecture three hours, laboratory two hours. $50 Laboratory fee.
Thanks.

Tammy

Tammy Weaver, Registrar
Arkansas Tech University
Office of the Registrar

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	*Malcolm R. Rainey*	6-29-18
Dean Judy Cezeaux	*[signature]*	6/28/18
Assessment Christina Austin	*[signature]*	6-29-18
Registrar Tammy Weaver	*[signature]*	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

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: Agriculture Business

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) The addition of MATH 1003 College Mathematics as an option to meet the math general education requirement.

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? Allowing the option for students to have either College Algebra (MATH 1113) or College Mathematics (MATH 1003) improves the success and provides greater access to our 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? The option allows students to learn math that will be more applicable to their major

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Based on industry needs as suggested by our industry advisory board.

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. Southern Arkansas University offers similar programs of study and do not require College Algebra for their major.

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: Agriculture Business (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Change MATH 1113 to MATH 1003 or higher Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Math	This department ☒ supports ☐ does not support the change.
Comments: The Department of Agriculture is requesting to add College Mathematics MATH 1003 as an option to meet the general education math requirement.	

Department Head Signature: _Jeanie F. Nye_

Date: _6/27/18_

B

ᵀᴹARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Agriculture	06-01-2018

Title	Signature	Date
Department Head Malcolm Rainey	Malcolm R. Rainey	6-29-18
Dean Judy Cezeaux		6/29/18
Assessment Christina Austin		6-29-18
Registrar Tammy Weaver		7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Phillip Bridgmon		

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: Agriculture Business

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 Intermediate Agricultural Macroeconomics AGBU 3133 from the curriculum for Agriculture Business (no option) majors and adding a new course International Trade. **AGBU 3233**

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

There will be no impact on staffing requirements, other programs or space allocations.

Answer the following Assessment questions:

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

Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world. The change will expand the student's capabilities and understanding of a global agricultural economy, which will encourage progressive intellectual development and expand the students' horizons.

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

Not applicable

c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program? This change will enhance students learning by providing a more useful area for the future careers for Agriculture Business students.

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

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

Both University of Arkansas and Southern Arkansas University offer similar classes:
AGEC 4623 International Agricultural Trade and Commercial Policy (Sp) 3 Hours Analysis of agricultural market competition and performance in a global economy. The impact of domestic and international agricultural policies on domestic and international markets and welfare. Economic principles applied to the interaction of economic events in the world food economy.
AGEC 4023. International Commodity Marketing Development and coordination of activities related to marketing agricultural commodities in foreign markets. Emphasis given to identification and analysis of market size, location, mix, methods and changes in trading for commodities in international markets.

e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) This course is not included in the program assessment because it is not a required course for all Agriculture Business majors.

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: Agriculture Business
(Agriculture Business)

Freshman Fall Semester	Freshman Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:15	Total Hours:16
Sophomore Fall Semester	Sophomore Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:16	Total Hours:16
Junior Fall Semester **3233**	Junior Spring Semester
Add/Change: AGBU 3143 International Agriculture Trade	Add/Change:
	Delete:
Delete: AGBU 3133 Agricultural Intermediate Macroeconomics	Total Hours:14
Total Hours:15	
Senior Fall Semester	Senior Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:13	Total Hours:15

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	*Malcolm R. Rainey*	6-29-18
Dean Judy Cezeaux	*W LH*	6/28/18
Assessment Christina Austin	*Chn Chnh*	6-29-18
Registrar Tammy Weaver	*Weaver*	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

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:
Agriculture Business **– Animal Science Option**

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) The addition of MATH 1003 College Mathematics as an option to meet the math general education requirement.

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? Allowing the option for students to have either College Algebra (MATH 1113) or College Mathematics (MATH 1003) improves the success and provides greater access to our 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? The option allows students to learn math that will be more applicable to their major
      2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Based on industry needs as suggested by our industry advisory board.
  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. Southern Arkansas University offers similar programs of study and do not require College Algebra for their major.
  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: Agriculture Business/Animal Science Option (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Change MATH 1113 to MATH 1003 or higher Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

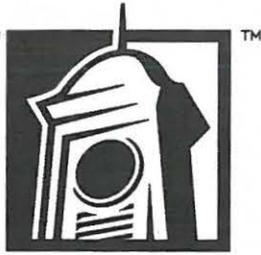| Department Affected: Math	This department ☒ supports ☐ does not support the change.
Comments: The Department of Agriculture is requesting to add College Mathematics MATH 1003 as an option to meet the general education math requirement.	

Department Head Signature: _Jeanie F. Nye_

Date: _6/27/18_

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

RECEIVED

JUL 0 2 2018

Registrar's Office

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Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	Malcolm R. Rainey	6-29-18
Dean Judy Cezeaux	WLCy	7/2/18
Assessment Christina Austin		6-29-18
Registrar Tammy Weaver	Weaver	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

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: Agriculture Business/Animal Science Option

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

1) Add AGAS 2014 Principles of Meat Science and
2) Reduce Agriculture Electives² from 6 hrs to 2 hrs

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

Answer the following Assessment questions:

    a. How does the program change align with the university mission? The addition of this new course (AGAS 2014 Principles of Meat Science) in the Animal Science Option prepares our students for success, provides access to a relevant course, and signifies responsiveness of the Department of Agriculture to our partners.

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

    c. What is the rationale for this program change?

        1. How will the program change impact learning for students enrolled in this program? This program change will enhance student learning by providing more relevant and applicable material for students in the Animal Science Option.

        2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. More than 50% of our students except positions in the meat processing industry 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. The UofA and every other land-grant universities Animal Science degree requires a similar course for their Animal Science majors.

    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 course is not included in the program assessment because it is not a required course for all Agriculture Business majors.

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. This course will not affect any other department.

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

Curriculum Matrix for Catalog
Curriculum in: Agriculture Business Animal Science Option
(Animal Science Option)

Freshman Fall Semester	Freshman Spring Semester
Add/Change:	Add/Change: Add AGAS 2014 Principles of Meat Science
Delete:	Delete: COMM 2173 Business and Professional Speaking
Total Hours:15	Total Hours:17

Sophomore Fall Semester	Sophomore Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:16	Total Hours:17

Junior Fall Semester	Junior Spring Semester
Add/Change:	Add/Change: Add COMM 2173 Business and Professional Speaking
Delete: delete 1 hour of Agriculture Elective	Delete: Agriculture Elective 3 hours
Total Hours:14	Total Hours:13

Senior Fall Semester	Senior Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:12	Total Hours:16

ᵀᴹARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	*Malcolm R. Rainey*	6-29-18
Dean Judy Cezeaux	*(signature)*	6/28/18
Assessment Christina Austin	*(signature)*	6-29-18
Registrar Tammy Weaver	*(signature)*	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

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:
Agriculture Business — Feed Mill Management Option

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) The addition of MATH 1003 College Mathematics as an option to meet the math general education requirement.

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? Allowing the option for students to have either College Algebra (MATH 1113) or College Mathematics (MATH 1003) improves the success and provides greater access to our 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? The option allows students to learn math that will be more applicable to their major

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Based on industry needs as suggested by our industry advisory board.

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. Southern Arkansas University offers similar programs of study and do not require College Algebra for their major.

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: Agriculture Business/Feed Mill Management Option (enter title for program changing)	
Freshman Fall Semester Add/Change: Change MATH 1113 to MATH 1003 or higher Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	**Senior Spring Semester** Add/Change: Delete: Total Hours:

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Math	This department ☒ supports ☐ does not support the change.
Comments: The Department of Agriculture is requesting to add College Mathematics MATH 1003 as an option to meet the general education math requirement.	

Department Head Signature: _Jeanie F. Nye_

Date: _6/27/18_

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	*Malcolm R. Rainey*	6-29-18
Dean Judy Cezeaux		6/28/18
Assessment Christina Austin		6-29-18
Registrar Tammy Weaver	*Weaver*	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

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:
Agriculture Business - Horticulture Option

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) The addition of MATH 1003 College Mathematics as an option to meet the math general education requirement.

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? Allowing the option for students to have either College Algebra (MATH 1113) or College Mathematics (MATH 1003) improves the success and provides greater access to our 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? The option allows students to learn math that will be more applicable to their major
      2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Based on industry needs as suggested by our industry advisory board.
   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. Southern Arkansas University offers similar programs of study and do not require College Algebra for their major.
   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. RECEIVE

Curriculum Matrix for Catalog Curriculum in: Agriculture Business/Horticulture Option (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Change MATH 1113 to MATH 1003 or higher Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.
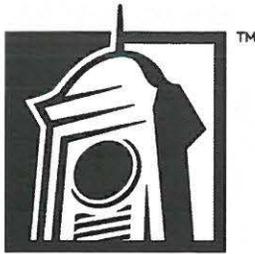
Department Affected: Math	This department ☒ supports ☐ does not support the change.
Comments: The Department of Agriculture is requesting to add College Mathematics MATH 1003 as an option to meet the general education math requirement.	

Department Head Signature: _Jeanie F. Nye_

Date: _6/27/18_

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Agriculture	

Title	Signature	Date
Department Head Malcolm R. Rainey	*Malcolm R. Rainey*	6-29-18
Dean Judy Cezeaux	*WLC*	6/28/18
Assessment Christina Austin	*(signature)*	6-29-18
Registrar Tammy Weaver	*(signature)*	7/17/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Philip Bridgmon		

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:
Agriculture Business - Public Relations Option

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) The addition of MATH 1003 College Mathematics as an option to meet the math general education requirement.

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? Allowing the option for students to have either College Algebra (MATH 1113) or College Mathematics (MATH 1003) improves the success and provides greater access to our 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? The option allows students to learn math that will be more applicable to their major
      2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Based on industry needs as suggested by our industry advisory board.
  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. Southern Arkansas University offers similar programs of study and do not require College Algebra for their major.
  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: Agriculture Business/Public Relations Option	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Change MATH 1113 to MATH 1003 or higher Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Math	This department ☒ supports ☐ does not support the change.
Comments: The Department of Agriculture is requesting to add College Mathematics MATH 1003 as an option to meet the general education math requirement.	

Department Head Signature: _Jeanie F. Nye_

Date: _6/27/18_

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Professional Studies	5/17/2018

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
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)	

Proposals did not move forward for Faculty Senate Approval

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
OL	3013	● Spring ○ Summer I

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

Foundations of Organizational Leadership

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

FOUNDATIONS ORG LEADERSHIP

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

  Yes • No

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

If so, list course subject and number.   Yes • No

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

Grading: • Standard Letter   P/F   Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective   ☑ Major   Minor

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

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

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

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

Answer the following Assessment questions:

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

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

        1. Provide the program level learning outcome(s) it addresses. OL 3013 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.

        2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 3013 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a

variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

c. What is the rationale for adding this course? What evidence demonstrates this need? OL 3013 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development.

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

Course Addition

Assessment Form

OL 3013: Foundations of Organizational Leadership

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

	Provide an answer for each question. Your answers are to be typed single spaced.
a.	How does this course fit with the university mission? OL 3013 – Foundations of Organizational Leadership provides students with a broad survey of leadership theory, leadership competencies, and self-evaluative tools to begin a leadership development plan. This course serves as a core offereing in the BAOL degree. The BAOL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary, multidisciplinary, and stackable degree options.
b.	If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c.	Provide up to three student learning outcomes students will achieve after completing this course? Students will: 1) identify, compare, and contrast classic and contemporary theoretical models and practices in organizational leadership; 2 evaluate personal leadership style and design individual leadership development plan; 3) describe the role of lifelong learning in developing capacity and leading organizations; 4) analyze the similarities and differences in private sector leadership, nonprofit leadership, and community leadership; 5) distinguish between individual, systems, and relational models of leadership; 6) discuss the impact of globalization and organizational diversity on leadership practices; 7) identify and examine traits of destructive leadership, including issues of ethics, toxicity, and hostile organizational practices; and 8) demonstrate a knowledge of leadership skills, including leading change, effective communication, team-building and motivation, data-drive decision making, and followership.
d.	What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e.	What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to

demonstrate profieciency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examin topics in greater detail.

f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 3013 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development. In OL 3013, students will work on higher-order thinking skills through activities that will require analysis of leadership, organizational needs, evaluation of scholarly research, and the development of applied solutions to organizational problems. Students will also be required to compose multiple papers supported by research on current events and professional competencies. These activities are also designed to enhance student foundational knowledge of the the discipline, their understanding of the historical and current context of organizational leadership, and application of course content in the professional world.

g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas at Fort Smith offers LEAD 3603: Foundations of Organizational Leadership as part of the B.S. in Organizational Leadership Completer Track program.

<center>

Arkansas Tech University
OL 3013: Foundations of Organizational Leadership

</center>

Name:
Phone:
Email:
Office Location:
Office Hours:

Course Description

This course presents a broad survey of leadership theory and competencies in the private and nonprofit sector. Topics include the examination of leadership models, nonprofit and community leadership, workplace learning, supervision, organizational development and change, globalization and diversity, and organizational leadership competencies. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Cross-Listed Course: None
Prerequisites/Co-requisites: None

Required Course Texts: Required readings assigned in each module. All required readings are provided electronically through the ATU Library. See course bibliography for course resources.

Justification for the Course

This course presents a broad survey of leadership theory and competencies in the private and nonprofit sector. Topics include the examination of leadership models, nonprofit and community leadership, workplace learning, supervision, organizational development and change, globalization and diversity, and organizational leadership competencies. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	identify, compare, and contrast classic and contemporary theoretical models and practices in organizational leadership.
2	evaluate personal leadership style and design individual leadership development plan.
3	describe the role of lifelong learning in developing capacity and leading organizations.
4	analyze the similarities and differences in private sector leadership, nonprofit leadership, and community leadership.
5	distinguish between individual, systems, and relational models of leadership.
6	discuss the impact of globalization and organizational diversity on leadership practices.
7	identify and examine traits of destructive leadership, including issues of ethics, toxicity, and hostile organizational practices.
8	demonstrate a knowledge of leadership skills, including leading change, effective communication, team-building and motivation, data-drive decision making, and followership.

Module	Module Objectives	Course Objectives
Module 1	• articulate a personal definition of leadership • identify the components of authentic leadership • justify the need for leadership development	1, 2, 5
Module 2	• define authentic leadership • describe the three-phase transformation from "I" to "We" • articulate reasons leaders lose their way • explain how life experience influences leadership	1, 2, 5
Module 3	• identify personal values • demonstrate self-awareness of leadership strengths and weaknesses • assess leadership authenticity • develop individual leadership development plan	2, 3, 7
Module 4	• identify philosophical origins of leadership theory • discuss contemporary theories of leadership • examine the difference between leadership and management • develop a common definition of leadership	1, 2, 5
Module 5	• describe the perspective of leadership in relation to the leader as an individual • identify individual traits that impact leadership approach • assess the link between leadership and personality • demonstrate the use of storytelling to explore leadership	1, 2
Module 6	• identify links between leadership and organizational performance • investigate power dynamics in organizational leadership • discuss the concepts of rites, rituals, and belonging • define strategic organizational leadership	1, 2, 5
Module 7	• discuss the importance of communication in effective leadership • demonstrate an understanding of the relational aspects of communication in leadership • justify the need for trust, confidence, and buy-in within organizational leadership	2, 8
Module 9	• discuss the role of nonprofits in U.S. and global society • define leadership in the nonprofit sector • examine the role of community leadership in increasing community capacity	1, 2, 4
Module 10	• define diversity in the organizational context • identify the two types of diversity that typically influence organizational behavior • explain visible diversity and underrepresentation • discuss the impact of diversity fatigue in organizations	2, 3, 5, 6

Module 11	• examine the role of lifelong learning in organizations • identify settings where adult learning occurs • explain the role of learning competence in organizations • justify the need for continuous learning in organizations	2, 3, 6
Module 12	• define concepts of leadership in organizational change • articulate how change is led in organizations • examine the role of leader in organizational culture	2, 3, 6
Module 13	• identify what counts as data • define data-driven decision making • examine the critical role of data-informed leadership • articulate the process of creating a culture of data use for continuous improvement	2, 8
Module 14	• analyze the role of cognitive processes in destructive leadership • explain the dual-process model of destructive leadership behavior • examine the environment of destructive leadership • summarize the process perspective of unethical leadership	2, 4, 6, 7

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab. Typically, modules will be posted by 9 a.m. CT on Mondays and due by 11:59 p.m. CT on Sundays.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. You are expected to make your initial post each week by 11:59 p.m. Central Time three days prior to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Thus, meeting the minimum participation requirements does not mean you will receive full credit each week.

E-mail/Discussion Board Decorum

This is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour time period excluding University-observed holidays.

Learning Modules

Learning Module 1 – Introduction
Learning Module 2 – Authentic Leadership
Learning Module 3 – Discover Leadership
Learning Module 4 – Theoretical Perspectives
Learning Module 5 – Individual Perspectives
Learning Module 6 – Organizational Perspectives
Learning Module 7 – Leadership Communication
Learning Module 8 – Midterm

Learning Module 9 – Community and Nonprofit Leadership
Learning Module 10 – Globalization and Diversity
Learning Module 11 – Workplace Learning
Learning Module 12 – Leading Change
Learning Module 13 – Data Driven Leadership
Learning Module 14 – Destructive Leadership
Learning Module 15 – Final Exam

Points

Graded Activity	Points
Discussion Forum Participation (7)	70
Quizzes (8)	80
Short Essays and Assignments (6)	60
Team-Based Learning (5)	90
Leadership Journal (12)	100
Midterm Exam	50
Final Exam	50
Total	500

Grading Scale

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

Returning of Assignments

Assignments will be graded and returned within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Discussion Board: Discussion board participation will not be accepted past the due date except in cases where you have worked something out with me beforehand, or if there is a documented emergency. The discussion board will be made unavailable at 11:59 p.m. CT on the due date.

Assignments, Exercises, and Quizzes: Any assignment, exercises, and quizzes not submitted by the due date can still be submitted for half credit up to **one week** past the due date. Assignments will not be accepted more than one week past the due date.

Midterm and Final: The midterm and final will not be accepted after the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency.

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one

letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance unless there are extenuating circumstances.

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance.

It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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- Link to Disability Services
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375   TTY Service: (479) 964-3290

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.

- Describe the ethical application of training and coaching in organizations.
- Develop learning objectives for individual trainees and/or units based on application of needs assessment principles.
- Identify key components of organizational training and coaching culture.
- Demonstrate the appropriate use of training and coaching techniques for one-on-one and group training and/or coaching sessions.

OL 3013: Foundations of Organizational Leadership - Course Schedule
Schedule is tentative and subject to change. Students will be notified via email of any changes.

Begins 7:00 a.m. / Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
		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 Module 1: Introduction	• George: Introduction (required) • Syllabus Quiz • Module 1 Discussion – Leadership Definition • Leadership Development – Short Essay	• articulate a personal definition of leadership • identify the components of authentic leadership • justify the need for leadership development
	Learning Module 2: Authentic Leadership	• George: Chapters 1 – 3 (required) • Module 2 Quiz • Leadership Derailment Assignment • Leadership Journal 1	• define authentic leadership • describe the three-phase transformation from "I" to "We" • articulate reasons leaders lose their way • explain how life experience influences leadership
	Learning Module 3: Discover Leadership	• George: Chapters 4 – 6 (required) • Module 3 Discussion – Values • Team-Based Learning: Strengths and Weaknesses • Leadership Journal 2	• identify personal values • demonstrate self-awareness of leadership strengths and weaknesses • assess leadership authenticity • develop individual leadership development plan
	Learning Module 4: Theoretical Perspectives	• Bolden: Chapter 2 (required) • Module 4 Quiz • Team-Based Learning: Leadership Definition • Leadership Journal 3	• identify philosophical origins of leadership theory • discuss contemporary theories of leadership • examine the difference between leadership and management • develop a common definition of leadership
	Learning Module 5:	• Bolden: Chapter 3 (required) • Assignment: Storytelling • Module 5 Quiz	• describe the perspective of leadership in relation to the leader as an individual • identify individual traits that impact leadership approach

	Individual Perspectives	• Leadership Journal 4	• assess the link between leadership and personality • demonstrate the use of storytelling to explore leadership
	Learning Module 6: Organizational Perspectives	• Bolden: Chapter 4 (required) • Module 6 Discussion – Rites and Rituals • Strategic Leadership – Short Essay • Leadership Journal 5	• identify links between leadership and organizational performance • investigate power dynamics in organizational leadership • discuss the concepts of rites, rituals, and belonging • define strategic organizational leadership
	Learning Module 7: Leadership Communication	• Pauley: Chapters 1 – 6 (required) • Assignment: Establishing Trust • Module 7 Discussion – Buy In • Leadership Journal 6	• discuss the importance of communication in effective leadership • demonstrate an understanding of the relational aspects of communication in leadership • justify the need for trust, confidence, and buy-in within organizational leadership
	Learning Module 8	• Mid-course Exam	
	Learning Module 9: Community and Nonprofit Leadership	• Heyman: Chapters 1 – 3 (required) • Pigg: Chapter 1 (required) • Team-Based Learning: Community Capacity • Module 9 Quiz • Leadership Journal 7	• discuss the role of nonprofits in U.S. and global society • define leadership in the nonprofit sector • examine the role of community leadership in increasing community capacity
	Learning Module 10: Globalization and Diversity	• Livermore: Chapter 1 (required) • De Bona: Chapter 2 (required) • Module 10 Discussion – Diversity Fatigue • Assignment: Leading Diversity Efforts • Leadership Journal 8	• define diversity in the organizational context • identify the two types of diversity that typically influence organizational behavior • explain visible diversity and underrepresentation • discuss the impact of diversity fatigue in organizations
	Learning Module 11: Workplace Learning	• Merriam: Chapter 1 (required) • Roßnagel: Chapter 2 (required) • Team-Based Learning: Learning Settings • Module 11 Quiz • Leadership Journal 9	• examine the role of lifelong learning in organizations • identify settings where adult learning occurs • explain the role of learning competence in organizations • justify the need for continuous learning in organizations
	Learning Module 12: Leading Change	• Hickman: Chapters 1 – 3 (required) • Module 12 Discussion – Change Leader • Module 12 Quiz • Leadership Journal 10	• define concepts of leadership in organizational change • articulate how change is led in organizations • examine the role of leader in organizational culture

	Learning Module 13: Data-Driven Leadership	• Datnow: Chapters 1 – 3 (required) • Assignment: Data-Driven Decisions • Module 13 Quiz • Data-Informed Leadership – Short Essay • Leadership Journal 11	• identify what counts as data • define data-driven decision making • examine the critical role of data-informed leadership • articulate the process of creating a culture of data use for continuous improvement
	Learning Module 14: Destructive Leadership	• Hansbrough: Chapters 2 – 5 (required) • Module 14 Discussion – Process Perspective • Team-Based Learning: Unethical Leadership • Leadership Journal 12	• analyze the role of cognitive processes in destructive leadership • explain the dual-process model of destructive leadership behavior • examine the environment of destructive leadership • summarize the process perspective of unethical leadership
	Learning Module 15: Final Exam	• Final Exam	

OL 3013 Bibliography

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Professional Studies	5/17/2018

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
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)	

Proposals did not move forward for Faculty Senate Approval

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
OL	4843	⦿ Spring ○ Summer I

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

Training and Development

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

TRAINING AND DEVELOPMENT

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 | PS 4843

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

Grading: • Standard Letter P/F Other

Mode of Instruction (check appropriate box):

• 01 Lecture | 02 Lecture/Laboratory | 03 Laboratory only

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

08 Independent Study | 09 Readings | 10 Special Topics

12 Individual Lessons | 13 Applied Instruction | 16 Studio Course

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

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

If selected other list fee type:

☑ Elective ☑ Major ☐ Minor

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

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

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

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

Answer the following Assessment questions:

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

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

1. Provide the program level learning outcome(s) it addresses. OL 4843 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4843 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a

variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

c. What is the rationale for adding this course? What evidence demonstrates this need? OL 4843 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development.

