

**August 19, 2024 Curriculum Committee/September 10, 2024 Faculty Senate**

**College of Business and Economic Development**

**Department of Agriculture and Tourism**

1. Add RP 2043: Trail Advocacy;
2. Add the TR-Therapeutic Recreation cross-list to RP 3013: Inclusive Recreation;
3. Add the TR-Therapeutic Recreation cross-list to RP 4073: Principles and Techniques of Therapeutic Recreation;
4. Add the TR-Therapeutic Recreation cross-list to RP 4173: Therapeutic Recreation Assessment and Documentation;
5. Add the TR-Therapeutic Recreation cross-list to RP 4273: Administration and Operation of Therapeutic Recreation Programs;
6. Add the TR-Therapeutic Recreation cross-list to RP 4373: Interventions in Therapeutic Recreation;
7. Add the TR-Therapeutic Recreation cross-list to RP 4473: Issues and Trends in Therapeutic Recreation;
8. Add the TR-Therapeutic Recreation cross-list to RP 4573: Interventions in Therapeutic Recreation II;
9. Modify the Bachelor of Science in Tourism;
10. Curriculum Revision for the Bachelor of Science in Tourism to create the Bachelor of Science in Tourism Natural Resource Management Option;

**College of Education and Health**

**Department of Kinesiology and Rehabilitation Science**

1. Add PE 1491: Pickleball, to the course descriptions;
2. Add RP 4119: Mastering in Professional Practice;
3. Change the title for HES 2013: Weight Training for Personal Trainers, High School Coaches, and Physical Education, TO: Weight Training for Personal Trainers, High School Coaches, and Strength Coaching;
4. Change the title for HES 4063: Wellness and Fitness Programming, TO: Health and Fitness Programming;
5. Change the title for PE 1201: Orientation to Health, Physical Education, and Wellness Science, TO: Orientation to Kinesiology;
6. Change the title for PE 3543: Motor Development and Lifespan Applications in Pedagogy, TO: Lifespan Motor Development;
7. Change the title for PE 3573: Prevention and Care of Athletic Injuries, TO: Prevention and Care of Activity Injuries;
8. Change the title for PE 3583: Methods and Materials in Physical Education for Kindergarten and Elementary Grades, TO: Coaching Physical Activity K-12;
9. Change the title for PE 4513: Organization and Administration of Health and Physical Education, TO: Organization and Administration of Athletics and Physical Education;

10. Change the title for RS 3243: Social Services for Individuals and Families, TO: Child Welfare; and modify the course description;
11. Curriculum Revision for Bachelor of Science in Health and Exercise Science to create Bachelor of Science in Health and Exercise Science Public Health Option, and Bachelor of Science in Health and Exercise Science Coaching Athletics and Physical Activity Option;
12. Change the Program Title for the Bachelor of Science in Health and Physical Education Teacher Licensure, TO: Bachelor of Science in Coaching Athletics and Physical Activity;
13. Curriculum Revision for the Bachelor of Science in Rehabilitation Science to create the Bachelor of Science in Rehabilitation Science Therapeutic Recreation Option;
14. Add the Basic Certificate of Proficiency in Coaching Travel Team and Recreational Sport; and
15. Add the Certificate of Proficiency in Coaching Strength and Conditioning;

### **College of Education and Health**

#### **Department of Teaching and Educational Leadership**

1. Modify the course description for ECE 2113: Basic Child Growth and Development;
2. Delete the Co-requisite: ECE 2113: Basic Child Growth and Development, for ECE 2513: Curriculum for Early Childhood Education, and modify the course description;
3. Delete the Co-requisite: ECE 2113: Basic Child Growth and Development, for ECE 2613: Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children, and modify the course description;
4. Delete the Prerequisite for ECE 2996: Practicum in Early Childhood Education;
5. Modify the Curriculum in Associate of Science in Early Childhood Education; and
6. Add the Certificate of Proficiency in Early Childhood Education.

### **College of Science, Technology, Engineering, and Mathematics**

#### **Department of Biological and Earth Sciences**

1. Modify the prerequisite for GEOL 3014: Mineralogy, FROM: Prerequisite: GEOL 1014: Physical Geology, and CHEM 1113: A Survey of Chemistry, and CHEM 1111: Survey of Chemistry Laboratory, or CHEM 2124: General Chemistry I, TO: Prerequisite: GEOL 1004: Essentials of Earth Science, or GEOL 1014: Physical Geology, and add the NOTE: GEOL 2024: Historical Geology, and CHEM 2124: General Chemistry I, recommended;
2. Change the course number for GEOL 4043: Geochemistry, TO: GEOL 4044, and modify the prerequisite FROM: Prerequisite: GEOL 3014: Mineralogy, and CHEM 2124: General Chemistry I, and CHEM 2134: General Chemistry II, TO: Prerequisite: CHEM 2124: General Chemistry I, and CHEM 2134: General Chemistry II;
3. Change the title for the Bachelor of Science in Geosciences Professional Option, TO: Bachelor of Science in Geosciences, and modify the curriculum;
4. Change the title for the Minor in Geology to Minor in Geosciences; and
5. Delete the Bachelor of Science in Geosciences in Environmental Option, Bachelor of Science in Geosciences in Petroleum Option, and Bachelor of Science in Geosciences in Professional Option.

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

1. Add STEM 1001: Orientation to the College of STEM, to the course descriptions;
2. Modify the prerequisite for CHEM 2134: General Chemistry II, FROM: Prerequisite: A grade of C or better in CHEM 2124: General Chemistry I, or equivalent, TO: Prerequisite: A grade of C or better in CHEM 2124: General Chemistry I, or equivalent, or approval of the instructor;
3. Modify the prerequisite for CHEM 3245: Quantitative Analysis, FROM: Prerequisite: A grade of C or better in CHEM 2134: General Chemistry II, TO: Prerequisite: A grade of C or better in CHEM 2134: General Chemistry II, or approval of the instructor;
4. Modify the prerequisite for CHEM 3254: Fundamentals of Organic Chemistry, FROM: Prerequisite: CHEM 2134: General Chemistry II, TO: Prerequisite: A grade of C or better in CHEM 2134: General Chemistry II, or approval of the instructor;
5. Modify the prerequisite for CHEM 3264: Mechanistic Organic Chemistry, FROM: Prerequisite: A grade of C or better in CHEM 3254: Fundamentals of Organic Chemistry, or equivalent, TO: Prerequisite: A grade of C or better in CHEM 3254: Fundamentals of Organic Chemistry, or equivalent, or approval of the instructor;
6. Modify the prerequisite for CHEM 3344: Principles of Biochemistry, FROM: Prerequisite: A grade of C or better in CHEM 3264: Mechanistic Organic Chemistry, and BIOL 1014: Introduction to Biological Science, or BIOL 1114: Principles of Biology, TO: Prerequisite: A grade of C or better in CHEM 3264: Mechanistic Organic Chemistry, and BIOL 1014: Introduction to Biological Science, or BIOL 1114: Principles of Biology, or approval of the instructor;
7. Modify the prerequisite for CHEM 3363: Metabolic Biochemistry, FROM: Prerequisite: grade of C or better in CHEM 3344: Principles of Biochemistry, TO: Prerequisite: grade of C or better in CHEM 3344: Principles of Biochemistry, or approval of the instructor;
8. Modify the prerequisite for CHEM 3423: Descriptive Inorganic Chemistry, FROM: Prerequisite: A grade of C or better in CHEM 2134: General Chemistry II, TO: Prerequisite: A grade of C or better in CHEM 2134: General Chemistry II, or approval of the instructor;
9. Modify the prerequisite for MATH 3203: Introduction to Analysis, FROM: Prerequisite: MATH 3003: Foundations of Advanced Mathematics, TO: Prerequisite: MATH 2703: Discrete Mathematics, and MATH 2924: Calculus II;
10. Modify the prerequisite for MATH 4033: Abstract Algebra I, FROM: Prerequisite: MATH 3003: Foundations of Advanced Mathematics, TO: Prerequisite: MATH 2703: Discrete Mathematics;
11. Modify the prerequisite for PHYS 2114: Calculus-Based Physics I, FROM: Co-requisite: MATH 2924: Calculus II, TO: Prerequisite or Co-requisite: MATH 2914: Calculus I, and Co-requisite: PHYS 2000: Physics Laboratory I;
12. Modify the prerequisite for PHYS 2124: Calculus-Based Physics II, FROM: Co-requisite: PHYS 2010: Physics Laboratory II, and Prerequisite: Permission of instructor; Prerequisite or Co-requisite, MATH 2934: Calculus III, TO: Prerequisite or Co-requisite: MATH 2924: Calculus II, and Co-requisite: PHYS 2010: Physics Laboratory II;
13. Modify the Bachelor of Science in Mathematics;
14. Modify the Bachelor of Science in Physics, and add the Accelerated Bachelor of Science in Physics to Master of Arts in Teaching;

15. Delete the Bachelor of Science in Applied Science Actuarial Science Option, and Bachelor of Science in Applied Science Data Science Option;
16. Delete the Bachelor of Science in Chemistry Environmental Option; and
17. Delete the Bachelor of Science in Mathematics Education for Teacher Licensure.



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Agriculture & Tourism	3/29/2024

Title	Signature	Date
Department Head <i>Michael Bradley</i>	<i>Michael Bradley</i>	<i>3/29/2024</i>
Dean <i>Tracy Cole</i>	<i>Tracy Cole</i>	<i>4-1-24</i>
Assessment <i>Christine Austin</i>	<i>Christine Austin</i>	<i>4-2-24</i>
Registrar <i>Tammy Weaver</i>	<i>Tammy Weaver</i>	<i>7/11/24</i>
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) <b>RP</b>	Course Number: (e.g., 1003) <b>2043</b>	Effective Term: <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>Trail Advocacy</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<b>Trail Advocacy</b>		

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

Yes  No

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

If so, list course subject and number.  Yes  No

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

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective  Major  Minor

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

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

Certificate (proposed), once per year

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

No

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

No

Answer the following Assessment questions:

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

**Rationale**

Understanding Stakeholder Engagement: Trail advocacy involves engaging with various stakeholders such as government agencies, environmental organizations, local communities, and recreational user groups. By offering a course in Trail Advocacy, students can learn effective strategies for engaging and collaborating with these stakeholders to advocate for trail development, maintenance, and conservation.

**Policy and Legislation:** Trail advocacy often intersects with policy and legislation related to land use, conservation, and outdoor recreation. A course in Trail Advocacy can provide students with knowledge of relevant laws, regulations, and policies at the local, state, and federal levels. Understanding these frameworks is crucial for advocating for policies that support sustainable trail management practices.

**Environmental Conservation:** Trails can have significant environmental impacts, including habitat fragmentation, erosion, and disruption of wildlife corridors. A course in Trail Advocacy can educate students about the principles of environmental conservation and how to advocate for trails that minimize ecological damage and promote biodiversity conservation.

**Community Engagement and Education:** Trails play an essential role in promoting public health, outdoor recreation, and community well-being. A course in Trail Advocacy can teach students how to engage with local communities to raise awareness about the benefits of trails and garner support for trail projects. Additionally, students can learn how to develop educational programs and interpretive materials to enhance trail users' understanding of the natural and cultural resources along the trail.

**Conflict Resolution and Negotiation:** Trail advocacy often involves navigating conflicts and competing interests among various stakeholders, such as landowners, recreational users, and conservationists. A course in Trail Advocacy can equip students with conflict resolution skills and negotiation techniques to address conflicts and find mutually beneficial solutions that balance the needs of different stakeholders.

**Trail Design and Planning:** Effective trail advocacy requires a deep understanding of trail design principles, including trail layout, grading, signage, and accessibility. A course in Trail Advocacy can cover these topics, enabling students to advocate for well-designed trails that meet the needs of diverse user groups while minimizing environmental impacts.

### **Need**

The demand for professionals in trail management and upkeep is increasing due to several factors. With the rising popularity of outdoor recreation activities such as hiking, biking, and trail running, there is a growing need for well-maintained trails to accommodate visitors safely and sustainably. Communities and regions are investing in the development of new trail networks to promote tourism and economic development, requiring expertise in trail planning, design, construction, and maintenance. Environmental conservation and sustainability are also critical considerations, necessitating professionals who can manage trails in a way that minimizes ecological impacts and preserves wildlife habitats. Effective trail management requires collaboration with various stakeholders, including government agencies, local communities, and recreational user groups, highlighting the importance of professionals skilled in community engagement, advocacy, and stakeholder management. Additionally, addressing aging infrastructure and deferred maintenance on existing trails requires professionals to assess trail conditions, prioritize maintenance projects, and secure funding for repairs and improvements. By investing in training and education for trail professionals, communities can ensure the long-term sustainability and accessibility of their trail systems.