OL 4843 was successfully delivered as a special topics course in Spring and Summer 2017. The courses had a total enrollment of approximately 40 students. Based on end of course evaluations, students felt the content covered in this course was directly applicable to their personal and professional experience. Five students enrolled in the course were current or former training professionals. They conveyed that the course was highly beneficial to their professional development. Students who held leadership positions in organizations felt the course provided them with a greater understanding of how to develop and retain employees.

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

Course Addition

Assessment Form

OL 4843: Training and Development

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

	Provide an answer for each question. Your answers are to be typed single spaced.
a.	How does this course fit with the university mission? OL 4843 – Training and Development provides students with the skills needed to participate in organizational training and development efforts by gaining a theoretically and practically grounded perspective on training and development in the workplace. This course serves as a core offereing in the BAOL degree. The BAOL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary, multidisciplinary, and stackable degree options.
b.	If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c.	Provide up to three student learning outcomes students will achieve after completing this course? Students will: 1) explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations; 2) apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process; 3) identify and analyze the training and development (training, coaching, mentoring) needs of an organization; 4) classify key components of organizational, training, and coaching culture; 5) develop a training and development/coaching plan to address organizational needs; 6) compare, contrast, and recommend training/coaching tools in a diversity of organizational contexts; 7) evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI; and 8) discuss ethical concerns, current trends, and future of training, coaching, mentoring, and training equity in organizations.
d.	What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e.	What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to

Off.

	demonstrate profieciency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to develop organizational training and development plans, and comprehensive midterm and final exams.
f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 4843 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development. OL 4843 was successfully delivered as a special topics course in Spring and Summer 2017. The courses had a total enrollment of approximately 40 students. Based on end of course evaluations, students felt the content covered in this course was directly applicable to their personal and professional experience. Five students enrolled in the course were current or former training professionals. They conveyed that the course was highly beneficial to their professional development. Students who held leadership positions in organizations felt the course provided them with a greater understanding of how to develop and retain employees.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas Online offers HRWD 3313: Training and Development as part of the B.S.E. in Human Resources and Workforce Development.

Arkansas Tech University
OL 4843: Training and Development

Name:
Phone:
Email:
Office Location:
Office Hours:

Course Description

This course is designed to introduce students to training and development in organizations. Students will learn about practical approaches and models to employee training, coaching, mentoring, and performance improvement in a workplace setting. Topics include strategic training, training design, training methods, evaluation, diversity training, and ethics. Participation in course requires access to a webcam or other video capture technology.

Cross-Listed Course: PS 4843 – Training and Development
Prerequisites/Co-requisites: None

Required Course Texts

Noe, R. A. (2017). *Employee Training and Development* (7ʰ ed). New York, NY: McGraw Hill.

Wilson, C. (2014). *Performance coaching: A complete guide to best practice coaching and training* (2nd ed.). London: Kogan Page. **(ELECTRONIC VERSION PROVIDED)**

Supplemental Course Texts

Barbazette, J. (2013). *How to write terrific training materials: methods, tools, and techniques.* Retrieved from https://ebookcentral.proquest.com **(ELECTRONIC VERSION PROVIDED)**

Fee, K. (2011). *101 Learning and Development Tools: Essential Techniques for Creating, Delivering and Managing Effective Training.* London: Kogan Page. **(ELECTRONIC VERSION PROVIDED)**

Justification for the Course

This course is designed to introduce students to training and performance coaching in organizations. Students will learn about practical approaches and models to training, coaching, mentoring, and performance improvement in a workplace setting. Topics include history of training and development, current trends in training and development, adult learning theory, evaluation of training, coaching and training tools, ethical concerns, and the future of coaching, training, and performance improvement in the workplace.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations.
2	apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process.
3	identify and analyze the training and development (training, coaching, mentoring) needs of an organization.
4	classify key components of organizational, training, and coaching culture.
5	develop a training and development/coaching plan to address organizational needs.
6	compare, contrast, and recommend training/coaching tools in a diversity of organizational contexts.
7	evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI.
8	discuss ethical concerns, current trends, and future of training, coaching, mentoring, and training equity in organizations.

Module	Module Objectives	Course Objectives
Module 1	• Discuss current and historical forces influencing workplace learning • Explain how training, development, and informal learning contribute to organizational success • Identify various aspects of the training and development process • Describe the amount and types of training in the U.S. • Describe key roles for training professionals	1, 4
Module 2	• Evaluate how organizational strategy influences training and development • Describe the strategic training and development process • Evaluate how staffing and HR planning influence training • Evaluate the advantages and disadvantages of centralized training • Discuss the strengths of an organization-embedded learning function	2, 4
Module 3	• Evaluate different methods used in the needs assessment process • Apply the steps involved in conducting a task analysis • Analyze task analysis data to determine training needs • Explain competency modules and the process used to develop them • Identify how feedback influences performance and learning	3, 7
Module 4	• Analyze the five types of learning outcomes • Explain the implications of adult learning theory for instructional design • Incorporate adult learning theory into the design of a training program • Explain the transfer of training concept	2, 6
Module 5	• Explain the program design process • Summarize the steps in site selection and preparation • Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map • Design application assignments to enhance learning and transfer of training • Develop a self-management module for a training program	2, 6
Module 6	• Explain why evaluation is important • Discuss the process used to plan and implement an effective training evaluation • Evaluate the strengths and weaknesses of different evaluation designs • Conduct a cost-benefit analysis and calculate ROI for a training program • Assess the role of analytics in determining the value of training practices	1, 2, 7
Module 7	• Evaluate the strengths and weaknesses of presentational, hands-on, and group building training methods • Develop a self-directed learning module and a case study • Discuss the key components of behavior modeling training • Justify the use of team training to improve team performance • Explain how new technologies influence training and development • Examine the strengths and weaknesses of e-learning, mobile learning, and simulations	2, 6, 7

	• Compare the different types of distance learning • Recommend what should be included in an electronic performance support system	
Module 9	• Discuss the role of training partnerships in contributing to local communities • Identify potential ethical and legal issues that relate to training • Develop a program for effectively managing diversity • Design a program for preparing employees for cross-cultural management • Describe policies to help employees active work-life balance	5, 8
Module 10	• Identify future trends influencing training departments and trainers • Discuss how rapid instructional design differs from traditional training design • Describe the advantages of embedded learning • Examine how training can contribute to an organization's sustainability initiatives • Explain ethical concerns on the future of training and development	1, 8
Module 11	• Describe the origins of the term coaching • Discuss the principles of coaching • Identify types of coaching • Compare coaching, therapy, counselling, mentoring, and consultancy • Examine the coaching-mentoring-management continuum • Demonstrate the use of goal setting and positive feedback	1, 2, 6
Module 12	• Describe a coaching culture • Identify the pillars of a coaching culture • Summarize the ten-step plan to create a coaching culture • Compare internal and external coaching • Apply principles of cross-cultural coaching • Define corporate social responsibility • Measure ROI in coaching	1, 3, 4, 7
Module 13	• Identify the five levels of listening • Demonstrate the use of reflecting, summarizing, clarifying, questioning, and permission protocol • Compare and contrast the GROW and EXACT models of coaching • Describe the structure of coaching	2, 6, 8
Module 14	• Develop an organizational coaching plan • Apply coaching skills and tools in an organizational setting • Justify the use of a specific coaching tool in a coaching context • Demonstrate the use of an appropriate coaching tool in a specific type of coaching session	5, 6, 7

How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab. Typically, modules will be posted by 9 a.m. CT on Mondays and due by 11:59 p.m. CT on Sundays.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. You are expected to make your initial post each week by 11:59 p.m. Central Time three days prior to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Thus, meeting the minimum participation requirements does not mean you will receive full credit each week.

E-mail/Discussion Board Decorum

This is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour time period excluding University-observed holidays.

Learning Modules

Learning Module 1 – Introduction
Learning Module 2 – Strategic Training
Learning Module 3 – Learning Needs
Learning Module 4 – Theories & Objectives
Learning Module 5 – Planning
Learning Module 6 – Methods
Learning Module 7 – Evaluation
Learning Module 8 – Application

Learning Module 9 – Midterm
Learning Module 10 – What is Coaching
Learning Module 11 – Coaching Culture
Learning Module 12 – Coaching Culture Cont.
Learning Module 13 – Coaching Skills
Learning Module 14 – Application
Learning Module 15 – Final Exam

Points

Graded Activity	Points
Application Assignments	120
Discussion Forum	60
Group Case Study & Coaching Group	50
Applied Projects	100
Quizzes	70
Midterm Exam	50
Final Exam	50
Total	500

Grading Scale

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

Returning of Assignments

Assignments will be graded and returned within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

<u>Make-Up Policy/Late Work</u>

Discussion Board: Discussion board participation will not be accepted past the due date except in cases where you have worked something out with me beforehand, or if there is a documented emergency. The discussion board will be made unavailable at 11:59 p.m. CT on the due date.

Assignments, Exercises, and Quizzes: Any assignment, exercises, and quizzes not submitted by the due date can still be submitted for half credit up to **one week** past the due date. Assignments will not be accepted more than one week past the due date.

Midterm and Final: The midterm and final will not be accepted after the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency.

<u>Course Policies</u>

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 two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance unless there are extenuating circumstances.

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance.

It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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- Link to Disability Services
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375   TTY Service: (479) 964-3290

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.

- Describe the ethical application of training and coaching in organizations.
- Develop learning objectives for individual trainees and/or units based on application of needs assessment principles.
- Identify key components of organizational training and coaching culture.
- Demonstrate the appropriate use of training and coaching techniques for one-on-one and group training and/or coaching sessions.

OL 4843: Training and Development - Course Schedule
Schedule is tentative and subject to change. Students will be notified via email of any changes.

Begins 8:00 a.m. Due 11:59 p.m.	Module	Graded Assignments	Module Learning Objectives
		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 Module 1: Introduction to Training and Development	• Noe – Chapter 1 (required) • Fee – Introduction and 01 (supplemental) • Syllabus Quiz • Module 1 Discussion	• Discuss current and historical forces influencing workplace learning • Explain how training, development, and informal learning contribute to organizational success • Identify various aspects of the training and development process • Describe the amount and types of training in the U.S. • Describe key roles for training professionals
	Learning Module 2: Strategic Training	• Noe – Chapter 2 (required) • Fee – 02, 14, 15 (supplemental) • Module 2 Quiz • Group Case Study – Discussion Forum	• Evaluate how organizational strategy influences training and development • Describe the strategic training and development process • Evaluate how staffing and HR planning influence training • Evaluate the advantages and disadvantages of centralized training • Discuss the strengths of an organization-embedded learning function
	Learning Module 3: Assessing Learning Needs	• Noe – Chapter 3 (required) • Fee – 03, 04, 05 (supplemental) • Application Assignment – Needs Assessment • Module 3 Discussion	• Evaluate different methods used in the needs assessment process • Apply the steps involved in conducting a task analysis • Analyze task analysis data to determine training needs • Explain competency modules and the process used to develop them • Identify how feedback influences performance and learning
	Learning Module 4:	• Noe – Chapter 4 (required) • Fee – 06, 07, 9, 10, 11, 19 (supplemental) • Barbazette – Chapter 2 (supplemental)	• Develop the five types of learning outcomes • Explain the implications of adult learning theory for instructional design • Incorporate adult learning theory into the design of a training program

	Transfer of Training	• Application Assignment - Objectives • Group Case Study – Wiki	• Explain the transfer of training concept
	Learning Module 5: Training Design	• Noe: Chapter 5 (required) • Module 5 Discussion • Application Assignment – Action Plan • Module 5 Quiz	• Explain the program design process • Summarize the steps in site selection and preparation • Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map • Design application assignments to enhance learning and transfer of training • Develop a self-management module for a training program
	Learning Module 6: Training Evaluation	• Noe – Chapter 6 (required) • Fee – 80 - 81, 89 - 96 (supplemental) • Barbazette – Chapter 10 (supplemental) • Application Assignment – Training Evaluation • Module 7 Discussion	• Explain why evaluation is important • Discuss the process used to plan and implement an effective training evaluation • Evaluate the strengths and weaknesses of different evaluation designs • Conduct a cost-benefit analysis and calculate ROI for a training program • Assess the role of analytics in determining the value of training practices
	Learning Module 7: Training Methods	• Noe – Chapters 7, 8 (required) • Barbazette – Chapters 4, 5 (supplemental) • Application Assignment – Design Learning Materials • Group Case Study – Discussion Forum	• Evaluate the strengths and weaknesses of presentational, hands-on, and group building training methods • Develop a self-directed learning module and a case study • Discuss the key components of behavior modeling training • Justify the use of team training to improve team performance • Explain how new technologies influence training and development • Examine the strengths and weaknesses of e-learning, mobile learning, and simulations • Compare the different types of distance learning • Recommend what should be included in an electronic performance support system
		• Mid-course Exam	

	Learning Module 8		
	Learning Module 9: Social Responsibility	• Noe – Chapter 10 (required) • Applied Training Project	• Discuss the role of training partnerships in contributing to local communities • Identify potential legal issues that relate to training • Develop a program for effectively managing diversity • Design a program for preparing employees for cross-cultural management • Describe policies to help employees active work-life balance
	Learning Module 10: The Future of T & D	• Noe – Chapter 11 (required)	• Identify future trends influencing training departments and trainers • Discuss how rapid instructional design differs from traditional training design • Describe the advantages of embedded learning • Examine how training can contribute to an organization's sustainability initiatives
	Learning Module 11: Coaching in Organizations	• Wilson – Introduction, Chapters 1 – 5 (required) • Module 10 Discussion • Module 10 Quiz	• Describe the origins of the term coaching • Discuss the principles of coaching • Identify types of coaching • Compare coaching, therapy, counselling, mentoring, and consultancy • Examine the coaching-mentoring-management continuum • Demonstrate the use of goal setting and positive feedback
	Learning Module 12: Coaching Culture	• Wilson – Part 2 Introduction, Chapters 6 – 18 (required) • Coaching Group Exercise • Application Assignment	• Describe a coaching culture • Identify the pillars of a coaching culture • Summarize the ten-step plan to create a coaching culture • Compare internal and external coaching • Apply principles of cross-cultural coaching • Define corporate social responsibility • Measure ROI in coaching
	Learning Module 13:	• Wilson – Part 3 Introduction, Chapters 19 – 27 (required)	• Identify the five levels of listening

	Coaching Skills	• Module 13 Discussion • Application Assignment	• Demonstrate the use of reflecting, summarizing, clarifying, questioning, and permission protocol • Compare and contrast the GROW and EXACT models of coaching • Describe the structure of coaching
	Learning Module 14: Coaching Tools	• Wilson – Part 4 Introduction, Chapters 28 – 52 (required) • Applied Coaching Project	• Develop an organizational coaching plan • Apply coaching skills and tools in an organizational setting • Justify the use of a specific coaching tool in a coaching context • Demonstrate the use of an appropriate coaching tool in a specific type of coaching session
	Learning Module 15: Final Exam	• Final Exam	

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
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)	

Proposals did not move forward for Faculty Senate Approval

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PS	3003

Official Catalog Title:

Project Design

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)

OL 4943

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

Applied Leadership Project

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

APPLIED LEADERSHIP PROJECT

New Course Description:
This course will provide an opportunity for the student to facilitate a process for identifying a specific problem in an actual industry or business environment relevant to the student's specialty area. The student will outline a formal plan of action for identifying the problem through the development of a needs assessment which identifies deficiencies or areas of improvement needed within the business. At the conclusion, the student will develop a strategic recommended plan of action based on the findings from the empirical research. The student will demonstrate presentation ability, appropriate leadership styles, critical thinking, and communications skills in a formal presentation of the strategic plan to the group responsible for implementing the strategies.

Note: Student must earn a grade of C or higher to enroll in OL 4953/PS 4003.

New Cross List:

☑ Adding Cross-Listing   ☐ Changing Cross-Listing   ☐ Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number | PS 3003

New Prerequisite (list all, as you want them to appear in the catalog):
Successful completion of general education English requirement, OL/PS 3143, and permission of the program advisor.

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

☐ Elective   ☑ Major   ☐ Minor

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

Answer the following Assessment questions:

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

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

a. Provide the <u>program level learning outcome(s) it addresses</u>. OL 4943 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4943 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

c. What is the rationale for adding this course? What evidence supports this action? OL 4943 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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.

OL 4943 Project Design Assessment

	Bachelor of Arts in Organizational Leadership – Program Learning Outcomes
	Upon successful completion of BA in Organizational Leadership, the student will be able to:
1	**Effective Communication** – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	**Critical Thinking/Problem Solving/Ethical Decision Making** – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
4	**Change Management** – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
5	**Team Building** – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
6	**Talent Management** – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
7	**Financial Literacy** - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
8	**Social Responsibility** – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

	Course Objectives
	Upon completion of this course with a grade of "C" or above, the student will be able to:
1	Demonstrate the ability to communicate effectively with agency/organization stakeholders on project information and issues
2	Conduct a formal needs assessment and SWOT analysis to obtain first-hand knowledge of solving a real-world business problem.
3	Demonstrate problem-solving skills for challenges faced and proposed solutions with various phases of the project
4	Design an action research plan for problems identified in the needs-assessment process.
5	Demonstrate the ability to conduct research by presenting a clear analysis and findings report of data gathered from the research.
6	Develop a recommended action plan to solve an industry problem using research data
7	Present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies
8	Employ project management strategies to successfully carry out an action research plan
9	Create a formal research report to articulate project ideas, identified problems, research initiatives, data analysis and recommended solutions
10	Create presentation materials to showcase research and project findings to agency/organization personnel

Module	Module Objectives	Course Objectives
Module 1	• Research and identify project location and stakeholder/project supervisor • Articulate personal expectations, questions, and concerns for the Project Design process	1, 3, 8
Module 2	• Evaluate organizational needs through a formal needs assessment process • Articulate organizational strengths, weaknesses, opportunities, and threats through completion of a SWOT Analysis • Communicate with agency/organization personnel to develop project design topic.	1, 2, 3, 8
Module 3	• Research and articulate agency/organization background as it relates to the project topic • Identify the purpose of the project, expanding on the statistical impact on the industry as a whole • Articulate the global or industry-wide impact of the project's purpose • Explain how the chosen project site (agency/organization) relates to student's own career goals • Articulate any challenges the SWOT Analysis process presented and explain how those challenges impacted project progress	1, 2, 4, 8, 9
Module 4	• Identify the agency/organization problem that is the focus of the research • Explain why the issue identified is specifically a problem for the agency/organization • Articulate what the potential consequences are for not resolving the problem in question • Create an action research plan to gather data to solve the project problem • Develop a primary and secondary research instrument which will be used to gather data to solve the problem • Articulate any challenges faced and solutions identified with communication with agency personnel (Stakeholder) and project management	1, 3, 4, 8, 9
Module 5	• Execute planning of final presentation to agency/organization personnel (Stakeholders) • Identify challenges and successes with locating authoritative references which relate to project topic	1, 3, 8
Module 6	• Interpret data to formulate a recommended action plan • Illustrate ability to draw conclusions from data gathered during the research process • Create a formal recommended action plan containing a solution to the agency/organization problem • Articulate challenges faced and solutions identified with conducting research and gathering data	1, 3, 5, 6, 7, 8, 9
Module 7	• Create a PowerPoint Presentation of the various phases of the project • Identify challenges faced and solutions identified with analyzing the data and creating an action plan to solve the problem	1, 3, 7, 8, 10
Module 8	• Articulate challenges faced and solutions identified with overall project management process • Prepare aspects of final presentation to be made to agency/organization Stakeholders	1, 3, 7, 8, 10
Module 9	• Deliver final project presentation to agency/organization Stakeholders • Evaluate overall success of the project as a whole • Articulate if personal goals for the course were met • Identify course take-a-ways and articulate how those skills will be applied to personal and professional endeavors	1, 3, 7, 8, 10

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
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)	

Proposals did not move forward for Faculty Senate Approval

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PS	3143

Official Catalog Title:
Applied Professional Research

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)

OL 3143

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)

APPLIED RESEARCH

New Course Description:
This course provides an overview of professional research fundamentals, including instruction in applying citations and appropriate statistics in professional settings. Topics covered include, but are not limited to, different types of research, the research process, ethics in research, reference citation models, and statistical concepts. Participation in course requires access to a webcam or other video capture technology.