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](http://www.atu.edu/registrar/curriculum_forms.php).



**Arkansas Tech University  
College of Business and Economic Development  
Department of Agriculture & Tourism**

**Professor: Michael J. Bradley, Ph.D.**

E-mail: mbradley19@atu.edu - Phone: 479.964.3228

Office Hours: Mondays & Wednesdays 8:00am-11:59am & Appointments Available

**Course: RP 2043 Trail Advocacy**

CRN 21787 (3 Credit Hours) – 125 Williamson

Spring 2024 – March 13, 2024 – May 7, 2024

Mondays and Wednesdays 1:00-2:20 pm

**Course Description**

Trail Advocacy is a comprehensive course designed to equip students with the knowledge and skills necessary to advocate effectively for the development, management, and conservation of trails. The course covers a range of topics, including stakeholder engagement, policy analysis, environmental conservation, community outreach, conflict resolution, and trail design principles. Through a combination of lectures, case studies, guest speakers, and hands-on projects, students will learn how to navigate the complexities of trail advocacy, engage with diverse stakeholders, and promote sustainable trail management practices. By the end of the course, students will have developed the expertise needed to advocate for trails that balance the needs of recreational users with the principles of environmental stewardship and community well-being.

**Course Objectives:**

1. Understand the role of advocacy in trail management and conservation.
2. Identify key stakeholders and analyze their interests and concerns related to trails.
3. Evaluate relevant policies, laws, and regulations affecting trail development and management.
4. Develop strategies for effective community engagement and outreach.
5. Apply conflict resolution techniques to address conflicts and disputes related to trail use and management.
6. Utilize trail design principles to advocate for trails that are safe, accessible, and environmentally sustainable.
7. Communicate effectively through written reports, presentations, and public speaking engagements on trail-related issues.

**Course Textbook**

This is an ZTC/OER course. Readings (pdfs/links) will be distributed via blackboard.

<b>Course Learning Outcome</b>	Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of natural resources.
<b>COAPRT Standard(s)</b>	7.03
<b>Learning Opportunities</b>	Lectures/Readings, Wilderness Modules
<b>Assessments</b>	Weekly Reflections, Natural Resource Modules, Field Experiences, Civic Engagement, Poster, & Presentation
<b>Implications</b>	Connection to SLOs in RP 3093, 3993, 4023, & 4063

**Arkansas Tech University**  
**College of Business and Economic Development**  
**Department of Agriculture & Tourism**

**Disability Services**

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

**Last Day to Drop Course**

Students are encouraged to visit <https://www.atu.edu/registrar/calendar.php> for updated dates and conditions related to dropping any ATU course.

**Academic Integrity**

Students are advised that ATU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at <https://www.atu.edu/academic-integrity>.

**Office of Student Success**

The Office for Student Success, located at Doc Bryan Building 153, provides free assistance for all ATU students. You can visit <https://www.atu.edu/studentsuccess/> for more information.

**Discrimination**

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

**Email Communication**

An official ATU e-mail is established for each registered student, each faculty member, and each staff member. All instructor communications will be sent via official ATU e-mail of the respective student(s), faculty, and staff. The instructor will only respond to emails from official ATU student email accounts. All emails delivered to the course instructor from nonATU email addresses will be labeled as spam/junk and thus deleted.

**Student Handbook**

Additional information on academic policies can be found in the 2019-2020 Arkansas Tech University Student Handbook. The handbook can be found at <https://www.atu.edu/studenthandbook/StudentHandbook-2020-ada.pdf>

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College of Business and Economic Development  
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**Evaluation Methods & Student Progress**

The instructor shall evaluate students via exams, quizzes, modules, projects, and participation. Please see course requirements and assignment information below for specific assignments, due dates, and course points. Students can view individual assignments grades on ATU Blackboard as they are updated. While Blackboard grades are not the official gradebook for the course, students can monitor their progress on specific aspects of the course (assignments, etc.). Official grades shall be posted in accordance with university policy.

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**Course Assignments & Course Assignment Schedule**

**All assignments are due by 11:59 PM on their due date.** All assignments are due in electronic format (.doc or .docx) unless otherwise noted. All assignments are graded for grammar, punctuation, language, professionalism, appearance, and must be completed using the latest APA guidelines. Late submission(s) of any assignment(s) will not be accepted. Please see *Course Assignment Schedule* for all due dates and points available.

**Federal Attendance Module**

Each student shall complete the federal attendance module embedded in blackboard. Any student not completing the module will be dropped from the course.

**Syllabus Quiz**

Each student shall take a quiz regarding this syllabus. The quiz will be available on blackboard and is meant to ensure you read and agree to the syllabus and can properly engage with the course content on blackboard. Each student is allowed two (2) attempts on the syllabus quiz, each attempt is capped at 10 minutes, the highest score of the two attempts is considered the final grade.

**Learning Outcomes Reflections**

Each student shall complete 5 weekly reflection assignments throughout the course. The student will be required to write two (2) specific things they learned during the week from the book or lectures. At least one (1) must be related to guest speaker(s) when applicable. The assignment should specifically note the learning outcome and discuss professional implications. The students will turn this in via blackboard discussion board. Look for the link to the left in the blackboard shell. An example of what is expected is available at the end of the syllabus.

**Trail Management Poster (NRP)**

Each student shall develop an educational poster for a trail topic assigned to them by the instructor. The poster must entice interaction (make someone want to read/view it) and provide educational and interpretive information. The topic and abstract will be due as a word document via blackboard. Then, posters shall be submitted via electronic format on blackboard (ppt file format) and presented at the ATU Research Symposium. Posters may be 48 wide and 36 inches tall or 36 wide or 48 inches tall. Sample posters (with correct dimensions) may be found on blackboard.

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Topic Examples: Economic Impact of Trails, Trail Sustainability and Environmental Conservation, Access in Trail Development, Trail User Behavior and Impacts, Etc.)

**Trail Service Project**

Each student shall participate in a volunteer/service for trail management. The instructor will arrange this and provide more information.

**Trail Field Days**

Each student shall attend the three field days for this course. These will be full days (leaving ATU early, arriving back at ATU late). The schedule for these will be shared with the class in advance and university excuse letters can be provided. You will need to wear comfortable clothes for moving around and being active. You will need to bring foods, snacks, and drinks for the entire day. To receive credit, you will need to be actively engaged throughout the entire day while onsite. Specific dates are forthcoming.

- Day 1: Devils Den State Park
- Day 2: Mt Nebo State Park
- Day 3: Lake Dardanelle State Park

**Course Evaluation (CE)**

Each student shall complete the course evaluation for this course. Each student will upload their certificate of completion on blackboard.

**Final Presentation**

Each student shall develop a 4 to 5 minute presentation to showcase their respective trail poster. The presentation must fully explain the issue/topic/subject and the presentation must also contain professional implications of the issue, and logical and feasible suggestions related to the issue. Professional presentation standards apply and will be graded in addition to the content. Presentations will be completed in class.

<b>Assignment</b>	<b>Points Possible</b>	<b>Due Date</b>	<b>Submission</b>
Federal Attendance Module	3	3/15	Blackboard
Syllabus Quiz	7	3/15	Blackboard
R1	10	3/29	Blackboard
R2	10	4/5	Blackboard
R3	10	4/12	Blackboard
R4	10	4/19	Blackboard
R5	10	4/26	Blackboard
Trail Poster	50	4/12	Blackboard
Field Day - 1	50	TBD	Field Work
Field Day - 2	50	TBD	Field Work
Field Day - 3	50	TBD	Field Work
Service Project	75	TBD	Field Work

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Course Evaluation	15	5/3	Blackboard
Final Presentation	100	5/3	USB Drive

<b>Total Points Attained</b>	<b>Grade Earned</b>
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

**Course Outline**

**Week 1: Introduction to Trail Advocacy**

Overview of the course objectives, structure, and expectations  
 Importance of advocacy in trail management and conservation  
 Key concepts and terminology in trail advocacy

**Week 2: Stakeholder Analysis and Engagement**

Identifying key stakeholders in trail management  
 Analyzing stakeholder interests, concerns, and power dynamics  
 Strategies for effective stakeholder engagement and communication

**Week 3: Policy and Legal Frameworks**

Overview of relevant policies, laws, and regulations affecting trail development and management  
 Case studies of successful advocacy efforts to influence trail-related policies  
 Legal considerations for trail advocates, including liability and land use issues

**Week 4: Environmental Conservation and Sustainability**

Principles of environmental conservation and sustainability in trail management  
 Strategies for minimizing environmental impacts and preserving natural habitats  
 Case studies of sustainable trail design and management practices

**Week 5: Community Engagement and Outreach**

Importance of community engagement in trail advocacy  
 Techniques for building relationships with diverse communities and stakeholders  
 Developing outreach strategies to raise awareness and garner support for trail projects

**Week 6: Conflict Resolution and Negotiation**

Understanding and managing conflicts related to trail use and management  
 Conflict resolution techniques and negotiation strategies  
 Case studies of successful conflict resolution efforts in trail advocacy

**Week 7: Trail Design Principles**

Fundamentals of trail design, including layout, grading, and signage  
 Accessibility considerations for designing inclusive and equitable trails

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**Department of Agriculture & Tourism**

Designing trails to minimize erosion and environmental impacts

**Week 8: Trail Maintenance and Management**

Importance of regular maintenance for ensuring trail safety and sustainability  
Techniques for trail maintenance, including erosion control and vegetation management  
Volunteer stewardship programs and partnerships for trail management

**Week 9: Trail User Behavior and Impacts**

Understanding the behavior and impacts of different trail user groups  
Strategies for managing user conflicts and minimizing damage to trails and natural resources  
Educating trail users about responsible outdoor recreation practices

**Week 10: Economic Impact of Trails**

Economic benefits of trail systems, including tourism revenue and job creation  
Methods for assessing the economic impact of trails on local communities  
Funding mechanisms for trail development and maintenance

**Week 11: Equity and Access in Trail Development**

Examining barriers to access faced by marginalized communities  
Strategies for creating inclusive and equitable trail experiences for all users  
Case studies of successful efforts to promote diversity and inclusion in trail advocacy

**Week 12: Trail Safety and Risk Management**

Identifying potential safety hazards on trails and mitigating risks  
Developing safety protocols and emergency response plans for trail incidents  
Educating trail users about safety practices and etiquette

**Week 13: Trail Planning and Development Process**

Overview of the trail planning and development process, from concept to implementation  
Engaging stakeholders and conducting needs assessments for trail projects  
Securing funding and permits for trail development initiatives

**Week 14: Case Studies in Trail Advocacy**

Examining real-world examples of successful trail advocacy campaigns and initiatives  
Lessons learned and best practices from trail advocacy efforts across different contexts  
Opportunities and challenges for future trail advocacy efforts

**Week 15: Student Presentations**

Students present their research papers on trail-related topics  
Peer feedback and discussion on student presentations

**Week 16: Course Wrap-Up and Reflection**

Review of key concepts and takeaways from the course  
Reflection on personal growth and learning outcomes  
Opportunities for continued engagement in trail advocacy efforts beyond the course

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**Reflection Example**

Lastname, Firstname

RP 2043 - Weekly Reflection #1

Learning Outcome 1: I learned the five major environmental acts passed during the 1970s and 1980s. (this needs to be specific – if it is vague “I learned about the environment” you will not get credit).

Discussion: The reason these acts are important for my professional goals is that each of them affect how people use and manage the natural environment. From this, I need to be aware of what laws and policies affect how I may manage these resources professionally. For example, my plan is to have a career in park management. Included in park management is dealing with visitors and resources to optimize visitor experiences in a sustainable manner to ensure the resource can continue being used with minimal degradation. (this needs to be substantial enough that the professor can see you thought through the learning outcome with your professional plan)

Learning Outcome 2: I learned that park managers need to have professional experience related to scheduling and scheduling software for employees, programs, maintenance, and so forth.