Note: This course must be taken as a prerequisite for OL 4943/PS 3003 unless waived upon advisor approval.

New Cross List:

☑ Adding Cross-Listing	☐ Changing Cross-Listing	☐ Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number | PS 3143

New Prerequisite (list all, as you want them to appear in the catalog):
Successful completion of the general education English requirement or permission of instructor.

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

☐ Elective	☑ Major	☐ Minor

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

Answer the following Assessment questions:
- a.   If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **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. OL 3143 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 3143 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

c. What is the rationale for adding this course? What evidence supports this action? OL 3143 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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 Objectives
	Upon completion of this course with a grade of "C" or above, the student will be able to:
1	define the concept of research in an applied context.
2	identify and apply the fundamental concepts and steps in the research process.
3	demonstrate an understanding of types of variables, levels of measurement, reliability, validity, sampling, and statistical significance.
4	gain a familiarity of types of research, including descriptive, historical, correlational, qualitative, true experimental, and quasi-experimental.
5	identify and evaluate ethical issues that may arise in professional research.
6	synthesize information from authoritative sources into a comprehensive literature review.
7	develop a research proposal based on the results of a needs assessment and supporting information from research literature.
8	demonstrate the ability to correctly apply reference citations in APA format.

Module	Module Objectives	Course Objectives
Module 1	• Develop an understanding of the research process • Define applied research • Explain the role of research in the workplace • Discuss past experience with research • Understand course expectations	1, 2
Module 2	• Explain the importance of teamwork and collaboration in research • Discuss experiences with collaboration in a virtual setting • Reflect on own role in a team • Demonstrate knowledge of avoiding and resolving conflict in a virtual setting	1, 2
Module 3	• Describe the role of research in specific contexts • Identify important factors in the research process • Develop a null and alternate hypothesis • Explain what research methods to use in a specific context • Define the relationship between independent and dependent variables	2, 3, 4
Module 4	• Describe the linear process from idea to research question to hypothesis • Differentiate among sources and types of information • Label sources as primary or secondary • Utilize electronic tools in research activities • Conduct a needs assessment to generate research ideas	2, 4, 6
Module 5	• Describe probability and nonprobability sampling strategies • Explain selection of a sampling strategy in a given research context • Calculate sample size in a given research context • Identify important considerations in selecting a sampling strategy and sample size	2, 3, 4
Module 6	• Define the different levels of measurement • Define the concepts of reliability and validity • Identify types of reliability and validity • Explain the relationship between reliability and validity	2, 3, 4
Module 7	• Utilize electronic search strategies to locate authoritative sources • Explain the criteria used for judging a research study	4, 5, 6, 8

	• Compile a list of authoritative sources based on an identified research question	
	• Summarize and synthesize multiple authoritative sources	
Module 9	• Examine the strengths and weaknesses of a research study	6, 8
	• Summarize a research study	
	• Develop and comprehensive, logical analysis of a research study	
Module 10	• Discuss the importance of practicing ethics in research	5
	• Describe how to ensure high ethical standards in research	
	• Define coercion, informed consent, and confidentiality	
Module 11	• Identify the ten commandments of data collection	1, 2, 3, 4
	• Construct a data collection form	
	• Define and calculate measures of central tendency	
	• Demonstrate an understanding of distribution of scores, variability, standard deviation, and normal distributions	
Module 12	• Discuss the difference between significance and meaningfulness in an applied research setting	1, 2, 3, 4
	• Explain how a test of significance works	
	• Describe how inference works in research	
	• Explain the difference between non-experimental and quasi-experimental research	
	• Compute and explain Pearson Correlation Coefficient	
Module 13	• Identify the key differences in quantitative, qualitative, and mixed-methods research	2, 4, 6
	• Describe the qualitative research process	
	• Examine the use of case studies, ethnographies, and historical research in applied research	
	• Identify advantages and disadvantages of the case study method in applied research	
	• Identify sources of historical data	
Module 14	• Write a research proposal	6, 7, 8
	• Justify the use of quantitative, qualitative, or mixed-methods research to address a research problem	
	• Write a null and alternate hypothesis	
	• Design a data collection instrument to address a research problem	
	• Justify a sampling strategy and compute an appropriate sample size	

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
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)	

Proposals did not move forward for Faculty Senate Approval

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PS	4003
Official Catalog Title:	
Capstone	

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)

OL 4953

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

Organizational Leadership Capstone

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

ORG LEADERSHIP CAPSTONE

New Course Description:
In this course, students develop an ePortfolio highlighting various competencies learned throughout the degree program. The course prepares students with the skills, knowledge, and ability to communicate a critical understanding of his/her work through the articulation of goals, critique, and self-assessment. The course introduces students to the portfolio development process and improves their ability to think critically and communicate more effectively while developing personal goals and mission statements, understanding personal leadership styles, researching career options related to his/her concentration or focused area of study, working collaboratively with other students on competency-based case studies, and engaging in critical inquiry of the role Higher Education plays in one's life.

Note: Student must earn a grade of C or higher

New Cross List:

☑ Adding Cross-Listing	☐ Changing Cross-Listing	☐ Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number | PS 4003

New Prerequisite (list all, as you want them to appear in the catalog):
Successful completion of general education English requirement, OL 4943/PS 3003, with a grade of C or higher.

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

☐ Elective	☑ Major	☐ Minor

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

Answer the following Assessment questions:
- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- b. If this course is required for the major or minor, complete the following.

a. Provide the <u>program level learning outcome(s) it addresses</u>. OL 4953 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4953 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

c. What is the rationale for adding this course? What evidence supports this action? OL 4953 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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.

OL 4953 Organizational Leadership Capstone Assessment

	Bachelor of Arts in Organizational Leadership – Program Learning Outcomes
	Upon successful completion of BA in Organizational Leadership, the student will be able to:
1	**Effective Communication** – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	**Critical Thinking/Problem Solving/Ethical Decision Making** – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
4	**Change Management** – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
5	**Team Building** – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
6	**Talent Management** – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
7	**Financial Literacy** - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
8	**Social Responsibility** – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

	Course Objectives
	Upon completion of this course with a grade of "C" or above, the student will be able to:
1	Reflect on various subjects and courses taken as a OL student and indicate how that knowledge applies in an organizational setting
2	Utilize communication skills to work collaboratively with peers toward a common goal
3	Employ critical thinking and communication skills to develop a comprehensive ePortfolio
4	Demonstrate project management skills by initiating, planning, executing, controlling and closing a project
5	Engage in self-assessment by documenting personal progress toward a group project
6	Demonstrate technology competencies by utilizing various project and resource management tools
7	Reflect on one's educational journey through completion of a critical book review and presentation

Module	Module Objectives	Course Objectives
Module 1	• Create ePortfolio site and choose portfolio template • Identify personal/professional introductory information for your ePortfolio • Identify courses within degree program which relate to your professional goals • Identify learned degree competencies that are present in the courses • Communicate with ePortfolio partners	1, 2, 3, 4, 6
Module 2	• Identify 4 to 5 personal career goals • Using the first course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Create Welcome and About Me pages of ePortfolio site • Communicate with ePortfolio Partners • Communicate with OL Group Case Study Project Group members • Articulate your desired group role for the OL Group Case Study Project	1, 2, 3, 4, 5, 6
Module 3	• Indicate desired career specifics by conducting an interview with a career professional • Articulate how your degree concentration aligns with your career aspirations • Using the second course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Create Personal or Career Goals section of your ePortfolio • Research case study specifics to begin creating project presentation for OL Group Case Study	1, 2, 3, 4, 6
Module 4	• Identify current issues in desired career field • Using the third course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Research various aspects of chosen current issue, including expanded information on topic, related literature review, and implications on the career field • Create Concentration/Focus Area section of ePortfolio • Present completed OL Group Case Study presentation • Draw conclusions and support ideas about your educational journey through completion of a critical book review	1, 2, 3, 4, 5, 6, 7
Module 5	• Develop personal mission statement or philosophy • Using the fourth course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Continue creating Concentration/Focus Area section of ePortfolio with completion of current issues paper • Evaluate team and individual performance of OL Group Case Study Project • Create a presentation of the material you introduced in the critical book review	1, 3, 4, 5, 6, 7
Module 6	• Identify your personal leadership style characteristics and explain how those skills are useful in a professional setting • Create your professional resume • Using the fifth course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Create a summary of your OL 4943 Applied Leadership Project Report • Create the Personal Mission Statement/Philosophy section of ePortfolio	1, 3, 4, 6
Module 7	• Reflect on the ePortfolio journey • Execute ePortfolio draft for instructor critique	3, 4, 6, 7
Module 8	• Execute final ePortfolio website for final grading, based on instructor's critique of the draft	3, 4, 6

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
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)	

Proposals did not move forward for Faculty Senate Approval

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PS	4243

Official Catalog Title:
Planning for Adult Learners

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

○ Yes ● No

| |

Request to change: (check appropriate box):

☑ Course Number   ☑ Title   ☑ Course Description

☑ Cross-Listing   ☐ Prerequisite   ☐ Co-requisite

☐ Grading   ☐ Fee

☐ Other | |

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)

| OL 4243

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

| **Workplace Learning**

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

| **WORKPLACE LEARNING**

New Course Description:
This course provides an overview of adult learning in the context of the workplace. Students will explore the historical context of learning in the workplace, basic theories of instructional design and adult learning, frameworks and models of program planning in the workplace, learning interventions, and the overall relationship between lifelong learning and work.

New Cross List:

☑ Adding Cross-Listing   ☐ Changing Cross-Listing   ☐ Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number | PS 4243

New Prerequisite (list all, as you want them to appear in the catalog):
Successful completion of the general education English requirement or permission of instructor.

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

☐ Elective   ☑ Major   ☐ Minor

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

Answer the following Assessment questions:

a.   If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **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. OL 4243 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4243 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

c. What is the rationale for adding this course? What evidence supports this action? OL 4243 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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 Objectives
	Upon completion of this course with a grade of "C" or above, the student will be able to:
1	Explain the historical, current, and future role of adult learning in the context of the workplace
2	Understand models of program planning and the application of their components to adult learning paradigms
3	Examine the role of multiple program planning models and applying change as the primary outcome of education and training programs for adults in the workplace
4	Identify basic theories of instructional design and adult learning and their application in workplace settings
5	Explain the role of training logistics, to include formats, schedules, staff needs, budgeting, marketing and facilities in workplace learning
6	Describe assessment and evaluation approaches in workplace learning
7	Compare and contrast traditional and digital/electronic approaches to workplace learning
8	Discuss the role of ethics, power, and social responsibility in workplace learning

Module	Module Objectives	Course Objectives
Module 1	• Distinguish between pedagogy and andragogy • Examine the purposes of learning in the workplace • Identify the six principles of adult learning and their relationship to learning in organizations • Recognize change as a primary outcome in workplace learning	1, 2, 4
Module 2	• Distinguish between theory and practice in workplace learning • Identify the differences between education and learning • Examine the relationship between adult learning and workplace learning	2, 4
Module 3	• Discuss personal beliefs and experiences related to workplace learning • Examine parameters influencing training programs in organizations • Describe appropriate uses of technology in workplace learning • Identify the value and context of traditional and digital/electronic delivered material	2, 3, 7
Module 4	• Identify the similarities and differences in formal and informal learning in the workplace • Discuss the impact of the "knowledge economy" on organizational learning needs • Describe the role of informal learning in organizations • Explain historical factors that influence current learning practices in organizations	2, 3, 4
Module 5	• Identify and describe the roles of program planning in organizations • Examine how power influences the program planning process • Discuss the role of ethics in program planning • Critique strategies for building and sustaining partnerships in workplace learning	3, 4, 8
Module 6	• Describe prominent theories of adult learning and their application in the workplace • Examine the role of training and development professionals in leading workplace learning • Investigate transformative learning practices in changing organizational culture	1, 3, 4
Module 7	• Describe instructional design approaches to planning learning in organizations • Examine the application of instructional design theory to workplace learning • Review the role of technology in instructional design and deliver of workplace learning • Analyze instructional design approaches and their application in the workplace	1, 4
Module 9	• Describe the selection process for education and training programs in the workplace • Generate ideas through a variety of techniques • Assessing needs for a training program	3, 5

	• Examine how priorities are defined	
	• Quantitative and qualitative approaches to prioritization	
Module 10	• Identify the steps to assessing and evaluation of workplace learning	5, 6
	• Describe measureable and non-measureable program outcomes	
	• Explain the design and delivery process of assessment tools to measure learning	
Module 11	• Discuss the role of learning objectives and learning outcomes in workplace learning	4, 5, 6
	• Select and organize program content	
	• Match instructional design techniques with learning outcomes	
	• Discern the difference between teaching and facilitation	
Module 12	• Examine the role of organizational leaders in driving workplace learning	1, 5, 8
	• Discuss learning origination from a top-down and bottom-up perspective	
	• Investigate the role of workplace learning in professionalism and norming in organizations	
Module 13	• Discuss the role of ethics in workplace learning	1, 8
	• Describe unethical practices in workplace learning	
	• Examine possible tensions and resistance to learning in the workplace	
	• Analyze the role of workplace learning in organizational culture and social responsibility	
Module 14	• Predict future trends in design and delivery of workplace learning	1, 6, 7, 8
	• Identify career opportunities in workplace learning	
	• Reassess personal disposition to learning in the workplace	

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
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)	

Proposals did not move forward for Faculty Senate Approval

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)

Official Catalog Title:

See attached list.

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)

See attached list.

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 | See attached list.

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

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

☐ Elective   ☑ Major   ☐ Minor

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

Answer the following Assessment questions:

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

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

        a.   Provide the program level learning outcome(s) it addresses. These courses address the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.

        b.   Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached assessment document for alignment of program objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative

Course Change List		
Current Course Listing	**New Course Listing**	**New Cross-Listing**
PS 3023	OL 3023	PS 3023
PS 3133	OL 3133	PS 3133
PS 4143	OL 4143	PS 4143
PS 4243	OL 4243	PS 4243
PS 4343	OL 4343	PS 4343
PS 4443	OL 4443	PS 4443
PS 4543	OL 4543	PS 4543
PS 4643	OL 4643	PS 4643
PS 4743	OL 4743	PS 4743

communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

c.　What is the rationale for adding this course? What evidence supports this action? These courses are part of the proposed core coursework in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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.

Bachelor of Arts in Organizational Leadership

Assessment Map

Bachelor of Arts in Organizational Leadership – Program Learning Outcomes

	Upon successful completion of BA in Organizational Leadership, the student will be able to:
1	**Effective Communication** – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	**Critical Thinking/Problem Solving/Ethical Decision Making** – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
3	**Change Management** – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, adult learning and change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
4	**Team Building** – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
5	**Talent Management** – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
6	**Financial Literacy** - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
7	**Social Responsibility** – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

Bachelor of Arts in Organizational Leadership – Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
OL 3013	I	I	I	I	I	I	I
OL 3023	R	R		R			
OL 3133	R	R		R		R	
OL 3143	R	R		R			
OL 4143		R	R	R	R	R	R
OL 4243					R		
OL 4343	R		R	R		R	R
OL 4443			R				
OL 4543		R				R	
OL 4643		R		R			
OL 4743		R	R		R		R
OL 4843			R		M	R	R
OL 4943	M	M	M			M	
OL 4953	M	M		M			M

I – Introduced; R – Reinforced; M - Mastered

Bachelor of Arts in Organizational Leadership – Proposal Summary

I. Justification

The Bachelor of Arts in Organizational Leadership (BA-OL) represents a **reconfiguration** of current Professional Studies course offerings into a 42 credit hour upper-division core that provides students with instruction in leadership skills applicable in diverse organizational settings. The discipline-driven core in Organizational Leadership (CIP 52.0213) represents a shift away from the original intent of degree completion as the program's singular focus (CIP 30.999). Professional Studies currently delivers the certificate of Professional Leadership under CIP 52.0213.

The BA-OL degree retains 18 credit hours of interdisciplinary concentration coursework and 25 credit hours of electives, which continues to provide maximum flexibility for students entering the institution with significant transfer coursework. This degree offers the opportunity for seamless transition to transfer students or to those who have earned an associate's degree. The 42 credit hour core meets the 40 upper-division credit hour minimum for a baccalaureate degree.

The BA-OL degree addresses institutional goals of increasing credentialing opportunities, stackability, and interdisciplinary degrees. The proposed degree reconfiguration delivers options for innovative, multi-disciplinary, multi-college degrees. As an example, a student could complete 35 credit hours in General Education, 42 credit hours in Organizational Leadership, 23 credit hours in Agriculture, and 20 credit hours in Marketing/Management.

Required Core (42 Hours)

BA - Organizational Leadership		
Core: 42 credit hours		
OL 3013	Foundations of Organizational Leadership	3
OL 3023	Professional Communication	3
OL 3133	Applied Principles of Personnel Management	3
OL 3143	Applied Professional Research	3
OL 4143	Nonprofit Governance	3
OL 4243	Workplace Learning	3
OL 4343	Community Development	3
OL 4443	Professional Leadership	3
OL 4543	Workplace Supervision	3
OL 4643	Occupational Globalization and Diversity	3
OL 4743	Organizational Change	3
OL 4843	Training and Development	3
OL 4943	Applied Leadership Project	3
OL 4953	Organizational Leadership Capstone	3
Total		**42**

(Handwritten annotations in left margin, top to bottom:) PS/ PS/ PS/ PS/ PS/ PS/ PS/ PS/ PS/ PS/ PS/ *(beside OL 4943:)* PS3003/ *(beside OL 4953:)* PS4003/

II. Impact on Bachelor of Professional Studies

The Bachelor of Professional Studies (BPS) in Interdisciplinary Studies will remain as a degree completion option for students who have an excess amount of multi-disciplinary credit hours. All other BPS degree options will be phased out until current BPS students graduate or transition into the BA-OL degree. Professional Studies degree options and most non-core courses will be removed from the course catalog. No new majors or change of majors will be accepted into the BPS program **EXCEPT** for those enrolling in BPS – Interdisciplinary Studies.

III. Summary of Changes

Degree Program	Status	Catalog
BPS – Interdisciplinary Studies	Remain	Remain
BPS – Agriculture Business	Phase Out	Remove
BPS – Applied Leadership	Phase Out	Remove
BPS – Child Development	Phase Out	Remove
BPS – Criminal Justice	Phase Out	Remove
BPS – Industrial/Organizational Psychology	Phase Out	Remove
BPS – Public Relations	Phase Out	Remove
BPS – Workforce Technology	Phase Out	Remove
BAOL – Agriculture Business	New	Add
BAOL – Child Development	New	Add
BAOL – Criminal Justice	New	Add
BAOL – Industrial/Organizational Psychology	New	Add
BAOL – Interdisciplinary Studies	New	Add
BAOL – Public Relations	New	Add
BAOL – Workforce Technology	New	Add

Current PS Core Courses	Status	Catalog
PS 3013: Professional Studies Seminar	Remain	Remain
PS 3023: Professional Communication	CL: OL 3023	Remain
PS 3133: Applied Principles of Personnel Management	CL: OL 3133	Remain
PS 3143: Applied Professional Research	CL: OL 3143	Remain
PS 3003: Project Design	CL: OL 4943	Remain
PS 4003: Capstone	CL: OL 4953	Remain

Current PS Elective Courses	Status	Catalog
PS 4951 - 4: Undergraduate Research in PS	Remain	Remain
PS 4991 - 4: Special Problems in Professional Studies	Remain	Remain
PS 4143: Nonprofit Governance	CL: OL 4143	Remove
PS 4243: Planning for Adult Learners	CL: OL 4243	Remove

PS 4343: Community Development	CL: OL 4343	Remove
PS 4443: Professional Leadership	CL: OL 4443	Remove
PS 4543: Workplace Supervision	CL: OL 4543	Remove
PS 4643: Occupational Globalization and Diversity	CL: OL 4643	Remove
PS 4743 : Organizational Change	CL: OL 4743	Remove

CL = Cross-Listed

ARKANSAS TECH UNIVERSITY

RECONFIGURATION OF EXISTING DEGREE PROGRAM

Modification to Create New Degree

(75% of coursework from existing degree)

ADHE LETTER OF NOTIFICATION – 11M

Department Initiating Proposal	Date
Department of Professional Studies	8/8/2018

Title	Signature	Date
Department Head Dr. Jeff Aulgur		8/8/18
Dean Dr. Jeff Aulgur		8/8/18
Assessment Dr. Christine Austin		8/8/18
Registrar Mrs. Tammy Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Phillip Bridgmon		

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)	

Proposals did not move forward for Faculty Senate Approval

Program Title: Bachelor of Professional Studies (All Concentrations)

LETTER OF NOTIFICATION – 11M

RECONFIGURATION OF EXISTING DEGREE PROGRAMS
Modification to Create New Degree
(75% of coursework from existing degree)

1. Institution submitting request: Arkansas Tech University

2. Contact person/title: Dr. Jeff Aulgur, Department Head for Professional Studies
                                        Interim Dean, College of eTech

3. Title(s) of degree programs to be modified: Bachelor of Professional Studies

4. Current CIP Code(s):   30.999

5. Current Degree Code(s):   30.999

6. Proposed title of modified program: Bachelor of Arts in Organizational Leadership

7. Proposed CIP Code for new program: 52.0213

8. Proposed Effective Date(Term/Year):   Fall 2019

9. Reason for proposed consolidation/reconfiguration:

The Bachelor of Arts in Organizational Leadership (BA-OL) represents a realignment of current Professional Studies course offerings into a 42 credit hour upper-division core that provides students with instruction in leadership skills applicable in diverse organizational settings. The BA-OL discipline-driven core in Organizational Leadership (CIP 52.0213) represents a shift away from the original intent of degree completion as the program's singular focus (CIP 30.999). Professional Studies currently delivers the certificate of Professional Leadership under CIP 52.0213.

Upon approval of the proposed Bachelor of Arts in Organizational Leadership for inclusion in the 2019-2020 catalog, the Department of Professional Studies will cease new admissions to all concentrations in the Bachelor of Professional Studies degree, with the exception of the Interdisciplinary Studies concentration, effective January 1, 2020. All students enrolled in the Bachelor of Professional Studies degree before January 1, 2020 must complete the program of study by June 1, 2022. The Bachelor of Professional Studies with a concentration in Interdisciplinary Studies will be retained as a degree completion option for current and former Arkansas Tech University students.

The degree program aligns with the expansion of the Department of Professional Studies, which began in 2006 with three course offerings and one faculty member. The department now includes over 20 course offerings and five faculty. The BA-OL degree retains 18 credit hours of interdisciplinary concentration coursework and 25 credit hours of electives. This degree provides the opportunity for seamless transition to transfer students or to those who have earned an associate's degree. The 42 credit hour core meets the 40 upper-division credit hour minimum for a baccalaureate degree. The BA-OL supports Arkansas Tech's Strategic Plan, Goal 2.6, by maximizing credentialing opportunities and creating future opportunities to develop innovative, multi-disciplinary baccalaureate degrees.

The BA-OL degree meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development.

The BA-OL degree addresses institutional goals of increasing credentialing opportunities, stackability, and interdisciplinary degrees. The BA-OL offers students credentialing opportunities in the Professional Leadership certificate, as well as stackability from the leadership certificate to a baccalaureate degree in Organizational Leadership, and then a master's degree in Leadership, Learning, and Organizational Development. Depending on concentration selection, students may select 25–43 credit hours of interdisciplinary coursework to meet their specific professional needs. Additionally, the BA-OL delivers options for innovative, multi-disciplinary degrees. For example, in this inter-college option, a student could complete 35 credit hours in General Education, 42 credit hours in Organizational Leadership, 23 credit hours in Agriculture, and 20 credit hours in Marketing/Management.

The BA-OL provides instruction in professional leadership, supervision, communication, personnel management, non-profit governance, community development, financial literacy, globalization, diversity and inclusion, training and development, and organizational change.

As evidenced by the letter of support (see Appendix C Letters of Support) provided by Jessica Brock, Director of Admissions at Arkansas Tech University, the proposed BA-OL aligns with institution's strategic enrollment plan, appeals to first-year degree-seeking students with an interest or financial need to remain in their hometown, and offers a four-year degree option for concurrent students who may not have considered enrollment at a four-years institution.

General Education (35 hours): 6 hours of English Composition; 8 hours of Lab Science; 6 hours of Fine Arts and Humanities; 3 hours of Speech Communication; 3 hours of United States History or Government; 6 hours of Social Sciences; 3 hours of Mathematics.

Required Core (42 Hours)

OL 3013 (New)	Foundations of Organizational Leadership
OL 3023 / PS 3023	Professional Communication
OL 3133 / PS 3133	Applied Principles of Personnel Management
OL 3143 / PS 3143	Applied Professional Research
OL 4143 / PS 4143	Nonprofit Governance
OL 4243 / PS 4243	Workplace Learning
OL 4343 / PS 4343	Community Development
OL 4443 / PS 4443	Professional Leadership
OL 4543 / PS 4543	Workplace Supervision
OL 4643 / PS 4643	Occupational Globalization and Diversity
OL 4743 / PS 4743	Organizational Change
OL 4843 (New)	Training and Development
OL 4943 / PS 3003	Applied Leadership Project
OL 4953 / PS 4003	Organizational Leadership Capstone

Interdisciplinary Concentration (18 hours): Agriculture Business; Child Development; Criminal Justice; Industrial/Organizational Psychology; Inter-College; Public Relations; Workforce Technology

Electives (25 hours)

Total Hours: 120 hours

There are no additional costs associated with the BA-OL. Except two course additions (OL 3013 Foundations of Organizational Leadership and OL 4843 Training and Development), the required core consists of existing courses delivered by faculty in the Department of Professional Studies.

Start-up marketing will target employers with identified tuition reimbursement, employers affiliated with programs offered by the Ozark campus, as well as strategic 2+2 alliances with Arkansas' two-year institutions.

The Bachelor of Professional Studies (BPS) degree does not conform to traditional baccalaureate degree naming conventions. The BA-OL degree retains the interdisciplinary concentrations and eliminates confusion across current students, prospective students, and employers.

The Inter-College Program (ICP) allows the development of a unique curriculum in close consultation with a Department of Professional Studies Academic Advisor. ICP areas of study are defined by respective academic departments at Arkansas Tech University. The ICP requires the completion of the 35-hour General Education curriculum and the 42-hour upper-division Organizational Leadership core curriculum. The ICP program designs are:

- Two-Area Option: Requires a minimum of 21 hours each in two fields of study.

- Thematic Option: Requires a minimum of 42 hours chosen from at least three departments and two colleges, presenting a unifying theme throughout the program of study.

- To receive ICP consideration, a student must submit an ICP proposal to the Department of Professional Studies Department Head. Proposal elements include, but are not limited to,

- Academic and Career Goals
  - ➢ Identify proposed fields of study
  - ➢ Identify immediate and long-term academic goals
  - ➢ Describe any further training or credentialing necessary to achieve your long-term goals.

- Background Section
  - ➢ How have you arrived at the academic and career goals outlined?
  - ➢ What influenced your program of study (e.g., class, book, movie, article, family).

- Course of Study Section
  - ➢ Explain the relevance of each area to your career goals and how the courses are related to each other.
  - ➢ Create a table of courses for each discipline.
  - ➢ Discuss the selected course content and the relevance to your areas of study.

As evidenced by the letter of support (see Appendix C Letters of Support) provided by Dr. Julie Mikles-Schluterman, Director of the Center for Community Engagement and Academic Outreach at Arkansas Tech University, the BA-OL Inter-College Program's inclusion of the Interdisciplinary Project Based Learning (IPBL) curriculum as an ICP option aligns not only with the institution's strategic plan, but also provides enhanced opportunities to address current and future workforce trends.

10. Provide **current** and **proposed** curriculum outline by semester. Indicate total semester credit hours required for the proposed program. List *new courses* (in italics) and provide new course descriptions. Underline required general education core courses and mark courses offered by distance technology with an *asterisk.

Appendix A contains the current curriculum (2018-2019) catalog for existing concentrations offered in the Bachelor of Professional Studies degree: Agriculture Business, Child Development, Criminal Justice, Industrial/Organizational Psychology, Interdisciplinary Studies, Public Relations, Workforce Technology, and Applied Leadership.

Appendix C contains the proposed curriculum outlines by semester for the Bachelor of Arts in Organizational Leadership, including the following concentrations: Agriculture Business, Child Development, Criminal Justice, Industrial/Organizational Psychology, Inter-College, Public Relations, and Workforce Technology.

11.   Institutional curriculum committee review/approval date:

12.   Provide current and proposed organizational chart.

    a.   Current Organizational Chart

    Please see Appendix D for the current organizational chart for the College of eTech.

    b.   Proposed Organizational Chart

    Please see Appendix D for the proposed organizational chart for the College of eTech.

13.   Will the proposed degree be offered on-campus, off-campus, or via distance delivery? If yes, identify the mode of distance delivery.

The Bachelor of Arts in Organizational Leadership may be completed 100% via distance delivery; however, students may elect on-campus course sections as available. The mode of distance learning is broken into two distinct components for support and coordination:

- Academic Affairs provides program and resource support, approvals for distance learning courses/programs/degrees and oversight to the various schools/colleges within the University Structure. Course and program approval and oversight for courses and programs that will be delivered by distance technology are identical to the approval and oversight process for face-to-face instruction. The need for the program originates with the departments and the curriculum for the program goes through the same curriculum approval process as all other courses and programs.

- The College of eTECH provides instructional design and training for course creation, quality assurance and methodologies. They also provide video and audio creation and inclusion support.

- The Office of Information Systems, through the Campus Support Center, provides technical support to both faculty and students.

14.   Identify mode of distance delivery or the off-campus location for the proposed program.

- Blackboard (LMS) support, video recording and playback, assignment submission and other general technical academic support needs.

15.   Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (For example: A program offered for teacher licensure must be approved by the Arkansas Department of Education prior to consideration by the Coordinating Board).

- Not applicable

16. Provide copy of e-mail notification to other institutions in the area of the proposed program and their responses; include your reply to the institutional responses.

> *This email is a notification that Arkansas Tech University is reconfiguring its existing Bachelor of Professional Studies degree to a Bachelor of Arts in Organizational Leadership (BA-OL) degree. Arkansas Tech University is interested in receiving comments or feedback about the programs from you. ADHE requested through e-mail communications that you not "Reply All" when sending your response about the program. If you have an objection, concern, or comment, please reply to me and copy ADHE.*

> *The Bachelor of Arts in Organizational Leadership (CIP 52.0213) represents a realignment of current Professional Studies course offerings into a 42 credit hour upper-division core that provides students with instruction in leadership skills applicable in diverse organizational settings. The BA-OL discipline-driven core in Organizational Leadership represents a shift away from the original intent of degree completion as the program's singular focus (CIP 30.999). The BA-OL degree addresses institutional goals of increasing credentialing opportunities, stackability, and interdisciplinary degrees. Depending on concentration selection, students may select 25–43 credit hours of interdisciplinary coursework to meet their specific professional needs. Additionally, the BA-OL delivers options for innovative, multi-disciplinary degrees, and provides instruction in professional leadership, supervision, communication, personnel management, non-profit governance, community development, financial literacy, globalization, diversity and inclusion, training and development, and organizational change.*

17. List institutions offering similar program and identify the institution(s) used as a model to develop the proposed program.

Institutions in Arkansas with a similar program:

John Brown University – Bachelor of Science in Organizational Leadership

University of Arkansas Fort Smith – Bachelor of Science in Organizational Leadership

In addition to the institutions identified above, the institutions below were examined to develop the proposed program at Arkansas Tech University:

Penn State University-World Campus – Bachelor of Arts in Organizational Leadership

Arizona State University-Online – Bachelor of Arts in Organizational Leadership

Duquesne University – Bachelor of Science in Organizational Leadership

Bay Path University – Bachelor of Arts in Leadership and Organizational Studies

Creighton University – Bachelor of Science in Leadership

Bethel University – Bachelor of Science in Organizational Leadership

Carson-Newman University – Bachelor of Science in Organizational Leadership

Purdue Global University – Bachelor of Science in Liberal Studies with a Leadership concentration

Colorado State University- Global Campus – Bachelor of Science in Organizational Leadership

Concordia University – Bachelor of Arts in Organizational Leadership

Valdosta State University – Bachelor of Science in Organizational Leadership

Fort Hays State University – Bachelor of Arts in Organizational Leadership

Cleveland State University – Bachelor of Arts in Organizational Leadership

18. Provide scheduled program review date (within 10 years of program implementation).

The Department of Professional Studies will complete a self-review of the Bachelor of Arts in Organizational Leadership in 2022-2023 (three years), and conduct a formal program review of the program in 2023-2024 (four years).

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

President/Chancellor Approval Date:
Board of Trustees Notification Date:
Chief Academic Officer: Date:

Bachelor of Arts in Organizational Leadership

Assessment Map

Bachelor of Arts in Organizational Leadership – Program Learning Outcomes

	Upon successful completion of BA in Organizational Leadership, the student will be able to:
1	**Effective Communication** – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	**Critical Thinking/Problem Solving/Ethical Decision Making** – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
3	**Leadership Dynamics & Change Management** – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, adult learning and change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
4	**Team Building** – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
5	**Adult Learning & Talent Management** – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
6	**Financial Literacy** - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
7	**Social Responsibility and Global Understanding** – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

Bachelor of Arts in Organizational Leadership – Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
OL 3013	I	I	I	I	I	I	I
OL 3023	R	R		R			
OL 3133	R	R		R		R	
OL 3143	R	R		R			
OL 4143		R	R	R	R	R	R
OL 4243					R		
OL 4343	R		R	R		R	R
OL 4443			R				
OL 4543		R				R	
OL 4643		R		R			
OL 4743		R	R		R		R
OL 4843			R		M	R	R
OL 4943	M	M	M			M	
OL 4953	M	M		M			M

I – Introduced; R – Reinforced; M - Mastered

- **Learning Outcome 1 (LO1 Effective Communication)** – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings. **(Written & Oral Communication VALUE Rubric)**
    - Proficiency Criteria 1 – ability to produce junior/senior level academic writing that addresses the assigned task
    - Proficiency Criteria 2 – present and analyze complex ideas supported with relevant evidence and authoritative sources
    - Proficiency Criteria 3 – communicate with organization or agency stakeholders in an organized and professional manner
    - Proficiency Criteria 4 – awareness of basic communication theory, the communication process, and organizational models
    - Proficiency Criteria 5 – develop error-free prose that meets the standards of style set by the American Psychological Association
    - Proficiency Criteria 6 – demonstrate the use of organizational pattern (introduction, supporting material, transitions, conclusion) to present a clear, cohesive presentation
    - Proficiency Criteria 7 – exhibit appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
    - Proficiency Criteria 8 – demonstrate the use of language that is appropriate in a professional setting
    - Proficiency Criteria 9 – demonstrate the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies

- **Learning Outcome 2 (LO2 – Critical Thinking/Problem Solving/Ethical Decision Making)** – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems. **(Problem Solving & Ethical Reasoning VALUE Rubric)** –
    - Proficiency Criteria 1 – demonstrate the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors
    - Proficiency Criteria 2 – identify multiple approaches for solving complex problems that apply within a specific context
    - Proficiency Criteria 3 – evaluate solutions using logic and reasoning supported by consideration of the history of the problem, the context, and the feasibility of implementation
    - Proficiency Criteria 4 – implement solutions in a manner that thoroughly addresses all contextual factors of the problem
    - Proficiency Criteria 5 – conflict resolution learning outcome
    - Proficiency Criteria 6 – mediation learning outcome
    - Proficiency Criteria 7 – recognize ethical issues when presented in a complex, multilayered context
    - Proficiency Criteria 8 – present assumptions and implications of different ethical perspectives and concepts
    - Proficiency Criteria 9 – apply ethical concepts to an ethical question accurately and considers full implications of the application

- **Learning Outcome 3 (LO3 – Leadership Dynamics & Change Management)** – Students will demonstrate knowledge and application of leadership theory to leading change, resolving conflict, and motivation, as well as understanding of the foundational aspects of change management, including individual and organizational change, adult learning and change, apply models for diagnosing, implementing, and assessing organizational change, evaluating change within organizational cultures and systems, and articulating the role of change leaders in organizations.

- o Proficiency Criteria 1 – demonstrates mastery of basic principles of leadership theory, change theory, and development theory
- o Proficiency Criteria 2 – identifies evidence-based practices in leadership, followership, and leadership ethics
- o Proficiency Criteria 3 – develops theory-based plans for strategic training, human development, and organizational change
- o Proficiency Criteria 4 – compare and contrast theories and models of motivation in the workplace, change management, and leadership dynamics
- o Proficiency Criteria 5 – understand the role of the leader in creating and sustaining vision, and leading change
- o Proficiency Criteria 6 – examine the role of trust and its impact of leadership, organizational culture, and change initiatives

- **Learning Outcome 4 (LO4 – Team Building)** – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments. **(Teamwork VALUE Rubric)**
  - o Proficiency Criteria 1 – engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
  - o Proficiency Criteria 2 – fosters a constructive team climate by a) treating team members with respect, b) exhibiting positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
  - o Proficiency Criteria 3 – addresses destructive conflict directly and constructively, helps manage/resolve conflict in a way that strengthens overall team cohesiveness.

- **Learning Outcome 5 (LO5 – Adult Learning & Talent Management)** – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
  - o Proficiency Criteria 1 – explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
  - o Proficiency Criteria 2 – apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process
  - o Proficiency Criteria 3 – articulates the links between effective leadership and lifelong learning
  - o Proficiency Criteria 4 – develops theory-based plans for strategic training, human development, and organizational change
  - o Proficiency Criteria 5 - evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI

- **Learning Outcome 6 (LO6 – Financial Literacy)** – students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
  - o Proficiency Criteria 1 – describe and apply basic techniques of financial statement (P&L, balance sheet, etc) review and interpretation
  - o Proficiency Criteria 2 – describe the budgeting process, including importance of budgeting, budgeting strategy, and short- and long-term budget planning
  - o Proficiency Criteria 3 – evaluate the budget and financial strategy of an organization, unit, or improvement initiative in a professional setting
  - o Proficiency Criteria 4 – prepare a written financial plan, including budget, for a proposed improvement initiative in a professional setting

- **Learning Outcome 7 (LO7 – Social Responsibility & Global Understanding)** – students will demonstrate an understanding of the importance of cultural diversity in the global and local community, articulate a vision of social responsibility, and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.
  (Intercultural Knowledge and Competence VALUE Rubric)
    - o Proficiency Criteria 1 – articulate insights into own cultural rules and biases and how to recognize and respond to cultural biases
    - o Proficiency Criteria 2 – demonstrate an understanding of the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices
    - o Proficiency Criteria 3 – articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
    - o Proficiency Criteria 4 – develop complex questions about other cultures and consider questions from multiple cultural perspectives

Appendix A: Bachelor of Professional Studies Curriculum Matrices

Department of Professional Studies

Agriculture Business Concentration

Curriculum

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

⊞ Freshman

ENGL 1013 Composition I[1]	3	ENGL 1023 Composition II[1]	3
Science with Lab[1]	4	Science with Lab[1]	4
Social Sciences[1]	3	Social Sciences[1]	3
Technical Course[2]	3	Mathematics[1]	3
Communication[1]	3	U.S. History/Government[1]	3
TECH 1001 Orientation to the University	1		
Total Hours	**17**	**Total Hours**	**16**

⊞ Sophomore

AGBU 2063 Principles of Agricultural Macroeconomics	3	AGBU 2073 Principles of Agriculture Microeconomics	3
Fine Arts & Humanities[1]	3	Fine Arts & Humanities[1]	3
Technical Course[2]	3	PS 3013 Professional Studies Seminar	3
Elective[3]	6	Elective[3]	6
Total Hours	**15**	**Total Hours**	**15**

⊞ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
AGBU 3133 Intermediate Agricultural Macroeconomics	3	PS 3143 Applied Professional Research	3
AGBU 4013 Agricultural Marketing	3	AGBU 4003 Agri-Business Management	3
Professional Studies Professional Core[4]	6	Elective[3]	3
Total Hours	**15**	**Total Hours**	**12**

⊞ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
AGBU 4023 Agricultural Finance	3	Technical Courses[2]	9
Technical Courses[2]	6	Elective[3]	3
Elective[3]	3		
Total Hours	**15**	**Total Hours**	**15**

Department of Professional Studies
Child Development Concentration

Curriculum

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

⊞ Freshman

ENGL 1013 Composition I[1]	3	ENGL 1023 Composition II[1]	3
Science with Lab[1]	4	Science with Lab[1,2]	4
Social Sciences[1]	3	Social Sciences[1]	3
TECH 1001 Orientation to the University	1	Mathematics[1]	3
Elective[3]	6	ECE 2113 Basic Child Growth and Development	3
Total Hours	**17**	**Total Hours**	**16**

⊞ Sophomore

Communication[1]	3	U.S. History/Government[1]	3
Fine Arts & Humanities[1]	3	Fine Arts & Humanities[1]	3
Elective[3]	9	PS 3013 Professional Studies Seminar	3
		PSY 3063 Developmental Psychology I	3
		Elective[3]	3
Total Hours	**15**	**Total Hours**	**15**

⊞ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
ECE 2313 Foundations and Theories in Early Childhood Education	3	PS 3143 Applied Professional Research	3
SEED 3552 Child and Adolescent Development	2	Elective[3]	6
Professional Studies Professional Core[4]	6		
Electives[3]	1		
Total Hours	**15**	**Total Hours**	**12**

⊞ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
EDMD 3013 Integrating Instructional Technology	3	ENGL 4723 Teaching People of Other Cultures	3
Elective[3]	9	Electives[3]	9
Total Hours	**15**	**Total Hours**	**15**

Department of Professional Studies
Criminal Justice Concentration

Curriculum

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

⊞ Freshman

ENGL 1013 Composition I[1]	3	ENGL 1023 Composition II[1]	3
Science with Lab[1]	4	Science with Lab[1,2]	4
Social Sciences[1]	3	Social Sciences[1]	3
Technical Course[2]	3	Mathematics[1]	3
CJ 2003 Introduction to Criminal Justice	3	CJ 2043 Crime and Delinquency	3
TECH 1001 Orientation to the University	1		
Total Hours	**17**	**Total Hours**	**16**

⊞ Sophomore

Communication[1]	3	U.S. History/Government[1]	3
Fine Arts & Humanities[1]	3	Fine Arts & Humanities[1]	3
Technical Course[2]	3	PS 3013 Professional Studies Seminar	3
Elective[3]	6	CJ/SOC 3083 Social Deviance	3
		Elective[3]	3
Total Hours	**15**	**Total Hours**	**15**