Discussion: Our guest speaker this week was Firstname Lastname, Park Name Manager, for Agency Name. The guest speaker noted their professional goals of being a park manager and worked to get the experience needed to attain that position. The guest speaker felt scheduling was the one area often discussed in the job interviews and was a weakness in their professional portfolio. After getting more experience and training, the guest speaker interviewed for and attained their position. This is important to me as I plan on being in a similar field and work toward a similar position. This will help me plan my professional preparation. (this needs to be substantial enough that the professor can see you thought through the learning outcome with your professional plan)







# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	7/24/24

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	7/24/2024
Dean	<i>Tracy Cole</i>	7-24-24
Assessment	<i>Albarns</i>	7/31/24
Registrar	<i>Gammy Weaver</i>	7/30/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	3013
Official Catalog Title:	
Inclusive Recreation	

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:

Same as previous

New Cross List:

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

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

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



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	7/24/24

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	7/24/2024
Dean	<i>Tracy Cole</i>	7-24-24
Assessment	<i>Richard</i>	7/31/24
Registrar	<i>Jimmy</i>	7/30/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	4073
Official Catalog Title:	
Principles and Techniques of Therapeutic Recreation	

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)

RP/TR 4073

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

Same

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

Same

New Course Description:

N/A

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	7/24/24

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	7/24/2024
Dean	<i>Tracy Cole</i>	7-24-24
Assessment	<i>Alardur</i>	7/31/24
Registrar	<i>Sammy Cullum</i>	7/30/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	4173
Official Catalog Title:	
Therapeutic Recreation Assessment and Documentation	

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)

RP/TR 4173

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

Same

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

Same

New Course Description:

N/A

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

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# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	7/24/24

Title	Signature	Date
Department Head	<i>Stephen J. Bradley</i>	7/24/2024
Dean	<i>Tracy Cole</i>	7-30-24
Assessment	<i>Al Gardner</i>	7/31/24
Registrar	<i>Yammy Lucero</i>	7/30/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	4273
Official Catalog Title:	
Administration and Operation of Therapeutic Recreation Programs	

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

Yes  No

Request to change: (check appropriate box):

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

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

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

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

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

New Course Description:

N/A

New Cross List:

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

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

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

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

- Elective       Major       Minor

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

Answer the following Assessment questions:

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

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# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	7/24/24

Title	Signature	Date
Department Head	<i>Michael Bradley</i>	7/24/2024
Dean	<i>Trey Cole</i>	7-30-24
Assessment	<i>Alardun</i>	7/31/24
Registrar	<i>Sammy Allen</i>	7/30/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	4373
Official Catalog Title:	
Interventions in Therapeutic Recreation	

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)

RP/TR 4373

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

Same

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

Same

New Course Description:

N/A

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

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



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	7/24/24

Title	Signature	Date
Department Head	<i>Richard Bradley</i>	7/24/2024
Dean	<i>Tracy Cole</i>	7-24-24
Assessment	<i>Amanda Gardner</i>	7/31/24
Registrar	<i>Jimmy Koenen</i>	7/31/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	4473
Official Catalog Title:	
Issues and Trends in Therapeutic Recreation	

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)

RP/TR 4473

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

Same

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

Same

New Course Description:

N/A

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

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# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Agriculture and Tourism	7/24/24

Title	Signature	Date
Department Head	<i>Michael Gudley</i>	7/24/2024
Dean	<i>Tracy Cole</i>	7-30-24
Assessment	<i>Albardus</i>	7/31/24
Registrar	<i>Jammy Weaver</i>	7/30/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RP	4573
Official Catalog Title:	
Interventions in Therapeutic Recreation II	

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

Yes  No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

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

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

RP/TR 4573

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

Same

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

Same

New Course Description:

N/A

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

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



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Agriculture & Tourism	6/19/2024

Title	Signature	Date
Department Head Dr. Michael Bradley	<i>Michael Bradley</i>	6/26/2024
Dean Dr. Tracy Cole	<i>Roni Mason (Tracy Cole is out of state)</i>	6/27/2024
Assessment <del>Dr. Christine Austin</del>	<i>Amanda Beardur</i>	7/23/24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/16/24
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:  
Bachelor of Science in Tourism

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

- (1) Delete 14 hrs of HA Courses 2000 or higher (Approved Electives)
- (2) Delete 4 hrs of HA Courses 3000 or higher (Approved Electives)
- (3) Remove LBMD 2001 as major support course
- (4) Remove PSY 2003 as major support course
- (5) Remove BUAD 2003 as major support course
- (6) Add 2 hours of General Electives
- (7) Add 3 hours social science

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

Answer the following Assessment questions:

- a. How does the program change align with the university mission?  
**Yes. We are making the program more accessible by removing unnecessary barriers to completing the degree program.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.  
**Not Applicable**
- c. What is the rationale for this program change?
  1. How will the program change impact learning for students enrolled in this program?  
**Students will have more flexibility for their electives and support courses, the core coursework and learning outcomes are not affected.**
  2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.  
**Not applicable. We are removing structure barriers to allow more flexibility for elective and support coursework.**
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.  
**Not applicable. We are not altering the core courses/program.**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)  
**Not applicable. The current student learning outcomes for the degree plan remain unchanged and un affected. We are not altering the core courses within the degree plan, none of the learning outcomes, instructional measures, or program core courses are changed or affected.**

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](http://www.atu.edu/registrar/curriculum_forms.php).

**The revisions requested are removing specific structure to require specific electives only. The courses will no longer be required, but may still be taken as general electives if chosen by the student. None of the courses included in this revision affect other programs and/or departments.**



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

Curriculum Matrix for Catalog Curriculum in Tourism	
<p><b>Freshman Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change:</p> <p>Add <sup>1</sup>4 hours electives Add 3 hours Social Science</p> <p>Delete:</p> <p>Remove PSY 2003 as major support course</p> <p>Remove LBMD 2001 as major support course</p> <p>Total Hours: 16</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add 6 hours electives</p> <p>Delete:</p> <p>3 hours approved elective</p> <p>Remove BUAD 2003 as major support course</p> <p>Total Hours: 14 hours</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p><b>Junior Spring Semester</b></p> <p>Add 6 hours elective</p> <p>Delete: 6 hours approved elective</p> <p>Total Hours: 15 hours</p>
<p><b>Senior Fall Semester</b></p> <p>Add 6 hours elective</p> <p>Delete: 5 hours approved elective And 1 hour approved elective</p> <p>Total Hours: 15 hour</p>	<p><b>Senior Spring Semester</b></p> <p>Add 3 hours elective</p> <p>Delete: 3 hours approved elective</p> <p>Total Hours: 15 hours</p>

# TOURISM, BACHELOR OF SCIENCE

**Dr. Micheal Bradley, Department Head**  
 Williamson Hall, Room 119  
 (479) 964-3228  
 mbradley19@atu.edu

Our general tourism degree offers unparalleled flexibility, allowing students to tailor their education to their specific preferences and career aspirations. Many students pursue business courses to fulfill entrepreneurial goals, while others delve into ecology and law enforcement courses to pursue careers as park rangers. Additionally, students interested in higher education administration can take courses in student affairs to further their careers in academia.

In addition to these customizable pathways, we offer specialized certificates and minors to enrich your educational journey. For instance, our Minor in Hospitality Administration provides non-majors with foundational knowledge in hospitality management, complemented by advanced courses in tourism management.

Arkansas Tech University's Tourism Program emphasizes practical knowledge and hands-on experience to prepare students for various career paths within the tourism industry. Whether you're aiming to specialize in hospitality, pursue opportunities in ecotourism, or advance in higher education administration, our program equips you with the skills needed to thrive in this dynamic field.

Graduates of our program find rewarding career opportunities in diverse settings such as hospitality management, ecotourism, national park services, campus recreation, municipal recreation, outdoor recreation, destination marketing, event planning, tourism agencies, and more. Join us and become part of a community dedicated to driving innovation and making a positive impact in the vibrant world of tourism.

## Curriculum

Course	Title	Hours	Completed
<b>Freshman</b>			
<b>Fall</b>			
ENGL 1013	Composition I <sup>1</sup>	3	_____
RP 1013	Principles of Tourism	3	_____
SCIL 1XXX	Science with Laboratory <sup>1</sup>	4	_____
TECH 1001	Orientation to the University	1	_____
USHG 1XXX	U.S. History and Government <sup>1</sup>	3	_____
		<b>Hours</b>	<b>14</b>
<b>Spring</b>			
ENGL 1023	Composition II	3	_____
MATH 1003	College Mathematics <sup>1</sup>	3	_____
RP 2033	Leadership in Experience Industries	3	_____

SCIL 1XXX	Science with Laboratory <sup>1</sup>	4	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
		<b>Hours</b>	<b>16</b>
<b>Sophomore</b>			
<b>Fall</b>			
ENGL 2053	Technical Writing	3	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____
HA 2133 or RP 2133	Introduction to Travel and Tourism or Introduction to Travel and Tourism	3	_____
<del>LEAD 2001</del>	<del>Introduction to Library Resources</del>	<del>1</del>	_____
<del>PSY 2000</del>	<del>General Psychology</del>	<del>3</del>	_____
RP 2003	Events and Experience Management	3	_____
		<b>Hours</b>	<b>16</b>
<b>Spring</b>			
<del>QUAD 2003</del>	<del>Business Information Systems</del>	<del>2</del>	_____
COMM 2003	Public Speaking	3	_____
RP 2112	Introduction to Professional Practice	2	_____
RP 2113	Global Perspectives of Tourism	3	_____
<del>Approved Elective<sup>2</sup></del>		<del>3</del>	_____
		<b>Hours</b>	<b>14</b>
<b>Junior</b>			
<b>Fall</b>			
ACCT 2033 or ECON 2003 or ECON 2013	Fundamental Accounting Concepts or Principles of Macroecon or Principles of Microecon	3	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____
HA 2063	Guest Relations	3	_____
HA 3013	Tourism Marketing	3	_____
RP 3133	Tourism Planning	3	_____
		<b>Hours</b>	<b>15</b>

*Elective<sup>2</sup>*  
*SS 1XXX<sup>1</sup>*  
*Social Science Course<sup>1</sup>*

*Elective<sup>2</sup>*

<b>Spring Elective<sup>2</sup></b>			<b>6</b>
HA 3113 or RP 3113	Talent Acquisition and Management or Talent Acquisition and Management	3	_____
HA 3183	Catering and Event Management	3	_____
HA 4093 or RP 4093	Resort and Club Management or Resort and Club Management	3	_____
<del>Approved Elective<sup>2</sup></del>			<del>6</del>
<b>Hours</b>		<b>15</b>	
<b>Senior Fall Elective<sup>2</sup></b>			<b>6</b>
RP 3043	Developing Professional Practices	3	_____
RP 4023	Tourism Research	3	_____
HA 4033	Legal Aspects of Tourism	3	_____
<del>Approved Elective<sup>2</sup></del>			<del>5</del>
<del>Approved Elective<sup>3</sup></del>			<del>1</del>
<b>Hours</b>		<b>15</b>	
<b>Spring Elective<sup>2</sup></b>			<b>3</b>
RP 3403	Experience Industry Finance Management	3	_____
RP 4119	Mastery in Professional Practice	9	_____
<del>Approved Elective<sup>2</sup></del>			<del>3</del>
<b>Hours</b>		<b>15</b>	
<b>Total Hours</b>		<b>120</b>	

- 7.02 The ability to design, implement, and evaluate services that facilitate targeted human experience and that embrace personal and cultural dimensions of diversity.
- 7.03 Entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions.
- 7.04 The potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

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

<sup>2</sup> Complete 2000 - 4000 level hospitality or recreation and park elective.

<sup>3</sup> Complete 3000 - 4000 level hospitality or recreation and park elective.

*Must have 40 hours 3000-4000 level courses*

## Learning Outcomes

Council on Accreditation for Parks, Recreation, Tourism, and Related Professions

Students graduating from the program shall demonstrate:

- 7.01a Entry-level knowledge about the nature and scope of the relevant park, recreation, tourism, or related professions and their associated industries.
- 7.01b Entry-level knowledge about techniques and processes used by professionals and workers in these industries.
- 7.01c Entry-level knowledge about the foundation of the profession in history, science, and philosophy.