⊞ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
CJ/POLS 3023 Judicial Process	3	PS 3143 Applied Professional Research	3
CJ/PSY 3033 The Criminal Mind	3	Elective[3]	6
Professional Studies Professional Core[4]	6		
Total Hours	**15**	**Total Hours**	**12**

⊞ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
CJ/SOC 3103 The Juvenile Justice System	3	Technical Courses[2]	9
Technical Courses[2]	6	Elective[3]	3
Elective[3]	3		
Total Hours	**15**	**Total Hours**	**15**

Department of Professional Studies

Industrial/Organizational Psychology Concentration

Curriculum

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

⊞ Freshman

ENGL 1013 Composition I[1]	3	ENGL 1023 Composition II[1]	3
Science with Lab[1]	4	Science with Lab[1]	4
Social Sciences[1]	3	Social Sciences[1]	3
Technical Course[2]	3	Mathematics[1]	3
PSY 2003 General Psychology	3	PSY 2023 Consumer Psychology	3
TECH 1001 Orientation to the University	1		
Total Hours	**17**	**Total Hours**	**16**

⊞ Sophomore

Communication[1]	3	U.S. History/Government[1]	3
Fine Arts & Humanities[1]	3	Fine Arts & Humanities[1]	3
Technical Course[2]	3	PS 3013 Professional Studies Seminar	3
Elective[3]	6	PSY 3063 Developmental Psychology I	3
		Elective[3]	3
Total Hours	**15**	**Total Hours**	**15**

⊞ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
PSY 3163 Developmental Psychology II	3	PS 3143 Applied Professional Research	3
Professional Studies Professional Core Electives[4]	6	Elective[3]	6
Elective[3]	3		
Total Hours	**15**	**Total Hours**	**12**

⊞ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
PSY 3093 Industrial Psychology	3	PSY 4043 Social Psychology	3
Technical Courses[2]	6	Technical Courses[2]	9
Elective[3]	3		
Total Hours	**15**	**Total Hours**	**15**

Department of Professional Studies

Interdisciplinary Studies Concentration

Curriculum

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

⊞ Freshman

ENGL 1013 Composition I[1]	3	ENGL 1023 Composition II[1]	3
Science with Lab[1]	4	Science with Lab[1]	4
Social Sciences[1]	3	Social Sciences[1]	3
TECH 1001 Orientation to the University	1	Mathematics[1]	3
Electives[2]	6	Electives[2]	3
Total Hours	**17**	**Total Hours**	**16**

⊞ Sophomore

Communication[1]	3	U.S. History/Government[1]	3
Fine Arts & Humanities[1]	3	Fine Arts & Humanities[1]	3
Electives[2]	9	PS 3013 Professional Studies Seminar	3
		Electives[2]	6
Total Hours	**15**	**Total Hours**	**15**

⊞ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
Professional Studies Professional Core Electives[3]	6	PS 3143 Applied Professional Research	3
Electives[2]	6	Electives[2]	6
Total Hours	**15**	**Total Hours**	**12**

⊞ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
Electives[2]	12	Electives[2]	12
Total Hours	**15**	**Total Hours**	**15**

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

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

[3]Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS

Department of Professional Studies

Public Relations Concentration

Curriculum

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

⊞ **Freshman**

ENGL 1013 Composition I[1]	3	ENGL 1023 Composition II[1]	3
Science with Lab[1]	4	Science with Lab[1,2]	4
Social Sciences[1]	3	Social Sciences[1]	3
TECH 1001 Orientation to the University	1	Mathematics[1]	3
Technical Course[2]	3	Technical Course[2]	3
Elective[3]	3		
Total Hours	**17**	**Total Hours**	**16**

⊞ **Sophomore**

Communication[1]	3	U.S. History/Government[1]	3
Fine Arts & Humanities[1]	3	Fine Arts & Humanities[1]	3
Technical Course[2]	3	PS 3013 Professional Studies Seminar	3
Elective[3]	6	JOUR 3173 Public Relations Principles	3
		Elective[3]	3
Total Hours	**15**	**Total Hours**	**15**

⊞ **Junior**

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
COMM 3033 Interviewing Principles and Practices	3	PS 3143 Applied Professional Research	3
COMM 4153 Persuasive Theory and Audience Analysis	3	JOUR 4083 Computer Mediated Communications	3
Professional Studies Professional Core Electives[4]	6	Elective[3]	3
Total Hours	**15**	**Total Hours**	**12**

⊞ **Senior**

PS 3003 Project Design	3	PS 4003 Capstone Project	3
JOUR 4033 Community Journalism	3	COMM 3073 Group Communication	3
Technical Courses[2]	6	Technical Courses[2]	6
Elective[3]	3	Elective[3]	3

Department of Professional Studies

Workforce Technology Concentration

Curriculum

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

⊞ Freshman

ENGL 1013 Composition I[1]	3	ENGL 1023 Composition II[1]	3
Science with Lab[1]	4	Science with Lab[1]	4
Social Sciences[1]	3	Social Sciences[1]	3
TECH 1001 Orientation to the University	1	Mathematics[1]	3
Technical Course[2]	3	COMS 2003 Microcomputer Applications	3
Elective[3]	3		
Total Hours	**17**	**Total Hours**	**16**

⊞ Sophomore

Communication[1]	3	U.S. History/Government[1]	3
Fine Arts & Humanities[1]	3	Fine Arts & Humanities[1]	3
Technical Courses[2]	3	PS 3013 Professional Studies Seminar	3
BDA 2003 Business Problem Solving	3	BDA 2013 Business Spreadsheet Modeling	3
Elective[3]	3	Elective[3]	3
Total Hours	**15**	**Total Hours**	**15**

⊞ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
BUAD 3123 Management	3	PS 3143 Applied Professional Research	3
Professional Studies Professional Core Electives[4]	6	MGMT 4073 Special Topics in Management	3
Elective[3]	3	Elective[3]	3
Total Hours	**15**	**Total Hours**	**12**

⊞ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
COMS 3053 Implications of Technology on Society	3	Technical Courses[2]	9
Technical Courses[2]	6	Elective[3]	3
Elective[3]	3		
Total Hours	**15**	**Total Hours**	**15**

Department of Professional Studies

Applied Leadership Concentration

Curriculum

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

*Students enrolled in the Applied Leadership concentration area must select PS 4543 Workplace Supervision and 3 hours of relevant, advisor approved upper division electives in the Professional Studies Professional Core.

⊞ Freshman

ENGL 1013 Composition I[1]	3	ENGL 1023 Composition II[1]	3
Science with Lab[1]	4	Science with Lab[1]	4
Social Sciences[1]	3	Social Sciences[1]	3
TECH 1001 Orientation to the University	1	Mathematics[1]	3
Technical Course[2]	3	Elective[3]	3
Elective[3]	3		
Total Hours	**17**	**Total Hours**	**16**

⊞ Sophomore

Communication[1]	3	U.S. History/Government[1]	3
Fine Arts & Humanities[1]	3	Fine Arts & Humanities[1]	3
Technical Course[2]	3	PS 3013 Professional Studies Seminar	3
Elective[3]	6	BUAD 3123 Management	3
		Elective[3]	3
Total Hours	**15**	**Total Hours**	**15**

⊞ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
BUAD 3143 Marketing	3	PS 3143 Applied Professional Research	3
PS 4343 Community Development	3	Elective[3]	6
PS 4543 Workplace Supervision	3		
Professional Studies Professional Core[4]	3		
Total Hours	**15**	**Total Hours**	**12**

⊞ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3

PS 4143 Nonprofit Governance	3	PS 4243 Planning for Adult Learners	3
PS 4443 Professional Leadership	3	Technical Courses[2]	9
Technical Courses[2]	6		
Total Hours	**15**	**Total Hours**	**15**

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

[2]Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.

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

[4]Three hours from the following: PS 4643 Occupational Globalization and Diversity or PS 4743 Organizational Change.

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

[2]Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.

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

[4]Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS 4443 Professional Leadership, PS 4543 Workplace Supervision, PS 4643 Occupational Globalization and Diversity, PS 4743 Organizational Change. Students enrolled in the Applied Leadership concentration must take PS 4543 Workplace Supervision and an upper division elective in order to meet the six (6) hours of electives requirement.

Appendix B: Bachelor of Arts in Organizational Leadership Curriculum Matrices

Bachelor of Arts in Organizational Leadership

Agriculture Business Concentration

Curriculum

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

- **Freshman**

Fall		Spring	
ENGL 1013 Composition I[1]*	3	ENGL 1023 Composition II[1]*	3
Science with Lab[1]*	4	Science with Lab[1]*	4
Social Sciences[1]*	3	Social Sciences[1]*	3
Elective*	3	Mathematics[1]*	3
Communication[1]*	3	U.S. History/Government[1]*	3
TECH 1001 Orientation to the University*	1		
Total Hours	**17**	**Total Hours**	**16**

- **Sophomore**

Fall		Spring	
AGBU 2063 Principles of Agricultural Macroeconomics	3	AGBU 2073 Principles of Agriculture Microeconomics	3
Fine Arts & Humanities[1]*	3	Fine Arts & Humanities[1]*	3
Electives[3]	9	OL 3013 Foundations of Organizational Leadership*	3
		Elective[3]	6
Total Hours	**15**	**Total Hours**	**15**

- **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
AGBU 3233 International Agricultural Trade	3	OL 3143 Applied Professional Research*	3
AGBU 4013 Agricultural Marketing	3	AGBU 4003 Agri-Business Management	3
OL 4143 Nonprofit Governance*	3	OL 4443 Professional Leadership*	3
OL 4343 Community Development*	3		
Total Hours	**15**	**Total Hours**	**12**

- **Senior**

Fall		Spring	
OL 4943 Applied Leadership Project*	3	*OL 4953 Organizational Leadership Capstone**	3
AGBU 4023 Agricultural Finance	3	OL 4843 Training and Development*	3
OL 4243 Workplace Learning*	3	OL 4743 Organizational Change*	3
OL 4543 Workplace Supervision*	3	Electives*	6
OL 4643 Occupational Globalization and Diversity*	3		
Total Hours	**15**	**Total Hours**	**15**

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

Bachelor of Arts in Organizational Leadership

Child Development Concentration

Curriculum

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

- **Freshman**

Fall		Spring	
ENGL 1013 Composition I[1*]	3	ENGL 1023 Composition II[1*]	3
Science with Lab[1*]	4	Science with Lab[1,2*]	4
Social Sciences[1*]	3	Social Sciences[1*]	3
TECH 1001 Orientation to the University*	1	Mathematics[1*]	3
Elective	6	ECE 2113 Basic Child Growth and Development*	3
Total Hours	**17**	**Total Hours**	**16**

- **Sophomore**

Fall		Spring	
Communication[1]	3	U.S. History/Government[1]	3
Fine Arts & Humanities[1]	3	Fine Arts & Humanities[1]	3
Elective	9	OL 3013 Foundations of Organizational Leadership*	3
		PSY 3063 Developmental Psychology I*	3
		Elective	3
Total Hours	**15**	**Total Hours**	**15**

- **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
ECE 2313 Foundations and Theories in Early Childhood Education*	3	OL 3143 Applied Professional Research*	3
SEED 3552 Child and Adolescent Development*	2	OL 4443 Professional Leadership*	3
OL 4143 Nonprofit Governance*	3	OL 4543 Workplace Supervision*	3
OL 4343 Community Development*	3		

Fall		Spring	
Electives*	1		
Total Hours	**15**	**Total Hours**	**12**

- **Senior**

Fall		Spring	
*OL 4943 Applied Leadership Project**	3	*OL 4953 Organizational Leadership Captstone**	3
EDMD 3013 Integrating Instructional Technology*	3	ENGL 4723 Teaching People of Other Cultures*	3
OL 4643 Organizational Globalization and Diversity*	3	Electives	9
OL 4743 Organizational Change*	3		
OL 4843 Training and Development*	3		
Total Hours	**15**	**Total Hours**	**15**

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

Bachelor of Arts in Organizational Leadership

Criminal Justice Concentration

Curriculum

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

- ### Freshman

Fall		Spring	
ENGL 1013 Composition I[1]*	3	ENGL 1023 Composition II[1]*	3
Science with Lab[1]*	4	Science with Lab[1,2]*	4
Social Sciences[1]*	3	Social Sciences[1]*	3
Elective*	3	Mathematics[1]*	3
CJ 2003 Introduction to Criminal Justice*	3	CJ 2043 Crime and Delinquency*	3
TECH 1001 Orientation to the University*	1		
Total Hours	**17**	**Total Hours**	**16**

- ### Sophomore

Fall		Spring	
Communication[1]*	3	U.S. History/Government[1]*	3
Fine Arts & Humanities[1]*	3	Fine Arts & Humanities[1]*	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		CJ/SOC 3083 Social Deviance*	3
		Elective*	3
Total Hours	**15**	**Total Hours**	**15**

- ### Junior

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
CJ/POLS 3023 Judicial Process*	3	OL 3143 Applied Professional Research*	3
CJ/PSY 3033 The Criminal Mind*	3	OL 4443 Professional Leadership*	3
OL 4143 Nonprofit Governance*	3	OL 4843 Training & Development	3
OL 4343 Community Development*	3		
Total Hours	**15**	**Total Hours**	**12**

- ### Senior

Fall

OL 4943 Applied Leadership Project*	3
CJ/SOC 3103 The Juvenile Justice System*	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
Elective	3
Total Hours	**15**

Spring

OL 4953 Organizational Leadership Capstone*	3
OL 4643 Occupational Globalization and Diversity*	3
OL 4743 Organizational Change	3
Electives	6
Total Hours	**15**

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

Bachelor of Arts in Organizational Leadership

Industrial/Organizational Psychology Concentration

Curriculum

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

- **Freshman**

Fall		Spring	
ENGL 1013 Composition I[1]*	3	ENGL 1023 Composition II[1]*	3
Science with Lab[1]*	4	Science with Lab[1]*	4
Elective*	3	Social Sciences[1]*	3
Elective*	3	Mathematics[1]*	3
PSY 2003 General Psychology*	3	PSY 2023 Consumer Psychology*	3
TECH 1001 Orientation to the University*	1		
Total Hours	**17**	**Total Hours**	**16**

- **Sophomore**

Fall		Spring	
Communication[1]*	3	U.S. History/Government[1]*	3
Fine Arts & Humanities[1]*	3	Fine Arts & Humanities[1]*	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		PSY 3063 Developmental Psychology I*	3
		Elective	3
Total Hours	**15**	**Total Hours**	**15**

- **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
PSY 3163 Developmental Psychology II*	3	OL 3143 Applied Professional Research*	3
OL 4143 Nonprofit Governance*	3	OL 4243 Workplace Learning	3
OL 4343 Community Development*	3	OL 4443 Professional Leadership	3
Elective	3		
Total Hours	**15**	**Total Hours**	**12**

- **Senior**

Fall		Spring	
*OL 4943 Applied Leadership Project**	3	*OL 4953 Organizational Leadership Capstone**	3
PSY 3093 Industrial Psychology*	3	PSY 4043 Social Psychology*	3
OL 4543 Workplace Supervision*	3	OL 4743 Organizational Change	3
OL 4843 Training & Development*	3	Electives*	6
OL 4643 Occupational Globalization and Diversity*	3		
Total Hours	**15**	**Total Hours**	**15**

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

Bachelor of Arts in Organizational Leadership

Inter-College Program Concentration

Curriculum

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

- **Freshman**

Fall		Spring	
ENGL 1013 Composition I[1]*	3	ENGL 1023 Composition II[1]	3
Science with Lab[1]*	4	Science with Lab[1]	4
Social Sciences[1]*	3	Social Sciences[1]	3
TECH 1001 Orientation to the University*	1	Mathematics[1]	3
Electives – Career Field 1*	3	Electives – Career Field 1*	3
Electives – Career Field 2*	3		
Total Hours	**17**	**Total Hours**	**16**

- **Sophomore**

Fall		Spring	
Communication[1]*	3	U.S. History/Government[1]*	3
Fine Arts & Humanities[1]*	3	Fine Arts & Humanities[1]*	3
Electives – Career Field 1*	3	OL 3013 Foundations of Organizational Leadership*	3
Electives – Career Field 2*	6	Electives 0 Career Field 2	6
Total Hours	**15**	**Total Hours**	**15**

- **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
OL 4143 Nonprofit Governance*	3	OL 3143 Applied Professional Research*	3
OL 4343 Community Development*	3	OL 4243 Workplace Learning*	3
Electives – Career Field 1	6	OL 4443 Professional Leadership*	3
Total Hours	**15**	**Total Hours**	**12**

- **Senior**

Fall			**Spring**	
OL 4943 Applied Leadership Project*	3		*OL 4953 Organizational Leadership Capstone**	3
OL 4534 Workplace Supervision*	3		OL 4743 Organizational Change*	3
OL 4643 Occupational Globalization and Diversity*	3		OL 4843 Training and Development*	3
Electives – Career Field 1	6		Electives – Career Field 2	6
Total Hours	**15**		**Total Hours**	**15**

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

Bachelor of Arts in Organizational Leadership

Public Relations Concentration

Curriculum

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

- **Freshman**

Fall		Spring	
ENGL 1013 Composition I[1][*]	3	ENGL 1023 Composition II[1][*]	3
Science with Lab[1][*]	4	Science with Lab[1,2][*]	4
Social Sciences[1][*]	3	Social Sciences[1][*]	3
TECH 1001 Orientation to the University*	1	Mathematics[1][*]	3
Electives*	6	Elective*	3
Total Hours	**17**	**Total Hours**	**16**

- **Sophomore**

Fall		Spring	
Communication[1][*]	3	U.S. History/Government[1][*]	3
Fine Arts & Humanities[1][*]	3	Fine Arts & Humanities[1][*]	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		JOUR 3173 Public Relations Principles*	3
		Elective*	3
Total Hours	**15**	**Total Hours**	**15**

- **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
COMM 3033 Interviewing Principles and Practices*	3	OL 3143 Applied Professional Research*	3
COMM 4153 Persuasive Theory and Audience Analysis*	3	JOUR 4083 Computer Mediated Communications*	3
OL 4143 Nonprofit Governance*	3	OL 4443 Professional Leadership*	3
OL 4343 Community Development*			
Total Hours	**15**	**Total Hours**	**12**

- **Senior**

Fall			Spring		
*OL 4943 Applied Leadership Project**	3		*OL 4943 Organizational Leadership Capstone**	3	
JOUR 4033 Community Journalism*	3		COMM 3073 Group Communication*	3	
OL 4243 Workplace Learning*	3		OL 4743 Organizational Change*	3	
OL 4543 Workplace Supervision*	3		OL 4843 Training and Development*	3	
OL 4643 Occupational Globalization and Diversity*			Elective*	3	
Total Hours	**15**		**Total Hours**	**15**	

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

Bachelor of Arts in Organizational Leadership

Workforce Technology Concentration

Curriculum

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

- **Freshman**

Fall		Spring	
ENGL 1013 Composition I[1][*]	3	ENGL 1023 Composition II[1][*]	3
Science with Lab[1][*]	4	Science with Lab[1][*]	4
Social Sciences[1]	3	Social Sciences[1][*]	3
TECH 1001 Orientation to the University*	1	MATH 1113[*]	3
COMS 1003	3	COMS 2003 Microcomputer Applications*	3
Elective	3.		
Total Hours	**17**	**Total Hours**	**16**

- **Sophomore**

Fall		Spring	
Communication[1][*]	3	U.S. History/Government[1][*]	3
Fine Arts & Humanities[1][*]	3	Fine Arts & Humanities[1][*]	3
BDA 2003 Business Problem Solving*	3	OL 3013 Foundations of Organizational Leadership*	3
Electives*	6	COMS 2223 Introduction to Databases*	3
		Elective*	3
Total Hours	**15**	**Total Hours**	**15**

- **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
BUAD 3123 Management*	3	OL 3143 Applied Professional Research*	3
OL 4143 Nonprofit Governance*	3	MGMT 4073 Special Topics in Management*	3
OL 4343 Community Development*	3	OL 4443 Professional Leadership*	3
OL 4243 Workplace Learning*	3		
Total Hours	**15**	**Total Hours**	**12**

- **Senior**

Fall		Spring	
OL 4943 Applied Leadership Project*	3	OL 4953 Organizational Leadership Capstone*	3
COMS 3053 Implications of Technology on Society*	3	OL 4743 Organizational Change*	3
OL 4543 Workplace Supervision*	3	OL 4843 Training & Development*	3
OL 4643 Occupational Globalization and Diversity*	3	Electives*	6
Elective*	3		
Total Hours	**15**	**Total Hours**	**15**

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

Appendix C: Letters of Support

June 6, 2018

Dr. Jeff Aulgur
Interim Dean, College of eTech
Head and Associate Professor, Department of Professional Studies
715 North El Paso Avenue
Russellville, AR 72801

Dr. Aulgur,

I enjoyed meeting with you regarding the proposed Bachelor of Arts in Organizational Leadership.
This proposed degree supports and aligns with the vision for strategically increasing enrollment at
Arkansas Tech University, particularly in the matriculation of concurrent high school students. By
moving from a degree completion emphasis to an interdisciplinary degree approach, the BA-OL in
the Department of Professional Studies will appeal to incoming first-year students rather than
primarily the non-traditional population. Specifically, the fully online program will appeal to
students with an interest or financial need to remain in their hometown, while seeking an
affordable four-year degree option. With the University's concurrent high school partnerships, we
are able to directly market to students not only in local high schools, but also in areas of the state
where access to such a program would otherwise be limited. Many of our concurrent students have
a familiarity with online college level coursework, often an intimidating barrier for incoming first-
year students. The program would be beneficial to this population specifically, but, as an
interdisciplinary degree, highly marketable to any incoming first-year student, and could be the
program to not only attract students who otherwise may not have considered college, but retain
them.

Sincerely,

Jessica Brock
Director of Admissions
Arkansas Tech University

July 10, 2018

Dr. Jeff Aulgur
Interim Dean, College of eTech
Head and Associate Professor, Department of Professional Studies
715 North El Paso Avenue
Russellville, AR 72801

Dr. Aulgur,

I am very enthusiastic about the proposed Bachelor of Arts in Organizational Leadership, and in particular about the inclusion of the Interdisciplinary Project Based Learning (IPBL) curriculum. In my role as a member of ATU's Strategic Planning Committee in 2015 and as an educator over the past 11 years, I have become increasingly interested in asking if we are giving our students the best possible educational experiences. I have found that as the world changes, higher education should respond.

I see the development of the Bachelor of Arts in Organizational Leadership as one of these necessary changes. The program aligns not only with ATU's most recent strategic plan, but also with the vision of ATU's Center for Community Engagement and Academic Outreach (CEAO). The collaboration of these two initiatives will provide unique educational experiences for our students that not only improves local and global communities, but also that addresses current and future workforce trends. One of the current issues facing CEAO is that students find it difficult to the IPBL courses into their schedules. The inclusion of the Interdisciplinary Project Based Learning curriculum as an option, in the Two-Area Option and the Thematic Option of the program, addresses this problem and will allow students an avenue to pursue these types of courses and experiences.

I find the program to be a valuable addition to Arkansas Tech University in our endeavor to improve the lives of our students and our community. I look forward to further collaboration with the program.

Sincerely,

Julie Mikles-Schluterman, Ph.D.
Director, Center for Community Engagement and Academic Outreach
Director, Office of Distinguished Scholarships
Associate Professor of SociologyDepartment of Behavioral Sciences, Arkansas Tech University

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College Engineering and Applied Science Department of Agriculture	This department ☑ supports ☐ does not support the change.
Comments: The Department of Professional Studies is requesting that AGBU 3133 Intermediate Agricultural Economics be added to the Bachelor of Professional Studies with a concentration in Agriculture Business and the Bachelor of Arts in Organizational Leadership with a concentration in Agriculture Business	

Department Head Signature: _Malcolm R. Rainey_

Date: _8-10-18_

Appendix D: Organizational Charts

Current Organizational Chart

```
                          ┌─────────────┐
                          │  President  │
                          └──────┬──────┘
                                 │
                          ┌──────┴──────┐
                          │    VPAA     │
                          └──────┬──────┘
                                 │
              ┌──────────────────┴──────┐        ┌──────────────────┐
              │   Dean-College of eTech │────────│  Administrative  │
              │                         │        │     Support      │
              └──────────────────────────┘        └──────────────────┘
```

Program Development	Course Development	Professional Studies
Military Outreach	Instructional Design	Bachelor of Professional Studies
SARA/State Authorization	Multimedia Coordinator	B.A.S
	Faculty Developers	
	Instructors	

Proposed Organizational Chart

```
                            ┌─────────────────┐
                            │    President    │
                            └─────────────────┘
                                     │
                            ┌─────────────────┐
                            │      VPAA       │
                            └─────────────────┘
                                     │
                   ┌─────────────────┐        ┌─────────────────┐
                   │ Dean-College of │────────│ Administrative  │
                   │      eTech      │        │    Support      │
                   └─────────────────┘        └─────────────────┘
                            │
        ┌───────────────────┼───────────────────────┐
┌─────────────────┐  ┌─────────────────┐  ┌─────────────────┐
│     Program     │  │     Course      │  │  Professional   │
│   Development   │  │   Development   │  │    Studies      │
└─────────────────┘  └─────────────────┘  └─────────────────┘
        │                    │                    │
  ┌───────────┐        ┌───────────┐        ┌───────────────┐
  │ Military  │        │Instructional│      │  Bachelor of  │
  │ Outreach  │        │  Design    │       │ Professional  │
  └───────────┘        └───────────┘        │   Studies     │
        │                    │              └───────────────┘
  ┌───────────┐        ┌───────────┐              │
  │SARA/State │        │ Multimedia │       ┌───────────────┐
  │Authorization│      │Coordinator │       │Bachelor of Applied│
  └───────────┘        └───────────┘        │   Science     │
                             │              └───────────────┘
                       ┌───────────┐              │
                       │  Faculty  │        ┌───────────────┐
                       │Developers │        │    B.A. –     │
                       └───────────┘        │Organizational │
                             │              │  Leadership   │
                       ┌───────────┐        └───────────────┘
                       │Instructors│
                       └───────────┘
```

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Biological Sciences	28 June, 2018

Title	Signature	Date
Department Head Dr. John Jackson		7/17/18
Dean Dr. Jeff Robertson		2018 July 18
Assessment		8-2-18
Registrar		8/6/18
Graduate Dean (Graduate Proposals Only)	NA	
Vice President for Academic Affairs		

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

Program Title:
Biology - Biomedical

Outline change in program: Limit Computer and Information Science course requirement to COMS 2003 Microcomputer Applications; Limit Communications choices to COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking; Delete the "Cell/Molecular" Elective Group" and replace with BIOL 3054 Microbiology; Delete the two Biology Elective Groups (Chemistry and Nursing) and replace with one BioMed Elective Group . Students will select twelve - sixteen hours (4 courses) from: BIOL3064 Parasitology, BIOL3803 Applied Pathophysiology, BIOL 4023 Immunology, BIOL 4033 Cell Biology, BIOL4054 Vertebrate Histology, BIOL 4074 Molecular Genetics, BIOL 4083 Cancer Biology, BIOL4951-4 Undergraduate Research in Biology (limited to 4 total hours). Creation of a "Major Support Courses" group containing: AHS 2013 Medical Terminology, BIOL 4064 Evolutionary Biology, CHEM 3344 Principles of Biochemistry, CHEM 3363 Metabolic Biochemistry, PE 2513 First Aid, PHIL 3103 Logic, PSY 2033 Psychology of Adjustment, PSY 3003 Abnormal Psychology, PSY/SOC 3013 Psychosocial Aspects of Death & Dying, PSY 3053 Physiological Psychology, PSY 3063 Developmental Psychology I, PSY 3163 Developmental Psychology II, PSY 3813 Lifespan Development, PSY 4133 Psychopharmacology, SOC 4013 Drugs in Society, SOC 4053 Sociology of Health and Illness or SOC 4183 Social Gerontology. *Delete footnote 6. Change electives from 12 hours to 11 hours.*

What impact will the change have on staffing, on other programs and space allocation?
The proposed changes will have little to no effect upon the Biology – Biomed program, as it only simplifies/reorganizes the choices our students must make. There may be minimal effects upon COMS 2003 Microcomputer Applications, COMM 2003 Public Speaking, and COMS 2173 Business and Professional Speaking classes, as other COMS and COMM classes are removed from the list of available classes.

Assessment:

In concert with the University's dedication to student success, the proposed Biology – Biomed changes were set in motion in response to changes to the MCAT exam . The "new" MCAT now has four sections instead of three. The new section of the exam is called the Psychological, Social, and Biological Foundations of Behavior. This section… "emphasizes concepts that tomorrow's doctors need to know in order to serve an increasingly diverse population and have a clear understanding of the impact of behavior on health. Further, it communicates the need for future physicians to be prepared to deal with the human and social issues of medicine." (https://students-residents.aamc.org/applying-medical-school/article/mcat-2015-psbb-overview/). In order to better prepare our Biomed students we have restructured our required "non-biology" courses to include more Psychology and Sociology courses, which will allow our students to perform better on the MCAT.* As an assessment measure, the Pre-Med. Committee will require MCAT scores from students requesting letters of recommendation for biomedical professional schools. Comparison of future MCAT scores with past scores (percentiles) will allow us to gauge program change success. The Pre-Med Committee also plans to meet with Christine Austin, Director of Assessment and Institutional Effectiveness, to determine if additional assessment measures are necessary, and, if so, to develop those measures.

*It should be noted that both U of A. and A.S.U. Biology Pre-Professional Programs of study include Psychology/Sociology requirements.

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

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

Curriculum Matrix for Catalog	
Curriculum in __BIOLOGY -- BIOMED_____	**RECEIVED**
(enter title for program changing)	
Freshman Fall Semester	**Freshman Spring Semester**	JUL 1 7 2018

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

Curriculum Matrix for Catalog

Curriculum in __BIOLOGY -- BIOMED_____

(enter title for program changing)

Freshman Fall Semester	Freshman Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours: 15-16	Total Hours: 14-15
Sophomore Fall Semester	**Sophomore Spring Semester**
Add/Change: COMS Elective to COMS 2003 Microcomputer Applications Biomed Elective[6] to Major Support Course Elective **2** Delete: Total Hours:17	Add/Change: Communication (3hrs) to COMM2003 Public Speaking or COMM 2173 Business and Professional Speaking Delete: Total Hours:17
Junior Fall Semester	**Junior Spring Semester**
Add/Change: Cellular Elective[2] to BIOL 3054 Microbiology Delete: Total Hours:15	Add/Change: Biology Elective[4] to BioMed Elective **4, 5** Delete: Total Hours:17-18
Senior Fall Semester	**Senior Spring Semester**
Add/Change: Biology Elective[4] to BioMed Elective **4, 5** Delete: Total Hours: 13-15	Add/Change: Biology Elective[4] to BioMed Elective **4, 5** **Electives[5] 8 hours** Delete: Total Hours: 13-15

PROPOSED BIOMED CURRICULUM

Fall		Spring	
ENGL 1013 Composition I[1]	3	ENGL 1023 Composition II[1]	3
MATH 1113 College Algebra or MATH 1914 Precalculus	3-4	CHEM 2134 General Chemistry II	4
CHEM 2124 General Chemistry I	4	BIOL 2124 Principles of Zoology	4
BIOL 1011 Orientation to the Biological Sciences	1	MATH 2914 Calculus I or other MATH higher than MATH 1113 College Algebra	3-4
BIOL 1114 Principles of Biology	4		
Total Hours	**15-16**	**Total Hours**	**14-15**

Fall		Spring	
SOC 1003 Introductory Sociology or PSY 2003 General Psychology	3	COMM 2003 or 2173 Communication	3
CHEM 3254 Fundamentals of Organic Chemistry	4	Social Sciences[1]	3
BIOL 2134 Principles of Botany	4	CHEM 3264 Mechanistic Organic Chemistry	4
COMS 2003	3	BIOL 2014 Human Anatomy	4
Major Support Course Elective[2]	3	Statistics[3]	3
Total Hours	**17**	**Total Hours**	**17**

Fall		Spring	
Fine Arts & Humanities[1]	3	Fine Arts & Humanities[1]	3
PHYS 2014 Physical Principles I	4	U.S. History/Government[1]	3
BIOL 3074 Human Physiology	4	PHYS 2024 Physical Principles II	4
BIOL 3054 Microbiology	4	BIOL 3034 Genetics	4
		BioMed Elective[4,5]	3-4
Total Hours	**15**	**Total Hours**	**17-18**

Fall		Spring	
BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology	4	BIOL 4891 Seminar in Biology	1
BioMed Elective[4,5]	6-8	BioMed Elective[4,5]	3-4
Electives (as needed to reach a total of 120 hours for graduation[5]. See [2] for highly recommended courses)	3	Electives (as needed to reach a total of 120 hours for graduation[5]. See [2] for highly recommended courses)	~~9~~ 8
Total Hours	**13-15**	**Total Hours**	~~13-15~~ 12-13

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

[2]Major Support Course Elective courses include: AHS 2013 Medical Terminology, BIOL 4064 Evolutionary Biology, CHEM 3344 Principles of Biochemistry, CHEM 3363 Metabolic Biochemistry, PE 2513 First Aid, PHIL 3103 Logic, PSY 2033 Psychology of Adjustment, PSY 3003 Abnormal Psychology, PSY/SOC 3013 Psychosocial Aspects of Death & Dying, PSY 3053 Physiological Psychology, PSY 3063 Developmental Psychology I, PSY 3163 Developmental Psychology II, PSY 3813 Lifespan Development, PSY 4133 Psychopharmacology, SOC 4013 Drugs in Society, SOC 4053 Sociology of Health and Illness or SOC 4183 Social Gerontology.

[3]See advisor for alternatives.

[4]See catalog to assure pre-requisites are met. See advisor to select twelve - sixteen hours (4 courses) from: BIOL 4023 Immunology, BIOL 4033 Cell Biology, BIOL 3064 Parasitology, BIOL 3803 Applied Pathophysiology, BIOL 4054 Vertebrate Histology, BIOL 4074 Molecular Genetics, BIOL 4083 Cancer Biology, BIOL 4951-4 Undergraduate Research in Biology (limited to 4 total hours).

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

RECEIVED

JUL 1 7 2018

Registrar's Office

2018 PROPOSED BIOMED CHANGES

Included are the learning outcomes for the biology program. The highlighted courses in the outcome map are included in the proposed curriculum for the Medical Laboratory Science and Nuclear Medicine programs.

The students in these two programs will be included in the standard assessment of learning outcomes. In addition to assessing our standard program learning outcomes, we will also ask for feedback from Baptist Health and Mercy Hospital to help evaluate if our students are prepared for the advanced course work provided by these institutions.

Curriculum Mapping for Biology Major

Biology Learning Outcomes

1. Construct reports which analyze data using scientific models to justify their conclusions.
   a. Lab report rubric (Still, Dalton)
      i. introduced in 1114
      ii. reinforced in 2124, 2134, 3034
      iii. mastery in 4033, 4074
2. Students should be able to evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
   a. Risk benefit analysis rubric (Bowman, Eker)
      i. introduced in 1114
      ii. reinforced in 2134, 3074, 3174
      iii. mastery in 4074, 3114, 4094
3. Students will be able to describe characteristics and diversity of life.
   a. Diversity of life rubric (Chaney)
      i. introduced in 1114
      ii. reinforced in 2014, 2124, 2134, 3034, 3054
      iii. mastery in 4033, 4074, 3074, 3114, 3174, 4094
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
   a. Will begin with microscopy rubric (Jacobs, Curran) other techniques like safety and dissection will be added at a later time
      i. introduced in 1114
      ii. reinforced in 2134, 3034, 2014, 3074, 3174
      iii. mastery in 3074, 3054
5. Students should find, analyze, and critique current scientific literature and present their evaluation in written and oral formats
   a. Critical evaluation of the scientific literature rubric (Tedford, Barron)
      i. introduced in 2124, 2134
      ii. reinforced in 3034, 4033, 3074, 3174
      iii. mastery in 4891, 4074, 3114, 4094

Course	LO1 (Data Analysis)	LO2 (Science/Society)	LO3 (Characteristics and Diversity)	LO4 (Techniques)	LO5 (Scientific Literature)
Core Requirements					
BIOL 1011		I			
BIOL 1114	I	I	I	I	
BIOL 2124	R		R/M	I (Dissection)	I/R
BIOL 2134	R	R	R/M	R (Microscopy)	I/R
BIOL 2014			R	R (Dissection/ Microscopy)	
BIOL 3034	R	M (Molecular)	R	R	R

BIOL 4891					M
Cell Elective					
BIOL 3054		?	R/M (Cells)	M (Microscopy, sterile procedures, etc)	
BIOL 4023					
BIOL 4033	M		M (Cells)	I/R	R
BIOL 4074	M	M	M	M	M
Physiology Elective					
BIOL 3074	R	R	R/M	R	R
BIOL 3124					
BIOL 3174	R	R	R/M	R	R
BIOL 4014					
Ecology Course					
BIOL 3114	R/M	M (Ecological)	M (Organismal)	I/R (Field Techniques)	R/M
BIOL 4094	M	M (Ecological)	M (Organismal)	M (Field Techniques)	M

I=Introduce   R=Reinforce   M=Mastery

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Computer & Information Science & Department of Communication & Journalism	This department ☑ supports ☐ does not support the change.

Comments:
Modify the Curriculum in Bachelors in Biology Biomedical, as follows:
   a. Delete 3 hours of any COMS course, and replace with COMS 2003: Microcomputer Applications; and
   b. Delete 3 hours of any Communication, and replace with COMM 2003: Public Speaking, or COMM 2173: Business and Professional Speaking.	

Department Head Signature: _____

Date: _9.12.18_

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Biological Sciences	6/13/2018

Title	Signature	Date
Department Head		7/17/18
Dean	Jeff N. Robertson	2018 July 18
Assessment		7/30/18
Registrar		8/8/18
Graduate Dean (Graduate Proposals Only)	NA	
Vice President for Academic Affairs		

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

Program Title: Medical Technology (Name change to Medical Laboratory 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)

1. Change name from Medical Technology to Medical Laboratory Science
2. Delete BIOL 2124 Principles of Zoology
3. Delete Math 1203 Plane Trigonometry
4. Delete BIOL 2004 Basic Human Anatomy and Physiology
5. Delete BIOL 2022 Medical Laboratory Orientation and Instrumentation Laboratory
6. Delete BIOL 2023 Medical Laboratory Orientation and Instrumentation
7. Delete PSY 2003 General Psychology
8. Add Speech Communication course as a general education
9. ~~Add BIOL 3054 Microbiology~~
10. Add BIOL 2014 Human Anatomy
11. Add BIOL 3074 Human Physiology
12. Add CHEM 3254 Fundamentals of Organic Chemistry
13. Add Math 2163 Introduction to Statistical Methods or PSY 2053 Statistics for Behavioral Sciences
14. Biology Electives: ~~delete BIOL 3054 Microbiology,~~ add BIOL 2124 Principles of Zoology
15. Chemistry Electives: delete CHEM 2204 Organic Physiological Chemistry, delete CHEM 3254 Fundamentals of Organic Chemistry
16. Modify Footnote 2.

What impact will the change have on staffing, on other programs and space allocation? **None, all of the courses deleted are either not currently taught, supported by students with a different major, or have been moved to an elective. All of the courses added are currently taught and required or an elective for the Biology major that is the primary major to Medical Laboratory Science.**

Answer the following Assessment questions:

a. How does the program change align with the university mission? **These changes are being implemented to improve student success and excellence in Medical Laboratory Science and expands on the technological traditions of Arkansas Tech University.**

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The School of Medical Laboratory Science at Baptist Health College Little Rock and Mercy Hospital in Joplin, MO have modified their course entrance requirements and program title. As a result, the 3 plus 1 BS in Medical Laboratory Science (Medical Technology) curriculum needed the adjustments outlined below.**

c. What is the rationale for this program change?
  1. How will the program change impact learning for students enrolled in this program? **The curriculum aligns with current knowledge base and skills needed to be successful during the final year at the affiliate institution and during employment.**

  2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **As mentioned above, these changes are being implemented as a result of admission changes to affiliate institutions that are a result of knowledge base changes in the profession.**

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

Curriculum Matrix for Catalog	
Curriculum in Medical Laboratory Science	
Freshman Fall Semester Add/Change: Social Sciences Delete: BIOL 2124 and CHEM 2124 Total Hours: 14	**Freshman Spring Semester** Add/Change: CHEM 2124, AHS 2013, and Social Sciences Delete: BIOL 2004, Math 1203, and CHEM 2134 Total Hours: 13
Sophomore Fall Semester Add/Change: Speech Communication, CHEM 2134, and BIOL 3054 Delete: Fine Arts & Humanities, BIOL 2022, BIOL 2023, AHS 2013 Total Hours: 14	**Sophomore Spring Semester** Add/Change: BIOL 2014, CHEM 3254, MATH 2163 or PSY 2053, General Elective 2 to 3 hours Delete: Social Sciences 6 credits, Fine Arts & Humanities, PSY 2003 Total Hours: 13 to 14
Junior Fall Semester Add/Change: Fine Arts & Humanities, BIOL 3073, BIOL Elective 3 or 4 credits, CHEM Elective 4 or 5 credits Delete: All that currently exists Total Hours: 14 to 16	**Junior Spring Semester** Add/Change: Fine Arts & Humanities, BIOL Elective 3 or 4 credits, CHEM Elective 4 or 5 credits, General Elective 2 to 3 credits Delete: All that currently exists Total Hours: 12 to 15
Senior Fall Semester Add/Change: Delete: Total Hours:	**Senior Spring Semester** Add/Change: Delete: Total Hours:

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. **Similar changes have been incorporated in other partner 3 plus 1 universities. For example, the current University of Central Arkansas curriculum can be found at the website: http://uca.edu/academicmaps/files/2017/04/2017-mlabsci-bs-4yr.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 major will be using the same assessment plan as the BS in Biology. This plan is currently being reviewed and will be completed during the 2018-2019 academic year.**

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.

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING CERTIFICATE, DEGREE, MAJOR, OPTION OR ORGANIZATIONAL UNIT
(No change in program curriculum, option/emphasis or organizational structure)

1. Institution submitting request: **Arkansas Tech University**

2. Contact person/title: **Dr. John Jackson, Ph.D., Head Department of Biological Sciences**

3. Phone number/e-mail address: **479 964-3226 jjackson@atu.edu**

4. Proposed effective date: **August 2019**

5. Current title of degree/certificate program: **Bachelor of Science**

6. Current title of major or option: **Medical Technology**

7. Current title of organizational unit: **Department of Biological Sciences**

8. Proposed name of certificate/degree: **Bachelor of Science (no change)**

9. Proposed name of major or option: **Medical Laboratory Science**

10. Semester credit hours for proposed major or option: **120 (no change)**

11. Proposed name of organizational unit: **Department of Biological Sciences (no change)**

12. Program CIP Code: **51.1005**

13. Degree/Department Code: **Degree Code 2890 and Department Code 0830**

14. Reason for proposed action: **The School of Medical Laboratory Science at Baptist Health College Little Rock and Mercy Hospital in Joplin, MO have modified their course entrance requirements and program name. As a result, the 3 plus 1 BS in Medical Technology is proposing a name change to Medical Laboratory Science to align with the affiliates.**

15.