# DEGREE AUDIT CHECK LIST

## (BS-TOU) Tourism

2024-25 ~~2025-26~~

Date		
Grade Point	Graduation Date	
<b>General Education Requirements</b>		<b>Hrs</b>
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
Soc Sci		3
<b>TOTAL GEN ED HOURS</b>		33 <del>30</del>
Electives		
(400) 22		
<b>TOTAL ELECTIVE HOURS</b>		<del>0</del>

Student's Name		
T#		
<b>Major Requirements</b>		<b>Hrs</b>
HA	2063 3013 3183 4033	
RP	1013 2003 2033 2112 2113	
	3043 3133 3403 4023 4119	
HA/RP	2133 3113 4093	56
	( <del>14 hrs 2000-4000</del> ) ( <del>4 hrs 3000-4000</del> )	<del>74</del>
<del>BUAD</del>	<del>2003</del>	<del>3</del>
COMM	2003	3
ENGL	2053	3
<del>LBMD</del>	<del>2001</del>	<del>1</del>
<del>PSY</del>	<del>2003**</del>	<del>3</del>
	ACCT 2033 or ECON 2003 or 2013	3
		65
<b>TOTAL MAJOR HOURS</b>		<del>90</del>
<b>TOTAL HOURS</b>		

**Final Check:**                      Min. hours required 120                      Earned Hrs \_\_\_\_\_

                                                 46 hours upper level \_\_\_\_\_ thru \_\_\_\_\_                      minus P/C HRS \_\_\_\_\_

                                                 # of "D" hours \_\_\_\_\_ thru \_\_\_\_\_                      to be completed \_\_\_\_\_

                                                 Max activity hours 4 \_\_\_\_\_                      **TOTAL** \_\_\_\_\_

\*\* Satisfying Gen Ed

◆ Satisfying Institutional Requirement

# C or better must be earned for Gen Ed





# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
Department of Agriculture & Tourism	6/27/2024

Title	Signature	Date
Department Head Dr. Michael Bradley	<i>Michael Bradley</i>	6/27/2024
Dean Dr. Tracy Cole	<i>Kevin Mason</i>	6/28/24
Assessment Dr. Christine Austin	<i>Amanda Gardner</i>	7/23/24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/16/24
Graduate College (if appropriate) Not Applicable		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:  
Bachelor of Science in Tourism,

# LETTER OF NOTIFICATION

## Curriculum Revision

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

### Required Information:

- 1. Current degree title:** Bachelor of Science in Tourism
- 2. Current degree code:** 3260
- 3. Current CIP code:** 52.0903
- 4. % online (if applicable):** 25%
- 5. Current curriculum:** Please find Tourism, Bachelor of Science curriculum attached.
- 6. Proposed curriculum. If adding a new course, include new course description.**

Create an emphasis option within Bachelor of Science in Tourism titled: Bachelor of Science in Tourism, Natural Resources Management Emphasis.

Outlined below are changes to the Bachelor of Science in Tourism (core program) to add an emphasis in Natural Resource Management. Much of the required changes reflect courses required to allow graduates to be eligible to apply for federal and state job series in the areas of natural resources, forestry, etc.

<b>Semester 1 Freshman Fall</b>	<b>Hours</b>
ENGL 1013 Composition I	3
RP 1013 Principles of Tourism	3
BIOL 2124 Botany	4
Tech 1001 Orientation to the University	1
USHG 1XXX US History/Government	3
<b>Total Semester Hours</b>	<b>14</b>
<b>Semester 2 Freshman Spring</b>	<b>Hours</b>
ENGL 1023 Composition II	3
MATH 1003 College Mathematics (MATH 1003)	3
RP 2033 Leadership in Experience Industries	3
SCIL 1XXX Science with Lab (Preferred BIOL 2134 Zoology)	4
SS 1XXX Social Sciences	3
<b>Total Semester Hours</b>	<b>16</b>
<b>Semester 3 Sophomore Fall</b>	<b>Hours</b>
ENGL 2053 Technical Writing	3
FAH 1XXX Fine Arts & Humanities	3
RP 3023 Camp Administration	3

Elective	1
GEOG 2833 Introduction to Geographic Information Systems	3
RP 2013 Open Space Management	3
<b>Total Semester Hours</b>	16
<b>Semester 4 Sophomore Spring</b>	<b>Hours</b>
GEOG 3403 GIS II – Planning Applications	3
COMM 2003 Public Speaking	3
RP 2112 Introduction to Professional Practices	2
RP 3053 Natural Resource Management	3
SS IXXX Social Science Course	3
<b>Total Semester Hours</b>	14
<b>Semester 5 Junior Fall</b>	<b>Hours</b>
RP 3063 Outdoor Education	3
FAH 1XXX Fine Arts & Humanities	3
RP 3043 Developing Professional Practice	3
RP 1993 Basic Forest Firefighting	3
RP 3993 Wildlife Fire Practices in Natural Resource Management	3
<b>Total Semester Hours</b>	15
<b>Semester 6 Junior Spring</b>	<b>Hours</b>
RP 2023 Trail Planning and Management	3
RP 3093 Interpretive Methods	3
RP 4053 Water Resource Development	3
Electives	6
<b>Total Semester Hours</b>	15
<b>Semester 7 Senior Fall</b>	<b>Hours</b>
RP 4063 Park Management	3
RP 4023 Tourism Research	3
RP 3034 Master Planning for Parks and Tourism	4



Electives	5
	0
<b>Total Semester Hours</b>	15
<b>Semester 8 Senior Spring</b>	<b>Hours</b>
RP 4043 Field Seminar in Interpretive Methods	3
RP 4119 Mastery in Professional Practices	9
Electives	3
	*
<b>Total Semester Hours</b>	15
<b>Total Degree Hours</b>	<b>120</b>

**7. Effective date, term, and academic year.**

Fall Semester, 2025

**8. Reason for change.**

The original intent was to transfer the natural resource management option/emphasis when the two degrees (BS Hospitality & BS Recreation & Park Administration) combined into the BS in Tourism. The paperwork for the Natural Resource Management emphasis was not included at that time (accidental omission). This submission is to correct that error.

Emphasis and courses included in the emphasis align with federal and state job requirements. This allows students to apply for various positions within different agencies that required a natural resources degree title and/or specific coursework within the degree.

The SLOS for the courses and the tourism degree will not change.

**Information to Support Natural Resource Credentials for Students**

Outdoor Recreation Growth Outpacing Domestic Growth

<https://www.outsideonline.com/outdoor-adventure/environment/outdoor-recreation-now-contributes-more-than-1-trillion-to-u-s-economy/>

Outdoor Industry is 1 Trillion Economy

<https://thedaily.outdoorretailer.com/news/brands-and-retailers/outdoor-industry-contributes-more-than-1-trillion-to-us-economy/>

Arkansas Tourism News:

<https://talkbusiness.net/2024/04/officials-say-arkansas-tourism-strategy-should-play-to-its-outdoors-strength/>

Boosting Outdoor Economy:

<https://www.axios.com/local/nw-arkansas/2023/12/14/natural-state-report-recommendations-outdoor-economy>

### Expanding Outdoor Recreation:

<https://naturalresources.house.gov/news/documentsingle.aspx?DocumentID=415832>

### Develop Arkansas Outdoor Economy

[https://www.magnoliareporter.com/sports/outdoors/article\\_f460b038-90fa-11ee-bf02-6bb9c0269e4b.html](https://www.magnoliareporter.com/sports/outdoors/article_f460b038-90fa-11ee-bf02-6bb9c0269e4b.html)

### Natural State Initiative: Outdoor Economy

<https://katv.com/news/local/natural-state-initiative-outdoor-advisory-council-led-by-arkansas-first-gentleman-chairman-bryan-sanders-issues-new-recommendations-governor-sarah-huckabee-sanders-department-parks-heritage-tourism-secretary-shea-lewis-delta-recreation-economy-hospitality>

### Arkansas Outdoor Economy Summit

<https://boatingindustry.com/top-news/2023/12/12/arkansas-hosts-outdoor-economy-summit/>

### Outdoor Recreation Economic Impact in Arkansas

<https://www.arkansasbusiness.com/article/outdoor-recreation-accounts-for-2-5-of-arkansas-gdp/>

# TOURISM, BACHELOR OF SCIENCE

## Dr. Micheal Bradley, Department Head

Williamson Hall, Room 119

(479) 964-3228

mbradley19@atu.edu

Our general tourism degree offers unparalleled flexibility, allowing students to tailor their education to their specific preferences and career aspirations. Many students pursue business courses to fulfill entrepreneurial goals, while others delve into ecology and law enforcement courses to pursue careers as park rangers. Additionally, students interested in higher education administration can take courses in student affairs to further their careers in academia.

In addition to these customizable pathways, we offer specialized certificates and minors to enrich your educational journey. For instance, our Minor in Hospitality Administration provides non-majors with foundational knowledge in hospitality management, complemented by advanced courses in tourism management.

Arkansas Tech University's Tourism Program emphasizes practical knowledge and hands-on experience to prepare students for various career paths within the tourism industry. Whether you're aiming to specialize in hospitality, pursue opportunities in ecotourism, or advance in higher education administration, our program equips you with the skills needed to thrive in this dynamic field.

Graduates of our program find rewarding career opportunities in diverse settings such as hospitality management, ecotourism, national park services, campus recreation, municipal recreation, outdoor recreation, destination marketing, event planning, tourism agencies, and more. Join us and become part of a community dedicated to driving innovation and making a positive impact in the vibrant world of tourism.

## Curriculum

Course	Title	Hours	Completed
<b>Freshman</b>			
<b>Fall</b>			
ENGL 1013	Composition I <sup>1</sup>	3	_____
RP 1013	Principles of Tourism	3	_____
SCIL 1XXX	Science with Laboratory <sup>1</sup>	4	_____
TECH 1001	Orientation to the University	1	_____
USHG 1XXX	U.S. History and Government <sup>1</sup>	3	_____
<b>Hours</b>		<b>14</b>	
<b>Spring</b>			
ENGL 1023	Composition II	3	_____
MATH 1003	College Mathematics <sup>1</sup>	3	_____
RP 2033	Leadership in Experience Industries	3	_____
SCIL 1XXX	Science with Laboratory <sup>1</sup>	4	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
<b>Hours</b>		<b>16</b>	
<b>Sophomore</b>			
<b>Fall</b>			
ENGL 2053	Technical Writing	3	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____
HA 2133 or RP 2133	Introduction to Travel and Tourism or Introduction to Travel and Tourism	3	_____
LBMD 2001	Introduction to Library Resources	1	_____
PSY 2003	General Psychology	3	_____
RP 2003	Events and Experience Management	3	_____
<b>Hours</b>		<b>16</b>	
<b>Spring</b>			
BUAD 2003	Business Information Systems	3	_____
COMM 2003	Public Speaking	3	_____

RP 2112	Introduction to Professional Practice	2	_____
RP 2113	Global Perspectives of Tourism	3	_____
Approved Elective <sup>2</sup>		3	
<b>Hours</b>		<b>14</b>	
<b>Junior</b>			
<b>Fall</b>			
ACCT 2033 or ECON 2003 or ECON 2013	Fundamental Accounting Concepts or Principles of Macroeconomics or Principles of Microeconomics	3	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____
HA 2063	Guest Relations	3	_____
HA 3013	Tourism Marketing	3	_____
RP 3133	Tourism Planning	3	_____
<b>Hours</b>		<b>15</b>	
<b>Spring</b>			
HA 3113 or RP 3113	Talent Acquisition and Management or Talent Acquisition and Management	3	_____
HA 3183	Catering and Event Management	3	_____
HA 4093 or RP 4093	Resort and Club Management or Resort and Club Management	3	_____
Approved Elective <sup>2</sup>		6	
<b>Hours</b>		<b>15</b>	
<b>Senior</b>			
<b>Fall</b>			
RP 3043	Developing Professional Practices	3	_____
RP 4023	Tourism Research	3	_____
HA 4033	Legal Aspects of Tourism	3	_____
Approved Elective <sup>2</sup>		5	
Approved Elective <sup>3</sup>		1	
<b>Hours</b>		<b>15</b>	
<b>Spring</b>			
RP 3403	Experience Industry Finance Management	3	_____
RP 4119	Mastery in Professional Practice	9	_____
Approved Elective <sup>3</sup>		3	
<b>Hours</b>		<b>15</b>	
<b>Total Hours</b>		<b>120</b>	

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

<sup>2</sup> Complete 2000 - 4000 level hospitality or recreation and park elective.

<sup>3</sup> Complete 3000 - 4000 level hospitality or recreation and park elective.

## Learning Outcomes

Council on Accreditation for Parks, Recreation, Tourism, and Related Professions

Students graduating from the program shall demonstrate:

- 7.01a Entry-level knowledge about the nature and scope of the relevant park, recreation, tourism, or related professions and their associated industries.
- 7.01b Entry-level knowledge about techniques and processes used by professionals and workers in these industries.
- 7.01c Entry-level knowledge about the foundation of the profession in history, science, and philosophy.