16. Provide the curriculum/credits for the certificate/degree/major/option listed above. **(See Attached)**

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

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer: Date:

Medical Laboratory Science (Formally Medical Technology) 120 Credits

Freshman

Fall			
ENGL	2013	Composition I	3
BIOL	1011	Orientation to the Biological Sciences	1
BIOL	1114	Principles of Biology	4
MATH	1113	College Algebra	3
		Social Sciences	3
Total Hours			**14**

Spring			
ENGL	1023	Composition II	3
AHS	2013	Medical Terminology	3
CHEM	2124	General Chemistry I	4
		Social Sciences	3
Total Hours			**13**

Sophomore

Fall			
		U.S. History/Government	3
		Speech Communication	3
CHEM	2134	General Chemistry II	4
BIOL	3054	Microbiology	4
Total Hours			**14**

Spring			
BIOL	2014	Human Anatomy	4
CHEM	3254	Fundamentals of Organic Chemistry	4
MATH	2163	Statistics (or PSY 2053)	3
		General Elective	2 to 3
Total Hours			**13 to 14**

Junior

Fall			
		Fine Arts & Humanities	3
BIOL	3074	Human Physiology	4
BIOL		Elective	3 or 4
CHEM		Elective	4 or 5
Total Hours			**14 to 16**

Spring			
		Fine Arts & Humanities	3
BIOL		Elective	3 or 4
CHEM		Elective	4 or 5
		General Elective	2 to 3
Total Hours			**12 to 15**

Senior

MEDT	4001-9		38
Total Hours			**38**

Curriculum Mapping for Biology Major

Biology Learning Outcomes

1. Construct reports which analyze data using scientific models to justify their conclusions.
   a. Lab report rubric (Still, Dalton)
      i. introduced in 1114
      ii. reinforced in 2124, 2134, 3034
      iii. mastery in 4033, 4074
2. Students should be able to evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
   a. Risk benefit analysis rubric (Bowman, Eker)
      i. introduced in 1114
      ii. reinforced in 2134, 3074, 3174
      iii. mastery in 4074, 3114, 4094
3. Students will be able to describe characteristics and diversity of life.
   a. Diversity of life rubric (Chaney)
      i. introduced in 1114
      ii. reinforced in 2124, 2134, 3034, 3054
      iii. mastery in 4033, 4074, 3074, 3114, 3174, 4094
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
   a. Will begin with microscopy rubric (Jacobs, Curran) other techniques like safety and dissection will be added at a later time
      i. introduced in 1114
      ii. reinforced in 2134, 3034, 3074, 3174
      iii. mastery in 3074, 3054
5. Students should find, analyze, and critique current scientific literature and present their evaluation in written and oral formats
   a. Critical evaluation of the scientific literature rubric (Tedford, Barron)
      i. introduced in 2124, 2134
      ii. reinforced in 3034, 4033, 3074, 3174
      iii. mastery in 4891, 4074, 3114, 4094

Course	LO1 (Data Analysis)	LO2 (Science/Society)	LO3 (Characteristics and Diversity)	LO4 (Techniques)	LO5 (Scientific Literature)
Core Requirements					
BIOL 1011		I			
BIOL 1114	I	I	I	I	
BIOL 2124	R		R/M	I (Dissection)	I/R
BIOL 2134	R	R	R/M	R (Microscopy)	I/R
BIOL 2014			R	R (Dissection/ Microscopy)	
BIOL 3034	R	M (Molecular)	R	R	R

BIOL 4891					M
Cell Elective					
BIOL 3054		?	R/M (Cells)	M (Microscopy, sterile procedures, etc)	
BIOL 4023					
BIOL 4033	M		M (Cells)	I/R	R
BIOL 4074	M	M	M	M	M
Physiology Elective					
BIOL 3074	R	R	R/M	R	R
BIOL 3124					
BIOL 3174	R	R	R/M	R	R
BIOL 4014					
Ecology Course					
BIOL 3114	R/M	M (Ecological)	M (Organismal)	I/R (Field Techniques)	R/M
BIOL 4094	M	M (Ecological)	M (Organismal)	M (Field Techniques)	M

I=Introduce   R=Reinforce   M=Mastery

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Communication & Journalism, Department of Mathematics, & Department of Behavioral Sciences	This department ☒ supports ☐ does not support the change.

Comments:
Modify the Curriculum in Medical Laboratory Science, as follows:
   a. Add Speech Communication course as a general education;
   b. Delete PSY 2003 General Psychology;
   c. Delete Math 1203 Plane Trigonometry; and
   d. Add Math 2163 Introduction to Statistical Methods or PSY 2053 Statistics for Behavioral Sciences.
Nuclear Medical Technology will require same courses as Medical Laboratory Science.	

Department Head Signature: _Jeanie L. Myers_

Date: 9/11/18

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

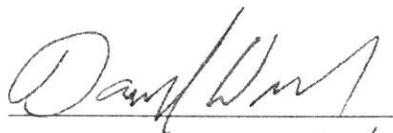| Department Affected: Department of Communication & Journalism, Department of Mathematics, & Department of Behavioral Sciences	This department ☒ supports ☐ does not support the change.

Comments:
Modify the Curriculum in Medical Laboratory Science, as follows:
   a. Add Speech Communication course as a general education;
   b. Delete PSY 2003 General Psychology;
   c. Delete Math 1203 Plane Trigonometry; and
   d. Add Math 2163 Introduction to Statistical Methods or PSY 2053 Statistics for Behavioral Sciences.
Nuclear Medical Technology will require same courses as Medical Laboratory Science.	

Department Head Signature: _____

Date: _Sept 11, 2018_

ARKANSAS TECH UNIVERSITY

RECONFIGURATION OF EXISTING DEGREE PROGRAM
Modification to Create New Degree
(75% of coursework from existing degree)
ADHE LETTER OF NOTIFICATION – 11M

Department Initiating Proposal	Date
Department of Biological Sciences	7/20/2018

Title	Signature	Date
Department Head		7/20/18
Dean		2018 July 23
Assessment		8-2-18
Registrar		8/8/18
Graduate Dean (Graduate Proposals Only)	NA	NA
Vice President for Academic Affairs		

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

Program Title: B.S. Nuclear Medicine Technology

LETTER OF NOTIFICATION – 11M

RECONFIGURATION OF EXISTING DEGREE PROGRAMS
Modification to Create New Degree
(75% of coursework from existing degree)

1. Institution submitting request:
    Arkansas Tech University

2. Contact person/title:
    Dr. John Jackson, Ph.D.
    Head, Department of Biological Sciences

3. Title(s) of degree programs to be modified:
    B.S. Medical Technology (Changing name to Medical Laboratory Science)

4. Current CIP Code(s):
    51.1005

5. Current Degree Code(s):
    2890

6. Proposed title of modified program:
    B.S. Nuclear Medicine Technology

7. Proposed CIP Code for new program:
    51.0905

8. Proposed Effective Date(Term/Year):
    Summer/2019

9. Reason for proposed consolidation/reconfiguration:
    The B.S. Nuclear Medicine Technology degree would be a 3+1 program with an affiliation through Baptist Health Colleges Little Rock. ATU currently has a 3+1 program leading to a B.S. Medical Technology (Medical Laboratory Science) degree with Baptist Health in Little Rock, AR and Mercy Hospital in Joplin, MO. This would be an additional option for students who desire a high paying career in the health fields without requiring graduate degrees or professional school. The degree program would comprise three years at ATU utilizing already existing courses and schedules, followed by a senior year of study at Baptist Health College. The proposed Nuclear Medicine Technology curriculum is very similar to the existing Medical Technology curriculum. The main differences include the addition of two physics courses accompanied with two fewer chemistry courses. The Baptist Health programs enroll approximately a dozen students per year in each of their programs (Medical Laboratory Science, Radiography, Histotechnology, Nuclear Medicine Technology, etc.) and recruit them from around the state. They rely on 2-3 students per affiliated university per year to supply the cohorts each year to their programs.

10. Provide **current** and **proposed** curriculum outline by semester. Indicate total semester credit hours required for the proposed program. List *new courses* (in italics) and provide new course descriptions. Underline required general education core courses and mark courses offered by distance technology with an *asterisk.
    See Attached

11. Institutional curriculum committee review/approval date:

12. Provide current and proposed organizational chart.
See Attached

13. Will the proposed degree be offered on-campus, off-campus, or via distance delivery? If yes, identify the mode of distance delivery.
This degree will be offered on-campus for three years with the final year at Baptist Health College, Little Rock AR or other affiliate.

14. Identify mode of distance delivery or the off-campus location for the proposed program.
The final year of this 3+1 program will be at Baptist Health College, Little Rock AR or other affiliate.

15. Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (For example: A program offered for teacher licensure must be approved by the Arkansas Department of Education prior to consideration by the Coordinating Board).
NA

16. Provide copy of e-mail notification to other institutions in the area of the proposed program and their responses; include your reply to the institutional responses.
See Attached

17. List institutions offering similar program and identify the institution(s) used as a model to develop the proposed program.
University of Central Arkansas
Southern Arkansas University
Henderson State University

18. Provide scheduled program review date (within 10 years of program implementation).
The Nuclear Medicine Technology program review will occur as part of the next Biology program review in 2022-2023.

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

President/Chancellor Approval Date:
Board of Trustees Notification Date:
Chief Academic Officer: Date:

Item 10.

Medical Laboratory Science (Formally Medical Technology) 120 Credits

Freshman

Fall

ENGL	2013	Composition I	3
BIOL	1011	Orientation to the Biological Sciences	1
BIOL	1114	Principles of Biology	4
MATH	1113	College Algebra	3
		Social Sciences	3

Total Hours — 14

Spring

ENGL	1023	Composition II	3
AHS	2013	Medical Terminology	3
CHEM	2124	General Chemistry I	4
		Social Sciences	3

Total Hours — 13

Sophomore

Fall

		U.S. History/Government	3
		Speech Communication	3
CHEM	2134	General Chemistry II	4
BIOL	3054	Microbiology	4

Total Hours — 14

Spring

BIOL	2014	Human Anatomy	4
CHEM	3254	Fundamentals of Organic Chemistry	4
MATH	2163	Statistics (or PSY 2053)	3
		General Elective	2 to 3

Total Hours — 13 to 14

Junior

Fall

		Fine Arts & Humanities	3
BIOL	3074	Human Physiology	4
BIOL		Elective	3 or 4
CHEM		Elective	4 or 5

Total Hours — 14 to 16

Spring

		Fine Arts & Humanities	3
BIOL		Elective	3 or 4
CHEM		Elective	4 or 5
		General Elective	2 to 3

Total Hours — 12 to 15

Senior

MEDT	4001-9	38

Total Hours — 38

Item 10.

Nuclear Medicine Technology (Proposed Curriculum 120 total Credits)

Freshman

Fall

ENGL	2013	Composition I	3
BIOL	1011	Orientation to the Biological Sciences	1
BIOL	1114	Principles of Biology	4
MATH	1113	College Algebra	3
		Social Sciences	3

Total Hours	**14**

Spring

ENGL	1023	Composition II	3
AHS	2013	Medical Terminology	3
CHEM	2124	General Chemistry I	4
		Social Sciences	3
		General Elective	3

Total Hours	**16**

Sophomore

Fall

		U.S. History/Government	3
		Speech Communication	3
CHEM	2134	General Chemistry II	4
MATH	2163	Statistics (or PSY 2053)	3

Total Hours	**13**

Spring

		Fine Arts & Humanities	3
BIOL	2014	Human Anatomy	4
BIOL		Elective	3 to 4
		General Elective	3

Total Hours	**13 to 14**

Junior

Fall

		Fine Arts & Humanities	3
PHYS	2014	Physical Principles I	4
BIOL	3074	Human Physiology	4
BIOL		Elective	3 or 4

Total Hours	**14 or 15**

Spring

PHYS	2024	Physical Principles II	4
BIOL		Elective	4
		General Elective	4

Total Hours	**12**

Senior

NUMT	4001-9	38

Total Hours	**38**

Medical Laboratory Science	Credits	Nuclear Medicine Technology	Credits
ENGL 1013	3	ENGL 1013	3
ENGL 1023	3	ENGL 1023	3
US HIST/GOVT	3	US HIST/GOVT	3
SOC SCI	3	SOC SCI	3
SOC SCI	3	SOC SCI	3
SPEECH COMMUNICATION	3	SPEECH COMMUNICATION	3
FINE ART/HUM	3	FINE ART/HUM	3
FINE ART/HUM	3	FINE ART/HUM	3
BIOL 1011 (Orientation)	1	BIOL 1011 (Orientation)	1
BIOL 1114 (Principles of Biology)	4	BIOL 1114 (Principles of Biology)	4
BIOL 2014 (Human Anatomy)	4	BIOL 2014 (Human Anatomy)	4
BIOL 3074 (Human Physiology)	4	BIOL 3074 (Human Physiology)	4
BIOL 3054 (Microbiology)	4		
Biology Electives:	6 to 8	Biology Electives:	10 to 12
BIOL 3034 (Genetics)		BIOL 3034 (Genetics)	
BIOL 3064 (Parasitology)		BIOL 3064 (Parasitology)	
BIOL 4023 (Immunology)		BIOL 4023 (Immunology)	
BIOL 4033 (Cell Biology)		BIOL 4033 (Cell Biology)	
		BIOL 3054 (Microbiology)	
MATH 1113 (Algebra)	3	MATH 1113 (Algebra)	3
MATH 2163 or PSY 2053 (Statistics)	3	MATH 2163 or PSY 2053 (Statistics)	3
AHS 2013 (Medical Terminology)	3	AHS 2013 (Medical Terminology)	3
CHEM 2124/2120 (Chemistry I)	4	CHEM 2124/2120 (Chemistry I)	4
CHEM 2134/2130 (Chemistry II)	4	CHEM 2134/2130 (Chemistry II)	4
CHEM 3254 (Fundamentals of Organic Chemistry)	4		
Chemistry Electives:	8 to 9	PHYS 2014 (Physical Principles I)	4
CHEM 3245 (Quantitative Analysis)		PHYS 2024 (Physical Principles II)	4
CHEM 3264 (Mechanistic Organic Chemistry)			
CHEM 3344 (Principles of Biochemistry)			
CHEM 4414 (Instrumental Analysis)			
General Electives	3 to 6	General Elecitves	8 to 11
MEDT 4001-9	38	NUMT 4001-9	38
Total Credits	120		120

Item Number 12.

Current Organizational Chart
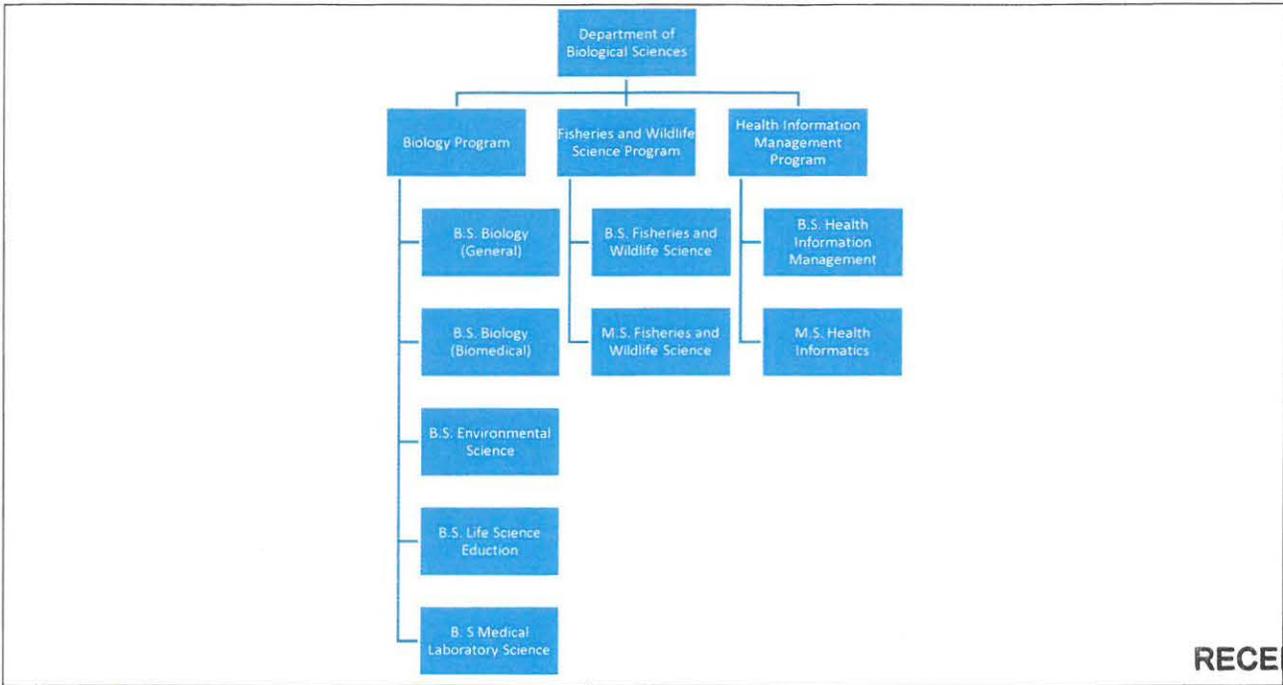
Proposed Organizational Chart
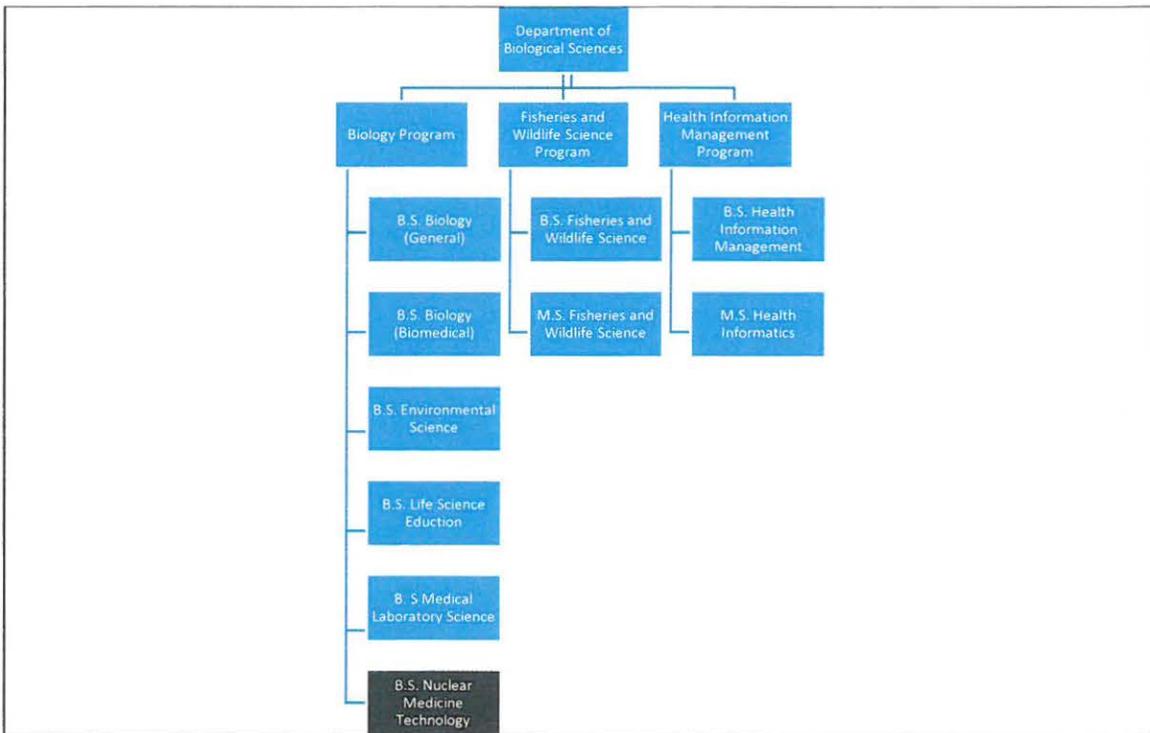
John Jackson

From:	John Jackson
Sent:	Sunday, July 22, 2018 12:13 PM
To:	'emogenef@uca.edu'; 'semckay@saumag.edu'; 'odonnej@hsu.edu'
Subject:	BS Degree in Nuclear Medicine Technology
Attachments:	Letter of Notification to Other Institutions.docx

July 22, 2018

Dear Colleagues,

Arkansas Tech University would like to inform you of our intent to develop a BS degree in Nuclear Medicine Technology. This addition will complement our current BS in Medical Laboratory Science. This degree is not expected to require any significant additional resources. It will, however, provide an additional career path for our students. Similar to Medical Laboratory Science, we plan to partner and develop affiliations for the final year of the curriculum.

Sincerely,

Dr. John Jackson
Professor of Fisheries
Head, Department of Biological Sciences
Arkansas Tech University
34D McEver
1701 North Boulder Ave.
Russellville, AR 72801
479 964-3226

1

Included are the learning outcomes for the biology program. The highlighted courses in the outcome map are included in the proposed curriculum for the Medical Laboratory Science and Nuclear Medicine programs.

The students in these two programs will be included in the standard assessment of learning outcomes. In addition to assessing our standard program learning outcomes, we will also ask for feedback from Baptist Health and Mercy Hospital to help evaluate if our students are prepared for the advanced course work provided by these institutions.

Curriculum Mapping for Biology Major

Biology Learning Outcomes

1. Construct reports which analyze data using scientific models to justify their conclusions.
   a. Lab report rubric (Still, Dalton)
      i. introduced in 1114
      ii. reinforced in 2124, 2134, 3034
      iii. mastery in 4033, 4074
2. Students should be able to evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
   a. Risk benefit analysis rubric (Bowman, Eker)
      i. introduced in 1114
      ii. reinforced in 2134, 3074, 3174
      iii. mastery in 4074, 3114, 4094
3. Students will be able to describe characteristics and diversity of life.
   a. Diversity of life rubric (Chaney)
      i. introduced in 1114
      ii. reinforced in 2014, 2124, 2134, 3034, 3054
      iii. mastery in 4033, 4074, 3074, 3114, 3174, 4094
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
   a. Will begin with microscopy rubric (Jacobs, Curran) other techniques like safety and dissection will be added at a later time
      i. introduced in 1114
      ii. reinforced in 2134, 3034, 2014, 3074, 3174
      iii. mastery in 3074, 3054
5. Students should find, analyze, and critique current scientific literature and present their evaluation in written and oral formats
   a. Critical evaluation of the scientific literature rubric (Tedford, Barron)
      i. introduced in 2124, 2134
      ii. reinforced in 3034, 4033, 3074, 3174
      iii. mastery in 4891, 4074, 3114, 4094

Course	LO1 (Data Analysis)	LO2 (Science/Society)	LO3 (Characteristics and Diversity)	LO4 (Techniques)	LO5 (Scientific Literature)
Core Requirements					
BIOL 1011		I			
BIOL 1114	I	I	I	I	
BIOL 2124	R		R/M	I (Dissection)	I/R
BIOL 2134	R	R	R/M	R (Microscopy)	I/R
BIOL 2014			R	R (Dissection/ Microscopy)	
BIOL 3034	R	M (Molecular)	R	R	R

Course					
BIOL 4891					M
Cell Elective					
BIOL 3054		?	R/M (Cells)	M (Microscopy, sterile procedures, etc)	
BIOL 4023					
BIOL 4033	M		M (Cells)	I/R	R
BIOL 4074	M	M	M	M	M
Physiology Elective					
BIOL 3074	R	R	R/M	R	R
BIOL 3124					
BIOL 3174	R	R	R/M	R	R
BIOL 4014					
Ecology Course					
BIOL 3114	R/M	M (Ecological)	M (Organismal)	I/R (Field Techniques)	R/M
BIOL 4094	M	M (Ecological)	M (Organismal)	M (Field Techniques)	M

I=Introduce   R=Reinforce   M=Mastery

Proposed Title: B.S. Nuclear Medicine Technology
Proposed Effective Date: After all internal and external approval processes are completed.

I. Justification

The B.S. Nuclear Medicine Technology degree would be a 3+1 program with an affiliation through Baptist Health Colleges Little Rock. ATU currently has a 3+1 program leading to a B.S. Medical Laboratory Sciences degree with Baptist Health in Little Rock and St. Joseph's in Joplin. This would be an additional option for students who desire a high paying career in the health fields without requiring graduate degrees or professional school. The degree program comprises three years at ATU utilizing already existing courses and schedules, followed by a senior year of study at Baptist Health College in Little Rock. The Baptist Health programs enroll approximately a dozen students per year in each of their programs (Medical Lab Technology, Radiography, Histotechnology, Nuclear Medicine Technology, etc.) and recruit them from around the state. They rely on 2-3 students per affiliated university per year to supply the cohorts each year to their programs.

II. Preliminary Needs Assessment

United States	Employment		Percent Change	Projected Annual Job Openings [*]
	2014	2024		
Nuclear Medicine Technologists	20,700	21,000	+2%	420

Arkansas	Employment		Percent Change	Projected Annual Job Openings [1]
	2014	2024		
Nuclear Medicine Technologists	150	150	+1%	0

[*]Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement.

National Data Source: Bureau of Labor Statistics, Occupational Employment Statistics Survey
State Data Source: Arkansas Data Analysis

High — $100,080 / $88,870
Median — $73,360 / $69,380
Low — $52,950 / $51,740

Yearly

Arkansas   United States
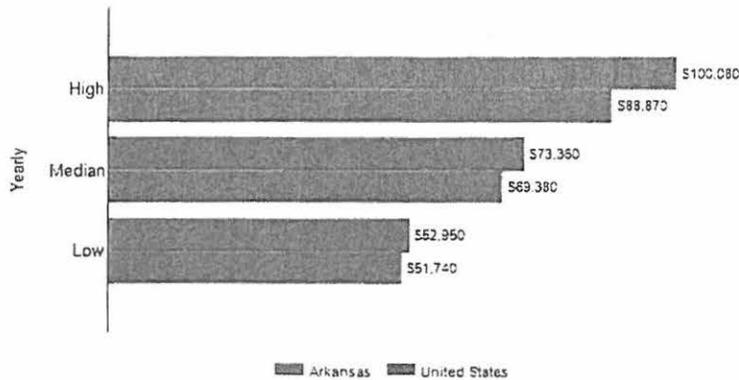
Annual yearly salaries NMT.

III Curriculum: Nuclear Medicine Technology

Semester 1   14 hrs
ENGL 1013- Composition I	3
BIOL 1011- Orientation to the Biological Sciences	1
BIOL 1114-Principles of Biological Sciences	4
Social Science for General Education Elective	3
MATH 1113- College Algebra	3

Semester 2   16 hrs
ENGL 1023- Composition II	3
Social Science for General Education Elective	3
BIOL 2124-Zoology	4
COMS (computer science elective)	3
MATH 1203- Plane Trigonometry	3

Semester 3   14 hrs
U.S. History & Government	3
CHEM 2124/2120- General Chemistry I	4
BIOL 2134-Botany	4
AHS 2013-Medical Terminology	3

Semester 4   17 hrs
Fine Arts & Humanities for General Education Elective	6
CHEM 2134/2130- General Chemistry II	4
BIOL 2014- Human Anatomy	4
Speech Communication for General Education Elective	3

Semester 5   14 hrs
BIOL 3074-Human Physiology	4
General elective	3
Statistics (MATH 2163 or PSY 2053)	3
PHYS 2014-Physical Principles I	4

Semester 6   16 hrs
BIOL 3114-Ecology	4
BIOL 4891-Seminar	1
BIOL 3034-Genetics	4
Fine Arts & Humanities for General Education Elective	3
PHYS 2024-Physical Principles II	4

Senior Year: 12-months at Baptist Health College in Little Rock Arkansas involving the transfer of course credits to ATU in NUMT 4001 (Nuclear Medicine Technology Professional Coursework) 30 hrs.
Course work at ATU covers core courses in the biology degree & qualifies for an Associate of Arts in General Education.

IV. Cost
Nominally zero cost. This program utilizes currently existing courses being regularly taught at Arkansas Tech University.

V. Enrollment and Marketing
Student enrollment is likely to be similar to the enrollment in our current affiliated program in Medical Lab Sciences (2-4 students per year). This is the desired number of students because of the competitive nature and availability of admissions to these highly specialized programs. Current marketing would be similar to as is done with the Medical Lab Sciences degree program to pre-medical and allied health professions students.

Amendment

Semester 1	Hrs
ENGL 1013- Comp I	3
BIOL 1011- Orientation to the Biological Sciences	1
BIOL 1114-Principles of Biological Sciences	4
Social Science	3
MATH 1113- College Algebra	3
	14hrs

Semester 2	
ENGL 1023- Comp II	3
AHS 2013-Medical Terminology	3
Social Science	3
CHEM 2124/2120-General Chemistry I	4
General Elective	3
	16hrs

Semester 3	
U.S. History & Government	3
Speech Communication	3
CHEM 2134/2130- General Chemistry II	4
Math 2163- Statistics (or PSY 2053)	3
	13hrs

Semester 4	
Fine Arts & Humanities	3
BIOL 2014- Human Anatomy	4
General Elecitve	3
BIOL Elective	3 or 4
	13 or 14hrs

Semester 5	
Fine Arts & Humanities	3
BIOL Elective	3 or 4
BIOL 3074-Human Physiology	4
PHYS 2014-Physical Principles I	4
	14 or 15hrs

Semester 6	
BIOL Elective	4
General Elective	4
PHYS 2024-Physical Principles II	4
	12hrs

Senior Year 12months
NUMT 4001-4009 (Nuclear Medicine Technology Professional Coursework) 38hrs

*** Course work covers core for biology degree
Human anatomy & human physiology is pre-req
Physical principles 1 & 2 also a pre-req

Both can be one semester courses, but UCA & Henderson show two semester of each.

Need:
Curriculum proposal for new program, new courses for 4th year, agreement signature

***Also revise med tech to medical lab sciences

ARKANSAS TECH UNIVERSITY
BAPTIST HEALTH COLLEGE LITTLE ROCK
BACHELORS OF SCIENCE IN NUCLEAR MEDICINE TECHNOLOGY
MEMORANDUM OF UNDERSTANDING

I.   STATEMENT OF PURPOSE AND CONTACT INFORMATION

Arkansas Tech University (hereinafter University) and BAPTIST HEALTH College Little Rock-School of Nuclear Medicine Technology Little Rock, Arkansas (hereinafter Affiliate) do agree to affiliate for the purpose of offering a baccalaureate program in Nuclear Medicine. Both institutions share a common objective and responsibility for developing a high quality educational experience. It is recognized that this can best be achieved by providing maximum flexibility for both University and Affiliate in their respective areas of competence, by providing the medium for integrating the general education and professional phases of the Program, and by providing effective channels of communication between the two institutions. Thus, the institutions shall work cooperatively in the education of Technologists, culminating in the baccalaureate degree to be awarded by the University at the successful completion of the combined curricula. General education courses are defined as freshman, sophomore and junior courses offered at the University. Professional courses are didactic and clinical courses in Nuclear Medicine offered at the Affiliate during the senior year of attendance.

Arkansas Tech University Contact:
Dr. Tsunemi Yamashita
College of Natural and Health
Sciences
Arkansas Tech University
215 West 0 Street
 Russellville, AR, 72801
479-968-0327
tyamashita@atu.edu

Baptist Health Schools Little Rock Contact:
Dr. Judy I Pile, Asst. Vice President, Education
11900 Colonel Glenn Road, Suite 1000
Little Rock, AR 72210
501-202-7433
judy.pile@baptist-health.org

II. PARTICIPATION OF THE UNIVERSITY

A)   Admissions

Admission to the University is solely the responsibility of the University. Criteria for the admission of new and transfer students are stated in the University Catalog.

B)   General Education Curriculum

The University will accept fifty seven (57) semester hours credit from the Affiliate's Nuclear Medicine Program toward the Bachelor of Science in Nuclear Medicine Degree. Candidates must complete a minimum of seventy seven (77) semester hours of general education courses prior to enrollment in the professional program.

Specific program prerequisites (See Appendix A) must be completed as well as the general education requirements of the University.

Transfer students must complete a least thirty (30) hours through the University. All general education course requirements must be completed by the end of the Summer I term prior to enrollment in the Affiliate professional program which begins each July. Students must present a statement of eligibility to apply to the professional program which has been signed by the University advisor.

C)   Grading Policies of the University

The class work of the student will be rated according to the following pattern of values:

A=Superior   W=Withdrawal during the third through sixth week

B=Good   WP=Withdrawal after the sixth week with D or above

C=Average   I=Incomplete

D=Poor

F=Failing

(4 Quality Point System)

D)   Tuition, Fees and Student Financial Aid

Tuition and fees for the general education curriculum are detailed in the University Catalog and apply to the general education program. Students must pay a graduation fee prior to the awarding of the Nuclear Medicine degree from the University.

For students in the bachelor degree track with the University, financial aid will be handled through the University. The Affiliate financial aid office and the University financial aid office will communicate in order to serve the student in a timely and reasonable manner.

E) Health Services

Through all enrollment, students are eligible for healthcare through the University Student Health Center as described in the University Catalog.

III. PARTICIPATION OF THE AFFILIATE

A) Admissions

Admission to the Affiliate is on a competitive basis and is determined by the Admissions Committee of the Affiliate. Applicants are required to have the results of the American College Test (ACT) with a preferred composite score of 21 or higher, and a preferred score of 21 or higher in Math & Sciences to be eligible for this program.

The Affiliate reserves the right to select applicants based on qualifications. Students or graduates from other affiliated institutions and from non-affiliated institutions may be accepted into the affiliate, in accordance with the Joint Review Committee on Educational Programs in Nuclear Medicine Technology. The minimum and maximum number of students to be accepted from the University will be 0-9.

B) Professional Curriculum

The professional program 1 academic year. Each academic year at the Affiliate commences in July and completes in June and includes 44 weeks of instruction. There is a didactic phase and clinical phase with rotations through the areas of the Baptist Health Medical Center – Little Rock Radiology Department and other affiliated clinical sites. A listing of the professional curriculum is found in Appendix B.

C) Grading Policies of the Affiliate

The work of the student will be rated according to the following pattern of values:

A=94-100%
B=86-93%
C=77-85%
D=70-76%
F=0-69%
I=Incomplete
CR=Credit
NC=No Credit
W=Withdrawal
WX=Administrative Withdrawal

(4 Quality Point System)

Criteria for academic progress and retention are stated in the Affiliate's Student Handbook.

D)   Schedule

Dates, holidays and vacation periods are given in the Affiliate's Student Handbook.

E)   Tuition, Fees and Student Financial Aid

During the professional curriculum, students are required to pay tuition and fees to the Affiliate and purchase required textbooks and uniforms.

For students in the bachelor degree track with the University, financial aid will be handled through the University. The Affiliate financial aid office and the University financial aid office will communicate in order to serve the student in a timely and reasonable manner.

F)   Health Care and Insurance

The Affiliate will procure and maintain such insurance as will protect the Affiliate from all acts, errors or omissions while administering this program of study. The Affiliate shall maintain general and professional liability insurance in the amount of at least $1,000,000 per occurrence and $3,000,000 in the aggregate per year. All private physicians and consulting fees are the student's financial responsibility, as well as emergency room costs. The Student assumes cost of hospitalization with no exception.

The Affiliate requires proof of immunization against MMR and TD, and a tuberculin skin test prior to registration. Hepatitis B immunization is recommended.

All students are strongly recommended to have personal health insurance while enrolled as a student at BHCLR.

If a student needs medical treatment during an educational experience, the student is responsible for any expenses related to the treatment. BHMC-LR Occupational Health in BHRI will provide the initial treatment for a student with a needle stick. Any additional medical treatment needed by a student will be at the student's expense. BHCLR may require a medical clearance from a student after an injury or illness to attend learning experiences.

All students are strongly recommended to have personal liability insurance while enrolled as a student at BHCLR. Many affordable options exist for students. For information on some of the options, please visit the following websites.

www.hpso.com
www.nso.com
www.americanprofessional.com

G) Grade Reports

Grades will be reported to the University at regular grade reporting periods of the University.

H) Role of Student

The student's role during the professional curriculum is that of learner. Students are not expected to render services for patient care beyond those with educational value. Students shall not be used in lieu of professional staff, and they shall be supervised at all times according to JRCNMT standards. When financial circumstances require that a student work during the school year, or when one wishes to work for experience, consideration for voluntary and remunerated work will be made on an individual basis. The number of hours per week that may be worked will be limited by the Program Director so that it does not interfere with satisfactory school performance.

JOINT PARTICIPATION

A) Non-Discrimination

The parties agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Executive Order 11,246 and the related regulations to each. Each party assures that it will not discriminate against any individual including, but not limited to employees or applicants for employment and/or students, because of race, religion, color, sex, age, physical handicap or national origin.

B) Accreditation

Both the University and the Affiliate fulfill the standards required for accreditation by nationally recognized bodies, the North Central Association of Colleges and Schools and the Joint Review Committee on Nuclear Medicine Technology, respectively, and intend to continue meeting these criteria.

C) Right of Appeal and Due Process

Each institution shall make provision for students to have due process and the right to appeal any decision made regarding academic or nonacademic matters. The steps in the appeal process are included in the University Student Handbook and the Affiliate's Student Handbook and Catalog.

D) Library, Reference Materials and Audiovisual Aids

Each institution agrees to meet at least the minimal standards of their respective accrediting bodies in regard to library holdings, reference and audiovisual materials.

E) Certification and Licensure

Upon satisfactory completion of all requirements of the Affiliate's program, the student is qualified for certification examinations given by nationally recognized certification agencies.

F) Courtesy Appointments

The Medical Director and the Program Director of the Affiliate may be granted adjunct faculty appointments in an appropriate department at the University. It is understood that any courtesy appointments to faculty and staff by the University or the Affiliate shall be without entitlement of the individual to compensation or benefits from the appointing agency.

G) Formal Meetings

Meetings between appropriate faculty members of the University and the Affiliate will be held at least annually in order to discuss current curriculum effectiveness and proposed curriculum changes and other matters of concern.

H) The Agreement shall be for a period of three (3) years commencing from the date on the signature page. The contract will renew automatically each year thereafter unless either party gives notice of termination of contract. Notice of termination must be given in writing by either party to the other, with at least a one (1) academic year advance notice. Such termination shall have no effect on students currently enrolled at the Affiliate.

V. CHOICE OF LAW, ASSIGNMENT AND ALL AGREEMENT

This Agreement shall be interpreted according to and enforced under the laws of the State of Arkansas. This Agreement may not be assigned by any party hereto without the expressed written consent of all parties.

This Agreement contains the entire agreement of all parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This Agreement may not be amended or otherwise modified, unless agreed to by all parties, in writing. This Agreement supersedes all other agreements, contracts, understandings, representations, whether written or otherwise, between the parties relating to the subject matter hereof.

VI. NOTICES

All notices required to be sent hereunder shall be deemed sufficient if in writing and if personally delivered or if mailed by United States Mail, postage prepaid to:

BAPTIST HEALTH	ARKANSAS TECH UNIVERSITY
Office of the President	Office of the President
9601 Interstate 630, Exit 7	1509 N. Boulder Ave
Little Rock 72205-7299	Administration Building, Suite 210
	Russellville, AR 72801

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in multiple counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

BAPTIST HEALTH

Signature:_____Date: _____

Troy R. Wells President & CEO

ARKANSAS TECH UNIVERSITY

Signature:_____Date: _____

President

APPENDIX A

Nuclear Medicine
College of Natural and Health Sciences

Semester 1		Hrs
ENGL 1013- Comp I	3	
BIOL 1011- Orientation to the Biological Sciences	1	
BIOL 1114-Principles of Biological Sciences	4	
Social Science	3	
MATH 1113- College Algebra	3	
		14hrs

Semester 2		
ENGL 1023- Comp II	3	
Social Science	3	
BIOL 2124-Zoology	4	
COMS	3	
MATH 1203- Plane Trigonometry	3	
		16hrs

Semester 3		
U.S. History & Government	3	
CHEM 2124/2120- General Chemistry I	4	
BIOL 2134-Botany	4	
AHS 2013-Medical Terminology	3	
		14hrs

Semester 4		
Fine Arts & Humanities	6	
CHEM 2134/2130- General Chemistry II	4	
BIOL 2014- Human Anatomy	4	
Speech Communication***	3	
		17hrs

Semester 5		
BIOL 3074-Human Physiology	4	
General elective	3	
Statistics (MATH 2163 or PSY 2053)	3	
PHYS 2014-Physical Principles I	4	
		14hrs

Semester 6		
BIOL 3114-Ecology	4	
BIOL 4891-Seminar	1	
BIOL 3034-Genetics	4	
Fine Arts & Humanities	3	
PHYS 2024-Physical Principles II	4	
		16hrs

Senior Year 12months
NUMT 4001 (Nuclear Medicine Technology Professional Coursework) 30hrs

***See appropriate courses in ATU catalog
*** Course work covers core for biology degree & Associates degree conferred in General education
(College of Arts and Humanities) after completion of all required coursework and hours.

Human anatomy & human physiology is pre-req
Physical principles 1 & 2 also a pre-req

Both can be one semester courses, but UCA & Henderson show two semester of each.

APPENDIX B

The Curriculum at the Affiliate will consist of the following coursework, 57 hours of which will be transferred to the University.

SEMESTER I	Credits
NM 4108 Clinical Practicum I	8
NM 4101 MedicalTerminology	1
NM 4604 Instrumentation I	4
NM 4204 Diagnostic Nuclear Medicine I	4
NM 4404 Nuclear Physics/Radiochemistry	4
NM 4201 Medical Ethics and Law	1
NM 4102 Patient Care	2
NM 4504 Radiopharmacy/RadionuclideTherapy	4
Total Credits	29

SEMESTER II	
NM 4203 Diagnostic Nuclear Medicine II	3
NM 4320 Clinical PracticumII	10
NM 4302 Instrumentation II	2
NM 4202 Computed Tomography (CT, PET/CT)	2
NM 4104 Diagnostic Nuclear Medicine III	4
NM 4303 Diagnostic Nuclear Medicine IV	3
NM 4703 Radiation Health Physics	3
NM 4301 Radiobiology	1
NM 4601 Senior Seminars	1
Total Credits	29

Totals: Courses - 17 Credit Hours- 57

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

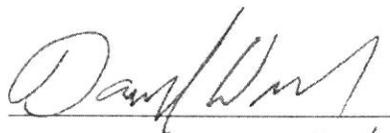| Department Affected: Department of Communication & Journalism, Department of Mathematics, & Department of Behavioral Sciences	This department ☒ supports ☐ does not support the change.

Comments:
Modify the Curriculum in Medical Laboratory Science, as follows:
   a. Add Speech Communication course as a general education;
   b. Delete PSY 2003 General Psychology;
   c. Delete Math 1203 Plane Trigonometry; and
   d. Add Math 2163 Introduction to Statistical Methods or PSY 2053 Statistics for Behavioral Sciences.
Nuclear Medical Technology will require same courses as Medical Laboratory Science.	

Department Head Signature: _Jeanie L. Myers_

Date: 9/11/18

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Communication & Journalism, Department of Mathematics, & Department of Behavioral Sciences	This department ☒ supports the change. ☐ does not support

Comments:

Modify the Curriculum in Medical Laboratory Science, as follows:

- a. Add Speech Communication course as a general education;
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Nuclear Medical Technology will require same courses as Medical Laboratory Science.

Department Head Signature: _____

Date: Sept 11, 2018