- 7.02 The ability to design, implement, and evaluate services that facilitate targeted human experience and that embrace personal and cultural dimensions of diversity.
- 7.03 Entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions.
- 7.04 The potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

# TOURISM, BACHELOR OF SCIENCE

*Natural Resource Management Emphasis*

Tourism, Bachelor of Science

## Curriculum

Course	Title	Hours
<b>Freshman</b>		
<b>Fall</b>		
✓ ENGL 1013	Composition I <sup>1</sup>	3
✓ RP 1013	Principles of Tourism	3
✓ <del>SCIL 1XXX</del>	Science with Laboratory <sup>1</sup> <i>BIOL 2124'</i>	4
✓ TECH 1001	Orientation to the University	1
✓ USHG 1XXX	U.S. History and Government <sup>1</sup>	3
<b>Hours</b>		<b>14</b>
<b>Spring</b>		
✓ ENGL 1023	Composition II	3
✓ MATH 1003	College Mathematics <sup>1</sup>	3
✓ RP 2033	Leadership in Experience Industries	3
✓ <del>SCIL 1XXX</del>	Science with Laboratory <sup>1</sup> <i>BIOL 2134'</i>	4
✓ SS 1XXX	Social Science Courses <sup>1</sup>	3
<b>Hours</b>		<b>16</b>
<b>Sophomore</b>		
<b>Fall</b>		
✓ ENGL 2053	Technical Writing	3
✓ FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3
✓ <del>HA 2103</del>	Introduction to Travel and Tourism	3
or RP 2133	or Introduction to Travel and Tourism	3
✓ <del>LBMD 2067</del>	Introduction to Library Resources	3
✓ <del>PSY 2069</del>	General Psychology	3
✓ <del>RP 2003</del>	Events and Experience Management	3
<b>Hours</b>		<b>16</b>
<b>Spring</b>		
✓ <del>BUSD 2002</del>	Business Information Systems	3
✓ COMM 2003	Public Speaking	3
✓ RP 2112	Introduction to Professional Practice	2
✓ <del>RP 2113</del>	Global Perspectives of Tourism	3
✓ Approved Elective <sup>2</sup>	<i>SS 1XXX Social Science Course</i>	3
<b>Hours</b>		<b>14</b>
<b>Junior</b>		
<b>Fall</b>		
✓ <del>ACGT 2033</del>	Fundamental Accounting Concepts	3
or ECON 2003	or Principles of Macroeconomics	3
or ECON 2013	or Principles of Microeconomics	3
✓ FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3
✓ <del>HA 2063</del>	Guest Relations	3
✓ HA 3013	Tourism Marketing	3
✓ RP 3133	Tourism Planning	3
<b>Hours</b>		<b>15</b>
<b>Spring</b>		
✓ <del>HA 3113</del>	Talent Acquisition and Management	3
or RP 3113	or Talent Acquisition and Management	3
✓ <del>HA 3183</del>	Catering and Event Management	3
✓ <del>HA 4093</del>	Resort and Club Management	3
or RP 4093	or Resort and Club Management	3
✓ Approved Elective <sup>2</sup>		6
<b>Hours</b>		<b>15</b>
<b>Senior</b>		
<b>Fall</b>		
✓ <del>RP 3043</del>	Developing Professional Practices	4

✓ RP 4023	Tourism Research	3
✓ <del>HA 4033</del>	Legal Aspects of Tourism	3
Approved Elective <sup>2</sup>		5
Approved Elective <sup>3</sup>		3
<b>Hours</b>		<b>15</b>
<b>Spring</b>		
✓ <del>RP 3403</del>	Experience Industry Finance Management	3
✓ RP 4119	Mastery in Professional Practice	9
Approved Elective <sup>3</sup>		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

- 1 See appropriate alternatives or substitutions in "General Education Requirements (https://catalog.atu.edu/undergraduate/general-education-requirements/)".
  - 2 Complete 2000 - 4000 level hospitality or recreation and park elective.
  - 3 Complete 3000 - 4000 level hospitality or recreation and park elective.
- 2 Suggested Electives*

## Learning Outcomes

Council on Accreditation for Parks, Recreation, Tourism, and Related Professions

Students graduating from the program shall demonstrate:

- 7.01a Entry-level knowledge about the nature and scope of the relevant park, recreation, tourism, or related professions and their associated industries.
- 7.01b Entry-level knowledge about techniques and processes used by professionals and workers in these industries.
- 7.01c Entry-level knowledge about the foundation of the profession in history, science, and philosophy.
- 7.02 The ability to design, implement, and evaluate services that facilitate targeted human experience and that embrace personal and cultural dimensions of diversity.
- 7.03 Entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions.
- 7.04 The potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

# DEGREE AUDIT CHECK LIST

(BS-TOU) Tourism *Natural Resource Management*  
 2024-25 ~~2025-26~~ *Emphasis*

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
<i>Soc Sci</i>		<i>3</i>
<b>TOTAL GEN ED HOURS</b>		<del>33</del> <i>30</i>
Electives		
<i>1</i>		
<i>6</i>		
<i>5</i>		
<i>3</i>		<i>15</i>
<b>TOTAL ELECTIVE HOURS</b>		<del>0</del>

Student's Name		
T#		
Major Requirements		Hrs
<del>HA</del>	<del>2063 3013 3183 4033</del> <i>2023 3093 4053</i>	
RP	1013 2003 2033 2112 2113 <i>3023 2013 1993</i>	
	3043 3183 3403 4023 4119 <i>3053 3063 3993</i>	
<del>HA/RP</del>	<del>2133 3113 4093</del> <i>4063 3034 4003</i>	
	(14 hrs <del>2000-4000</del> ) (4 hrs <del>3000-4000</del> )	<del>74</del> <i>60</i>
<del>BUAD</del>	<del>2003</del>	<del>3</del>
COMM	2003	3
ENGL	2053	3
<del>LBMD</del>	<del>2001</del>	<del>1</del>
<del>PSY</del>	<del>2003**</del>	<del>3</del>
	<del>ACCT 2033 or ECON 2003 or 2013</del>	<del>3</del>
<i>GEOG</i>	<i>2833 3403</i>	<i>6</i>
<b>TOTAL MAJOR HOURS</b>		<del>90</del> <i>72</i>
<b>TOTAL HOURS</b>		

Final Check:

Min. hours required 120  
 46 hours upper level \_\_\_\_\_ thru \_\_\_\_\_  
 # of "D" hours \_\_\_\_\_ thru \_\_\_\_\_  
 Max activity hours 4 \_\_\_\_\_

Earned Hrs \_\_\_\_\_  
 minus P/C HRS \_\_\_\_\_  
 to be completed \_\_\_\_\_  
**TOTAL** \_\_\_\_\_

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







# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	03/07/2024

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	03/07/2024
Dean	<i>Jim Hutch</i>	3/7/24
Assessment	<i>Amanda Gardner</i>	7/22/24
Registrar	<i>Yammy Wilmore</i>	7/15/24
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	1491	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Pickleball		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Pickleball		

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

Yes  No

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

If so, list course subject and number.  Yes  No

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

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

Elective  Major  Minor

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

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

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

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

Answer the following Assessment questions:

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

According to Sports & Fitness Industry Association (SFIA) Topline Participation Report, Pickleball continues to grow in popularity and remains the fastest-growing sport in America. Participation nearly doubled in 2022, increasing by 85.7% year-over-year and by an astonishing 158.7% over three years.

Pickleball grew in 2021 to 4.8 million players in the US, according to the 2022 Sports & Fitness Industry Association (SFIA) Single Sport Report on Pickleball. SFIA is the premier trade association for top brands, manufacturers, retailers and marketers in the American sporting goods and fitness

industry. This 14.8% growth from 2020 to 2021 follows on the heels of 21.3% growth the previous year and contributes to a 11.5% average annual growth rate over the past 5 years.

- Of the 4.8 million Total participants, 3.5 million were “Casual” players who play 1-7 times a year
- 1.4 million were “Core” players who play 8 or more times a year
- While the number of Core participants did not grow from 2020 to 2021, Casual players grew by 22% ● 60% of total participants are men and 40% are women; with a slightly faster rate of growth among women
- The average age for all players continues to drop, to 38.1 years old in 2021, a decrease of 2.9 years from 2020 ● The average age of Core players is 47.9 and Casual players 34.3 years old
- 52% of Core players are 55 or older while 79% of Casual players are 54 or younger
- Growth of total participants from 2020 to 2021 was the fastest among players under 24 years of age (21%)
- Annual growth among players 55 and older was a more modest 10%
- The SFIA US regions with the largest number of Total participants were:
  - South Atlantic (FL, GA, SC, NC, VA, WV, DC) = 1,087,000
  - East North Central (WI, MI, IL, OH, IN) = 801,000
  - Pacific (CA, OR, WA) = 780,000
  - Mid-Atlantic (NJ, NY, PA, WV) = 675,000
  - These four regions account for 69 % of players
- The region with the highest rate of growth is the West North Central (IA, KS, MN, MO, NE, ND, SD) at 30% year-over-year (245,000 to 318,000)
- Growth is lagging in the East South Central region (AL, KY, MS, TN) with the smallest number of players (151,000) the lowest percent of total population participating (0.9%) and a modest but above average annual growth rate (14%)
- 61% of players live east of the Mississippi River
- The 4.8 million Total pickleball participants represent 1.6% of the US population of 305M people ages 6+: demonstrating the tremendous potential for further growth of the sport.

2023 Sports, Fitness, and Leisure Activities Topline Participation Report. Available online at: [Sports & Fitness Industry Association \(SFIA\) \(membersuite.com\)](#)

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](http://www.atu.edu/registrar/curriculum_forms.php).

# PE 1491 Pickleball

## Instructor Information:

Name:

Office Hours:

Email:

Phone:

## Academic Credit:

One (1) Credit Hour

## Catalog Description:

Designed for beginning pickleball players. The student will learn terminology, fundamental skills, rules of both singles and doubles play, and develop gameplay strategies associated with singles and doubles play.

## Required Text: None

- All students are required to **dress in appropriately** for physical activity. **Athletic shoes** (no sandals or boots will be allowed on the gym floor) and modest clothing are **required**. You are encouraged to bring water or sports drinks during class. No jewelry.
- Be aware that this is an activity course so serious injury or even death could occur.

## Justification/Rationale:

To promote the value of extracurricular activities and to encourage students to enjoy the game of pickleball. This game will help improve aerobic capacity and promote an active lifestyle.

## Course Objectives:

Students who successfully complete this course will be able to demonstrate the following:

1. Proficiency and consistency in basic pickleball strokes, including the serve, groundstroke, and volley.
2. Understanding of the scoring system.
3. Basic understanding of court positioning.
4. Understanding of terminology, rules, etiquette, and safety of game.
5. Application of basic singles and doubles gameplay strategy.
6. An appreciation of the past, present and future of the game.

## Materials:

Tennis Shoes will be worn at all times on tennis/pickleball courts. No sandals or boots will be permitted. Athletic attire is strongly recommended. Pickleball paddles and ball will be provided.

### **Assessment Methods:**

- A. **Participation:** 10 points per day are possible. A large portion of the grade (59%) is derived from students' daily active participation in the class. Students need to actively participate in all class activities to earn credit toward the participation portion of their grade
- B. **Skill Test:** 100-point skill test to demonstrate knowledge of basic shots and gameplay strategies.
- C. **Written Test:** 100-point written test to show mastery of scoring and understanding of sport from a historical and practical perspective.

### **Grading:**

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 59 = F

### **Attendance:**

Three unexcused absences are permitted during the semester. The student is responsible for any missed assignments while absent. After the third unexcused absence, the student's final grade will be lowered one letter grade for each subsequent absence.

### **Course Content:**

- A. **Pickleball Overview**
  - 1. History of the Game
  - 2. The Pickleball Court
  - 3. Tools of the Trade
  - 4. Court Etiquette
- B. **Shots and Skills**
  - 1. Scoring
  - 2. Ground Strokes
  - 3. Volleys and Dinks
  - 4. Serve and Serve Return
  - 5. Third ball and Net Transition

Students are expected to exhibit appropriate conduct as outlined in the University policy regarding academic dishonesty/misconduct. The University's student rights policy will be followed. Students may file informal or formal complaints by following the academic grievance policies as outlined in the Student Handbook.



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science Department	7/29/24

Title	Signature	Date
Department Head	<i>Rockie Pederson</i>	07/30/2024
Dean	<i>Jim Lutz</i>	7/30/24
Assessment	<i>Amanda Gardner</i>	7/31/24
Registrar	<i>Jammy Luecke</i>	7/30/24
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:
RS	4119	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Mastery in Professional Practice		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
MASTERY PROFESSION PRACTICE		

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

Yes  No

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

If so, list course subject and number.  Yes  No

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

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- 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?  Rehab Science

If selected other list fee type:

Elective  Major  Minor

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

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

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

NO

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

NO

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- If this course is required for the major or minor, complete the following.
  - Provide the program level learning outcome(s) it addresses.  
All Therapeutic Recreation Program outcome measures
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    - Agency Supervisor Evaluation and Management Assignment
- What is the rationale for adding this course? What evidence demonstrates this need?  
Required by the National Council for Therapeutic Recreation Certification/NCTRC in order to be eligible to sit for the national Certified Therapeutic Recreation Specialist exam.



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

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

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

**ARKANSAS TECH UNIVERSITY**  
**Kinesiology and Rehabilitation Science Department**  
**RS/RP 4119**  
**Syllabus and Mastery in Professional Practice Manual**

RS/RP Mastery in Professional Practice. Fall, spring and summer semesters. Rehabilitation Science/Therapeutic Recreation majors only. Prerequisites: Senior standing, consent of department head and completion of all other courses applicable to degree. Placement in selected agency settings in student intern status under professional guidance of both agency supervisor and faculty. Emphasis will be placed on application of classroom theory to agency requirements which fulfill student's individual career interests. No prior experience credit will be granted. Minimum of 560 clock hours during a minimum of 14 weeks of supervised internship is required. Student cannot document more than 40 hours of work experience per week. A written report is required within two weeks of internship completion. ~~\$100 supervisor travel fee is required.~~

**INSTRUCTOR:**

Dr. Cathi McMahan, CTRS	1205 North El Paso	479-968-0385
	cmcmahan@atu.edu	

**ASSIGNMENTS:** In addition to regular work assigned by the internship agency, interns will be required to complete four assignments (pages 12-37), plus the final report (pages 38-43) to be submitted to the university internship supervisor. In addition students are required to submit a number of reports and evaluations which are not included in the calculation of the final grade for the course.

Assignments for the course were developed with the goal of allowing students to demonstrate their knowledge and ability in areas reflected by the accreditation standards and learning outcomes developed by the Council on Accreditation for Recreation, Parks, Tourism and Related Sciences. Students are encouraged to discuss and work with their host internship supervisor to develop assignments from which the student continues to learn and are of value to the host agency.

Students must earn a 2 (developing) or higher on assignments to pass the course. The grade awarded by the internship site is 60% of the final grade for the course. Most assignments are evaluated on a 0 – 4 scale, with a grade of 4 equivalent to an "A". A grade of 0 may result if an assignment is not completed, not completed in a timely fashion or is of exceptionally poor quality. Students who earn a 1 (novice) on the first submission of an assignment may revise and resubmit the assignment one time. Students who do not earn a 2 (developing) or higher on the second submission of an assignment will fail internship. Students who fail internship may be able to re-enroll the following semester.

**ELECTRONIC SUBMISSIONS:** All assignments should be emailed directly to the University Internship Supervisor. At the end of the internship students must submit a USB/Flashdrive containing all required assignments creating a complete record of the internship.

**WEEKLY REPORTS:** Student interns must complete and submit a weekly report, signed by the agency supervisor at the end of each week, to the university supervisor. Students are encouraged to discuss experiences and problems with the agency supervisor and the university supervisor.

**DAILY JOURNAL:** Students are not required to turn in a daily journal for grading. However, students are encouraged to keep a daily journal to provide a detailed record of each day's events and thoughts. The journal is a good place to record career thoughts and plans. While no points are awarded for the journal, a well-written journal can be used to enhance other assignments, especially the final report. In addition if some question were to arise about student activity or the host agency or organization, a detailed journal may be of use. The daily journal does not need to be submitted to the university instructor.

- RECREATION PROGRAM:** The intern will design, implement, and evaluate a recreation program. The internship supervisor and the university supervisor will approve the recreation program. **The program should not be implemented or presented until both the university and the agency approve the program.** The program is to be something that can be implemented or used by the agency. The outline and evaluation criteria for the program can be found on pages 12-32 of this manual. A chapter of the final report will be devoted to the internship program. A copy of both the final report and the program will remain on file at the university and will also be made available to the agency.
- MANAGEMENT REPORT:** Write an report that describes the agency and its mission(s), how the mission is accomplished, and the major population segments served. Include organization charts, budget, operational manuals, strategic planning, and board of directors or advisory boards. The outline and evaluation rubric are on pages 33-38.
- FINAL REPORT:** Student interns are ***required*** to ***complete*** and ***submit*** a final written report within two weeks of the completion of the internship. The outline for the final report can be found on pages 39-44 of this manual.
- GRADING** Internship grade will be based on:
- Agency evaluation of intern (60% of final grade)
    - ***Student must receive a mean score of two or above on final agency four point evaluation of the internship***
  - Student's final written report and assignments (40% of final grade)
    - ***Student must score at least a "2" (developing) or higher on each assignment out of a possible 4.***
- The internship is not considered complete until all required reports/forms/evaluations and internship CD are submitted to faculty advisor.
- LATE POLICY** Assignments and papers are due in the instructor's office by 4:30 pm on the day designated by the instructor. Late assignments will not be accepted.
- CHEATING** Students caught cheating will receive an "F" on the project or assignment. Students may be asked to provide proof of original work such as working notes and earlier drafts if there is a question of cheating or plagiarism. Additional action may be taken by the university. See the student handbook.
- PLAGIARISM** Plagiarism is copying and claiming as one's own the words or work of another without giving credit to the original author (Random House Webster's, 1998). Students caught plagiarizing will receive an "F" for the

assignment. Additional action may be taken by the university. Refer to the ATU student handbook.

The internship experience is a three-way partnership including the student, the university, and the agency hosting the intern.

## UNIVERSITY ROLES AND RESPONSIBILITIES

The University will be the focal point for the internship experience because it is through the coordinating efforts of the university that the students are screened, processed, placed, monitored, and evaluated. The responsibilities of the university shall include, but not be limited to:

1. Assessing potential internship settings in relation to students' professional goals.
2. Continually reviewing, updating and maintaining a list of potential internship sites for students.
3. Establishing a knowledgeable working relation with the agency.
4. Completing and signing Memo of Agreement for internship.
5. Supervising, evaluating, advising and observing students (when possible) during the internship.
6. Maintaining regular contact with the student and the site supervisor via phone or correspondence.
7. Evaluating the completed internship experience with the student.
8. Evaluating the agency or institution providing the internship experience.
9. Providing written policies and procedures regarding internships.
10. Providing a copy of the Arkansas Tech University Recreation and Park Administration Internship Manual to the agency supervisor.
11. Providing the agency supervisor with any additional requested information.

# STUDENT'S ROLES AND RESPONSIBILITIES

The student's responsibilities shall include:

1. Receiving, knowing and following the internship course syllabus/outline and internship manual, including purpose, goals and objectives.
2. Following up and contacting the approved site supervisor to make arrangements for the internship and providing any additional documentation needed.
3. Maintaining contact as agreed upon with the internship supervisor.
4. Completing and submitting records, reports, and assignments to the agency supervisor and faculty supervisor, on time, during the internship.
5. Completing a self-evaluation, as well as evaluating the internship experience and the college/university internship program.
6. Familiarizing him or her with and following the agency's policies and procedures.
7. Maintaining confidentiality.
8. Providing quality service to the agency and its patrons in a professional manner.
9. Maintaining a positive attitude, open mind and willingness to learn.
10. Seeking opportunities to learn beyond the internship requirements (i.e., volunteer work, attending professional meetings/conferences, discussions with professionals, reading, etc.)
11. Evaluating self, identifying strengths and limitations, and developing action plans for improving areas of weaknesses and strengths. This action plan is Chapter V of the final written report.
12. Reading professional journals, manuscripts and books, on or related to your profession. Visiting web sites of professional associations related to your emphasis area.
13. Keeping abreast of local, state, regional, and national issues and concerns.
14. Ensuring that the host agency and internship supervisor has received a copy of the internship manual.
15. Ensuring that the host agency and internship supervisor has received all needed or desired information from the university.

## HOST AGENCY ROLES AND RESPONSIBILITIES

**Agency roles responsibilities are listed with the Memo of Understanding on page 49 of the Internship Manual.**



# INTERNSHIP SCHEDULE

- \_\_\_\_\_ Resume
- \_\_\_\_\_ Internship proposal
- \_\_\_\_\_ Agency Data Sheet
- \_\_\_\_\_ Current Certification in CPR
- \_\_\_\_\_ Current Certification in First Aid
- \_\_\_\_\_ Initial Student Self Evaluation
- \_\_\_\_\_ Memo of Understanding
- \_\_\_\_\_ Student Personal Data Sheet
- \_\_\_\_\_ Agency Acknowledgement Signature (Page 48)

Six weeks prior to internship

Two weeks prior to internship

Weekly reports (each signed by Agency Supervisor)

\_\_\_\_\_ Week 1

\_\_\_\_\_ Week 2  
Schedule site visit with faculty

\_\_\_\_\_ Week 3

\_\_\_\_\_ Week 4 (Design recreation program, 15% of University grade \_\_\_\_\_)

\_\_\_\_\_ Week 5

\_\_\_\_\_ Week 6 (Implement program, 15% of University grade \_\_\_\_\_)

\_\_\_\_\_ Week 7 (Evaluate program, 15% of University grade \_\_\_\_\_)

\_\_\_\_\_ Student's Mid Term Evaluation

\_\_\_\_\_ Week 8

\_\_\_\_\_ Week 9

\_\_\_\_\_ Week 10 (Management assignment, 15% of University grade \_\_\_\_\_)

\_\_\_\_\_ Week 11

\_\_\_\_\_ Week 12

\_\_\_\_\_ Week 13

\_\_\_\_\_ Week 14 (Student's Final Report, 40% of University grade \_\_\_\_\_)

- \_\_\_\_\_ Student's Final Self Evaluation
- \_\_\_\_\_ Student's Final Report \_\_\_\_\_
- \_\_\_\_\_ Student's Evaluation of Internship
- \_\_\_\_\_ Recreation & Park Major Exit Survey
- \_\_\_\_\_ Agency Final Evaluation (60% of final internship grade)

(due within 2 weeks after completing work)

ATU Grade \_\_\_\_\_  
Agency Grade \_\_\_\_\_  
Final Grade \_\_\_\_\_

# Assignments to be completed during Internship

## Assignment #1

### Therapeutic Recreation Program

**This assignment should be completed by the end of the fourth week of your internship.**

This is the first in a series of assignments in which students will demonstrate their ability to design, implement, and evaluate a recreation program. All of the assignments related to the design and implementation of the recreation program should be developed in cooperation with your agency supervisor. This program design assignment must be approved by both your agency internship supervisor and your university internship supervisor before moving to the next assignment in the series, Implementation. Failure to gain approval from both supervisors before implementation may mean that you will need to go through the implementation process again after the program is approved.

**The program design should be turned in with the 4th weekly report. It must be approved and signed off by your agency supervisor.** This assignment will be graded by your University internship supervisor with input from your agency supervisor.

Some examples of recreation programs (Jordan, 2010):

- Sports and games
- Fitness and wellness activities
- Aquatics
- Dance, music, drama
- Arts and crafts
- Environmental activities
- Interpretive programs
- Adventure education
- Extreme sports
- Travel and tourism
- Social recreation activities such as board games, mixers, picnics, parties
- Hobbies
- Educational activities such as book clubs, debates, creative writing, visiting museums
- Setting up exhibits
- Leisure education
- Special events

The program should be original and something that might be used by the agency after the internship has been completed. It should not be developed with the idea that you will implement the program one time and then the program will be forgotten. Guidance in putting together programs can be found in the textbooks used for programming and outdoor education classes. Excellent examples of program plans in addition to the textbooks mentioned above can be found in the manuals for Projects WET, WILD, and Learning Tree as well as others. This program design assignment should be written in paragraph form and include the following components:

1. Provide a cover page with the program title, course number, your name, and a place for your supervisor to sign indicating his or her approval. Also indicate on the cover page when you plan to first implement or present the program. Remember to allow time for the university internship supervisor to approve the program.
2. Program title and description
  - Provide a catchy and creative title for the program. Provide a brief description that could be used in a flier or schedule posted to a kiosk listing a number of other programs.
3. Program's purpose
  - Describe the purpose of the program. Is it to educate visitors? Is it to improve safety? Is it to entertain? Is it to protect park resources? The purpose statement should also include a brief description about how the purpose will be accomplished. Once you have developed a brief statement on the purpose of the program move on to the next step.
4. Program goals and objectives
  - Goals are general statements about the outcomes of the program.
  - Objectives are specific statements about what participants will do, learn, experience, etc. during the program. Good objectives often follow the acronym SMART:
    - Specific: clearly state what needs to be achieved and how.
    - Measurable: How will you know the objective has been achieved and how well the objective has been achieved?
    - Achievable: The participants are capable of accomplishing the objective.
    - Realistic: There are adequate resources and time to achieve the objective.
    - Time scaled: The objective has a time limit or a specific time at which it will be achieved.
  - Example of a SMART Objective: At the end of the program, 90% or more of the program participants will be able to identify 90% or more of the birds portrayed in a set of 12 photographs of common backyard birds.
  - Each program should have one or two goals. Each goal should have two or three objectives.
  - The objectives provide the basis for the program evaluation assignment below. In the program evaluation assignment you will determine whether or not the program objectives were met.
5. Target audience
  - Describe the intended audience for the program. Consider participant characteristics and describe those that may be important to program design such as gender, age, medical conditions, how much experience participants have add with this or similar activities, how familiar participants are with each other, the abilities of the participants, cultural differences, and ethnicity (GAMEFACE) (Gilbertson, Bates, McLaughlin and Ewert, 2006). Will the participants be part of

any particular group? The target audience description must be more specific than a statement that the program is open to anyone who can attend.

#### 6. Program format

- Will the program be active or passive? An active program is one where a leader is provided. A passive program is where resources such as a basketball court or picnic pavilion are provided and then the participants conduct their own activity. Will the program be a workshop where participants work cooperatively to build or learn something or will the program be a lecture? Will the program be a travel program or be conducted in town? Will the program be a sports tournament, concert, or a guided hike?

#### 7. Equipment and supplies needed

- List and describe in detail the equipment and supplies needed for the program. Do not assume the person responsible for allocating and acquiring supplies will know that you need a room of a certain size and that it should be equipped with tables and chairs. Make sure you include in your list details such as how many, how much, what size, what color. If you need a computer and a projector to conduct your program they should be on this list. Will you need food and water for participants? State where equipment and supplies will come from and how they will be transported to the location of the program.
- The list of equipment and supplies is of particular value should someone else want to implement the program you developed.

#### 8. Physical environment and/or facilities needed for program

- Describe the ideal environment or facility in which to conduct your program. Do not state that your program could be conducted anywhere. This is never true. If you want to conduct the program outdoors, describe where outdoors. What will need to be present outdoors so that your program can be successful and that participants will be able to do the activity? How much space will be needed in what type of environment? What about noise or weather? What about nonparticipants causing distractions? Consider the physical needs of participants. What if you want to be indoors? What kind of space do you need and how much? State where the program will take place and describe any approvals you need to acquire to use the needed space for your program.

#### 9. Budget

- Do not state that supplies are free. Provide an estimate of all items, supplies, personnel, etc. needed for the program even if all you need to do is grab them off a shelf and put the program on the schedule. You may note in your description that everything is available without further expense, but at some point someone has to purchase supplies and pay people working on the program unless they are volunteers.

#### 10. Any organization policies, procedures or rules that pertain to the program

- Most organizations have these. Sometimes they are rules about having programs approved. Sometimes they are rules about who can and cannot

participate. Some organizations may require a fee or a membership to participate. Sometimes there are rules to protect participants from dangerous situations. For example many sports events have a rule that if lightening is detected within a certain distance of the event, play will be suspended.

11. Risk management considerations

- What will be in place to reduce risk? Some of this may be covered above. If so it is ok to repeat here. Do personnel with specific training need to be in place? Do first aid kits and AEDs need to be available? What is the policy about administering drugs to participants? Do you need to inspect the grounds, facilities, equipment, etc. before the program takes place? Do you need to make sure that all participants are using specific pieces of equipment? Do you need to take steps to reduce the possibility of sunburn, insect bites, snake bites, heat related illness? What happens if someone has a heart attack? What happens if someone has a seizure? What happens if someone has an asthma attack? What happens if someone is stung by a bee who has an allergic reaction? What are the policies that cover various types of disasters? Can anyone administer first aid or only people who are designated by your agency?

12. Staff needed including their qualifications (i.e. certifications)

- Again some of this may be repeated from above if for example you need staff with first aid and lifeguard certifications. However, you may need staff with other types of certifications or background. Perhaps you need someone that can identify snakes! Or perhaps you just need someone to help keep the group together and pass out equipment or supplies.

13. When the program is to be scheduled

- When do you plan to implement the program? Think about season, months, weeks, days of weeks, times-of-day. You are encouraged to schedule the program more than once. This will give you more data to work with when it is time for the evaluation assignment. You may be required to reschedule the program if your program design is not approved beforehand.

14. Program life cycle

- Address from the point view that this program will be available over a period of time. Will the program be offered over multiple seasons during multiple years? Or will it only be on the schedule for a few weeks? Or will it be a victim of one and done thinking.

15. Detailed description

Provide a detailed description of how to carry out or implement the program.

- Describe each step, provide a script or list of talking points if appropriate.
- Include background information where appropriate for program leaders that may be unfamiliar with the topic.
- Recommend follow-up information, activities, and references when appropriate.

16. Program evaluation proposal\*

Prepare an evaluation proposal, a written description of how you intend to evaluate the program (see outline below). Do not implement the program until your evaluation plan is approved or you may be required to reschedule. The evaluation proposal should focus on how you will determine if the program objectives have been achieved.

17. References (minimum of 3 references)

- References should be books, journal articles or other types of publications that address technique, information needed for the program, or provide background information. References should be cited following the recommendations found in the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition. You are encouraged to use textbooks you have used for classes at Arkansas Tech. You are encouraged to find and recommend additional references that provide background information to program leaders who may not be the expert that you are on the topic of your program. Remember that references should be cited in the text of your paper as well as in a references list.

\*This evaluation proposal must be turned in with your program proposal, an outline for the evaluation proposal can be found below.

### **Evaluation Proposal Outline**

Prepare an evaluation proposal, a written description of how you intend to carry out the evaluation study. The evaluation proposal is part of and should be submitted with the program proposal. The evaluation proposal should address the following:

1. Study design

- What are the information needs of the programmer(s) (including you and perhaps others) and the agency?
  - At the very least the evaluation should determine whether or not and to what extent the program achieved the objectives stated in part three of the program design.
- What are the evaluation project constraints? Consider time, personnel, money, small number of participants, and other potential problems.
  - What are the costs in time, personnel, and money to conduct the evaluation? Will you be able to conduct the evaluation yourself or will you need others to help? What will supplies used in the evaluation cost?
- How can you best protect study participants?
  - How will you ensure privacy is protected? For programs and evaluations that involve actions that provide some risk of injury, what will you do to make sure no one is injured during the evaluation process?
- How rigorous must future program decisions be?
  - How serious are the consequences if the evaluation provides information to the agency that turns out to be incorrect?
  - Will decisions about programs in the future, based on your evaluation, contain errors that cause the agency to waste money or other resources?
  - Will employment decisions be based on the evaluation?
  - Will visitors or others receive incorrect information on the program topic or about the agency?

- Describe the design of the evaluation study. Some possible study designs include experimental design, survey design, ethnographic study, case study or content analysis. Describe in some detail. For example if your evaluation takes the form of a survey will the survey take place on the internet, face to face, phone, or mail? Explain how the study design was chosen.
- Select the sample.
  - Describe the population of people of interest for the evaluation study. Is the population only the people who participated in your program or do you intend to include nonparticipants as well?
  - How will you select members of the population to participate in the study? Keep in mind that a random sample of research subjects usually results in better accuracy and lends itself to more types of statistical analysis than including the entire population. On the other hand including all participants in the study averts some participants from feeling left out. If the program is given multiple times, you will have more subjects to randomly sample or you may wish to randomly sample program presentations.
  - How many people do you need to participate in the evaluation study to have a valid sample for the statistical analysis you intend to use?
- Design your data collection instrument
  - If you intend to use a survey, provide the questionnaire in your proposal. If you intend to use a test or quiz, provide the questions along with the correct answers. The questionnaire, test or quiz should be in the form in which participants will see it. If you intend to observe participant behavior, provide a list of what the person doing the evaluation should look for (sometimes referred to as a rubric). If you are evaluating physical properties such as temperature provide the specifics of the thermometer you intend to use. Discuss how data collection instruments will allow you to measure program outcomes related to program objectives.
- What statistical analysis will be used? Will the analysis be appropriate for the type of data that is collected? What statistics will be reported? Will the statistics reported allow decision makers to make informed decisions about the program? Often for small studies the average or mean response is reported. Consider whether or not the median or some other statistic would be more meaningful. Would some measure of how data vary be useful such as variance or standard deviation? Would a cross tabulation, t-test, or other statistical technique yield useful information?
- References. Provide a minimum of three references in addition to those cited in the rest of the program plan. You are encouraged to use textbooks from your courses at ATU as references. Textbooks from programing and research methods may be very useful. Remember that references should be cited in the text of your paper as well as in a references list. References should focus on program evaluation.

The next steps will be part of the evaluation assignment but are not part of the evaluation proposal section of the current assignment.

2. Collect the information
3. Interpret the information
4. Prepare the final rep

**Assignment 1 Program Design Evaluation Rubric:** To be completed by the University supervisor.

Student:

Evaluation by:

To receive a higher score all criteria for that level must be met, otherwise the work will earn a lower score.

Level	Criteria
0	<ul style="list-style-type: none"> <li><input type="checkbox"/> Program Design assignment not completed or not submitted. Fewer than 10 sections of the assignment completed</li> <li><input type="checkbox"/> Numerous spelling, grammatical, or other writing errors</li> <li><input type="checkbox"/> No one other than perhaps the author of the work could use the program design to carry out a successful program.</li> </ul>
1 (Novice)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work addresses satisfactorily 10 of the 16 sections of the assignment</li> <li><input type="checkbox"/> No references are included or references provided could not be found with the information provided</li> <li><input type="checkbox"/> Less than 6 spelling, grammatical, or other writing errors per page on average</li> <li><input type="checkbox"/> Work needs better organization</li> <li><input type="checkbox"/> An experienced recreation and park professional could, with considerable additional effort, use the program design to carry out a successful program.</li> <li><input type="checkbox"/> Program design is borrowed from one single reference and largely copies the material from the reference</li> <li><input type="checkbox"/> Program is based on an activity used frequently by the host agency.</li> <li><input type="checkbox"/> Not clear if program developed in consultation with agency supervisor</li> </ul>
2 (Developing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work addresses satisfactorily 11 of the 16 sections of the assignment</li> <li><input type="checkbox"/> Three or more references are provided in a manner that the reader could find and read the documents</li> <li><input type="checkbox"/> Less than 3 spelling, grammatical, or other writing errors per page on average</li> <li><input type="checkbox"/> Work needs better organization</li> <li><input type="checkbox"/> Makes use of headings and subheadings</li> <li><input type="checkbox"/> An experienced recreation and park professional could implement the program with some additional effort based on the work provided for this assignment.</li> <li><input type="checkbox"/> While the program makes use of the ideas of others, it is clearly original</li> <li><input type="checkbox"/> Program developed in consultation with agency supervisor</li> </ul>
3 (Proficient)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work addresses all 16 of the sections of the assignment satisfactorily.</li> <li><input type="checkbox"/> Less than two spelling, grammatical, or other writing errors per page on average</li> <li><input type="checkbox"/> Three or more references in APA format</li> <li><input type="checkbox"/> Good organization. Makes use of headings and subheadings</li> <li><input type="checkbox"/> Program design is clear and concise</li> <li><input type="checkbox"/> While the program may make use of the ideas of others, it is clearly original</li> <li><input type="checkbox"/> Program developed in consultation with agency supervisor</li> <li><input type="checkbox"/> Program reflects agency mission</li> </ul>



	<input type="checkbox"/> Student clearly knowledgeable in the area of the program <input type="checkbox"/> Program could be implemented directly from the program plan
4 (Accomplished)	<input type="checkbox"/> Work addresses all 16 of the sections of the assignment satisfactorily. <input type="checkbox"/> Less than two spelling, grammatical, or other writing errors per page on average <input type="checkbox"/> Six or more references in APA format <input type="checkbox"/> Good organization. Makes use of headings and subheadings <input type="checkbox"/> Program design is clear and concise <input type="checkbox"/> While the program may make use of the ideas of others, it is clearly original <input type="checkbox"/> Program developed in consultation with agency supervisor <input type="checkbox"/> Program clearly reflects agency mission and will be useful after to the agency after student completes internship. <input type="checkbox"/> Student clearly knowledgeable in the area of the program <input type="checkbox"/> Program could be implemented directly from the program plan
Score:	Comments:

**Resources:**

- American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed). Washington, D.C.
- DeGraaf, D. G, Jordan, D. J., and DeGraaf, K.H. (2010). *Programming for parks, recreation and leisure services: A servant leadership approach* 3<sup>rd</sup> ed.). State College, PA: Venture Publishing.
- Gilbertson, K., Bates, T., McLaughlin, T., Ewert, A. (2006). *Outdoor education: Methods and strategies*. Champaign, IL: Human Kinetics.
- Henderson, K. A. & Bialeschki, M. D. (2010). *Evaluating leisure services: Making enlightened decisions*, 3<sup>rd</sup>. ed. State College, PA: Venture Publishing.
- Jordan, D. J. (2007). *Leadership in leisure services: Making a difference* (3<sup>rd</sup> ed). State College, PA: Venture Publishing.

**Assignment #2**  
**Therapeutic Recreation Program Implementation**

**This assignment should be completed by the end of the sixth week of the internship**

This evaluation of the student intern implementing or leading a recreation program will be completed by your agency supervisor or someone else assigned by her or him using the following evaluation form. ***The program implementation assignment evaluation should be turned in with the 6<sup>th</sup> weekly report.***

While often program implementation involves the student leading a recreation or play activity or presenting a lecture type program, implementation can take other forms such as putting a new maintenance program in place, installing a new playground, organizing a summer food program, or organizing a community garden. The program being implemented is the one the student designed in assignment one.

The agency supervisor should use the rubric below to guide his or her evaluation of how well the student implements the recreation program designed in Assignment #1. Please note and use additional criteria that should be part of the evaluation of the implementation of the particular program implementation for the student intern being evaluated.

**Student Responsibilities:**

Make all arrangements for program implementation. Coordinate implementation with agency supervisor for evaluation of program implementation. Review the rubric below in preparation for implementation. Carry out the program designed in assignment one.

**Resources:**

DeGraaf, D. G, Jordan, D. J., and DeGraaf, K.H. (2010). *Programming for parks, recreation and leisure services: A servant leadership approach* (3<sup>rd</sup> ed.). State College, PA: Venture Publishing.

Gilbertson, K., Bates, T., McLaughlin, T., Ewert, A. (2006). *Outdoor education: Methods and strategies*. Champaign, IL: Human Kinetics.

Jordan, D. J. (2007). *Leadership in leisure services: Making a difference* (3rd ed.). State College, PA: Venture Publishing.

Russell, R. V. and Jamieson, L.J. (2008). *Leisure program planning and delivery*. Champaign, IL: Human Kinetics.

**Assignment Two Program Implementation Rubric:** To be completed by the agency supervisor

Student:

Evaluation by:

Date:

Criteria	N/A	0 (Absent)	1 (Novice)	2 (Developing)	3 (Proficient)	4 (Accomplished)	Score
<b>Consultation</b>		<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Program chosen and developed with little or no input from others <input type="checkbox"/> Only 1 or 2 parts of the program implemented.	<input type="checkbox"/> Program developed in consultation with agency supervisor <input type="checkbox"/> Program implemented, but not fully.	<input type="checkbox"/> Program developed in consultation with agency supervisor and other staff <input type="checkbox"/> Program fully implemented at least once.	<input type="checkbox"/> Program developed in consultation with agency supervisor, other staff, and additional stake holders. <input type="checkbox"/> Program fully implemented. <input type="checkbox"/> Program carried out more than once. Or, program implementation involved community stakeholders.	
<b>Completeness</b>		<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Implementation accomplished by others, student a bystander	<input type="checkbox"/> Implementation accomplished with assistance.	<input type="checkbox"/> Implementation accomplished by the student with limited organizational aid from others.	<input type="checkbox"/> Implementation accomplished by student. Stakeholders may be involved in carrying out planned activities.	
<b>Intern Involvement</b>		<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Needs improvement. <input type="checkbox"/> Some critical resources not available during implementation.	<input type="checkbox"/> Organized. <input type="checkbox"/> Program implanted with most resources available on time.	<input type="checkbox"/> Well organized. <input type="checkbox"/> All resources, supplies, equipment, space, people needed for the program were available on time.	<input type="checkbox"/> Highly organized. Used management tools such as calendars, or flow charts to keep implementation on tract. <input type="checkbox"/> All resources, supplies, equipment, space, people needed	
<b>Organization</b>		<input type="checkbox"/> No evidence of this item					

<b>Schedule</b>	<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Not part of any formal schedule. <input type="checkbox"/> Participants and/or resources rounded up at the last minute.	<input type="checkbox"/> Implementation accomplished. <input type="checkbox"/> Not part of advance schedule. Part of the schedule for that day.	<input type="checkbox"/> Implementation accomplished on time. <input type="checkbox"/> Program part of organization schedule.	<input type="checkbox"/> Implementation accomplished on time. <input type="checkbox"/> Program carried out multiple times. <input type="checkbox"/> Program part of organization schedule.	for the program were available on time.				
<b>Equipment and Supplies</b>	<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Requested, located, etc. at last minute. <input type="checkbox"/> Some needs overlooked.	<input type="checkbox"/> Student insured equipment and supplies were on hand for program. <input type="checkbox"/> Some located at last minute	<input type="checkbox"/> Student insured equipment and supplies were on hand for program. <input type="checkbox"/> Equipment and supplies returned to appropriate locations when no longer needed.	<input type="checkbox"/> Student insured equipment and supplies were on hand for program. <input type="checkbox"/> Equipment and supplies inventoried. Use tracked. <input type="checkbox"/> Equipment and supplies returned to appropriate locations.					
<b>Place/Area/Facilities</b>	<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Place/area/facility chosen at last minute from space available. <input type="checkbox"/> Space for program was not ideal in comparison with others available that could have been scheduled.	<input type="checkbox"/> Student insured an appropriate place/area/facility was available. <input type="checkbox"/> Reserved in advance.	<input type="checkbox"/> Student insured an appropriate place/area/facility was available. <input type="checkbox"/> Reserved in advance. Made sure facility was set up for the program in advance.	<input type="checkbox"/> Student insured an appropriate place/area/facility was available. <input type="checkbox"/> Reserved in advance. Made sure facility was set up for the program. <input type="checkbox"/> Cleaned area during or after program as appropriate. <input type="checkbox"/> Returned facility to previous configuration.					
<b>Comfort and Safety</b>	<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Some critical comfort and safety items overlooked.	<input type="checkbox"/> Student pointed out restroom facilities and	<input type="checkbox"/> Student insured facilities, equipment, supplies needed	<input type="checkbox"/> Student insured facilities, equipment, supplies needed for the comfort and safety of					

				Example: Lack of drinking water.	drinking water sources.	for the comfort and safety of participants were available.	participants were available. <input type="checkbox"/> Participants made aware of clothing and equipment to bring with them.	
<b>Registration</b>	<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Program participants needed to be registered. <input type="checkbox"/> Registration either not available or encountered significant problems.	<input type="checkbox"/> Registration carried out efficiently.	<input type="checkbox"/> Registration carried out efficiently. <input type="checkbox"/> Preregistration available.	<input type="checkbox"/> Registration carried out efficiently through multiple avenues. <input type="checkbox"/> Pre-registration available. <input type="checkbox"/> Participant check-in carried out efficiently.			
<b>Communication</b>	<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Did not keep supervisors and colleagues informed of program implementation	<input type="checkbox"/> Supervisors kept informed.	<input type="checkbox"/> Information about program communicated to all stakeholders on a regular basis	<input type="checkbox"/> Information about program communicated to all stakeholders on a regular basis through appropriate and multiple channels.			
<b>Approvals</b>	<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Formal approval of program not sought or sought as an afterthought. <input type="checkbox"/> Did not include all approvals needed. <input type="checkbox"/> Lack of understanding led to misinformation in the program.	<input type="checkbox"/> Approval process begun late. <input type="checkbox"/> All approvals not received or received 24 hours or less before implementation.	<input type="checkbox"/> Approval received at least one week before implementation.	<input type="checkbox"/> Student sought approval for program at all appropriate times. <input type="checkbox"/> Avoided last minute requests. <input type="checkbox"/> All approvals received in a timely fashion.			
<b>Knowledge</b>	<input type="checkbox"/> No evidence of this item		<input type="checkbox"/> Student demonstrated superficial understanding of	<input type="checkbox"/> Student demonstrated understanding of the information	<input type="checkbox"/> Student demonstrated understanding of the information needed for			

				the information needed for implementation.	needed for implementation.	the program on a level that was more than what would be expected for an intern.	
	<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Presentation poorly organized to the point of distraction. Little connection among various parts of the presentation.	<input type="checkbox"/> Presentation organized, some improvement needed. <input type="checkbox"/> Some aspects such as audio/visual aids need improvement, visuals perhaps too wordy.	<input type="checkbox"/> Arrived early to insure facility was ready. Greeted participants as they arrived. <input type="checkbox"/> Student arranged to be or introduced themselves and the program. <input type="checkbox"/> Presentation well organized and effective. Presentation was clear and concise.	<input type="checkbox"/> Arrived early to insure facility was ready. <input type="checkbox"/> Greeted participants as they arrived. <input type="checkbox"/> Presentation well organized and effective. <input type="checkbox"/> Presentation was clear and concise. Student arranged to be or introduced themselves and the program.		
<b>Presentation</b>							
	<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Program did not have a budget	<input type="checkbox"/> Program over or under budget by more than 15%	<input type="checkbox"/> Program over or under budget by more than 10%	<input type="checkbox"/> Program over or under budget by more than 10% <input type="checkbox"/> While overall presentation went well some aspects need minor improvement.	<input type="checkbox"/> Program implementation under budget by not more than 10%. Program successful. <input type="checkbox"/> Agency plans to continue use of the program as is.	
<b>Budget</b>							
	<input type="checkbox"/> No evidence of this item	<input type="checkbox"/> Program products or outcomes are not useful for the agency.	<input type="checkbox"/> Program products or outcomes may be useful if revised, remodeled, redesigned, etc.	<input type="checkbox"/> Program products or outcomes useful with minor changes or program products	<input type="checkbox"/> Program products or outcomes useful with minor changes or program products		
<b>Usefulness or effectiveness</b>							

						useful but agency has no plans to continue implementation.		
<b>Other (specify):</b>								
<b>Comments:</b>								
<b>Overall score for program implementation:</b>								

Final score on the assignment will be the mean score. To calculate the mean, add up the scores for all items and divide by the number of scores.

N/A = Not applicable. If you feel an item in the above rubric does not pertain to the student intern, your organization, or the implementation of the program record N/A in the appropriate column.

If N/A is indicated for a criteria then no score is awarded, and no score is included for that item when the grade for this assignment is calculated.



### **Assignment #3 Evaluation of the Program**

**This assignment should be completed by the end of the 7<sup>th</sup> week of the internship.**

The University internship supervisor will grade the program evaluation. *The evaluation assignment should be turned in with the 7<sup>th</sup> weekly report.*

A summative evaluation is conducted by the student intern at the end of the program. Summative evaluations are used to provide information that can be used to compare programs with one another or with previous program offerings (Russell and Jamieson 2008). A summative evaluation is conducted at the conclusion of a program and provides useful information for the next time the program is offered.

Basically, there are two types of evaluation needed in recreation and park programs (Russell and Jamieson 2008). First, evaluation must ask about the outcome or benefit of the program. Second, evaluation must provide information about the process of implementing these services.

The programmer may use both benefits and implementation evaluations to evaluate the program. According to Russell and Jamieson (2008) there are a number of approaches for evaluating recreation programs and guidelines to follow in program evaluation.

Regardless of the approach used, the program evaluation report for your program (the final program report) must follow the outline below:

#### **Program Evaluation Report Outline:**

1. Introduction
  - a. Summarize the program being evaluated
    - i. Describe the purpose of the program
    - ii. List the goals and objectives of the program
    - iii. Where, when, how, by whom the program was carried out.
    - iv. Describe the major activities or actions undertaken as part of the program.
    - v. Describe the intended beneficiaries of the program
2. Evaluation Design
  - a. Identify the type of study used to evaluate the program (experimental, survey, observation, etc.). Explain why this type of study was selected.
  - b. Describe how evaluation study participants were selected.
  - c. Explain why participants were selected in this way.
  - d. Explain how data were collected and recorded. For example: at end of presentation the audience was given a two page questionnaire and a pencil. Participants recorded their responses within 10 minutes and returned the questionnaire. If a questionnaire or set of questions was used include a copy in the report. Include copies of other forms or descriptions of instruments used to collect data.
  - e. Explain the statistics that were used to summarize the data collected. If the study relies on reporting the mean response of the questions asked, explain why this statistic was chosen rather than the median or some other statistic.

3. Results
  - a. Describe the results of the evaluation.
  - b. Describe demographic characteristics of respondents.
  - c. Summarize the results in a table. Consult the Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. for proper table format.
  - d. Report the results of statistical measures used.
  - e. Report the information that pertains to each information need identified in the evaluation proposal (See Assignment 1).
4. Conclusions
  - a. Were the objectives of the program achieved?
  - b. How the information is collected useful.
  - c. Were the findings of the study expected or unexpected?
  - d. Are there any ideas for further analysis such as using additional statistical analyses? What additional information that could be garnered from the same data would be useful?
5. Program Innovation
  - a. Based on the evaluation conclusions what changes should be made to improve the program?
6. References
  - a. List any sources as references in APA format. Remember to cite correctly in text of paper as well as in references section.
  - b. Students should utilize and correctly site a minimum of three references in APA format. These may be the same references used in the program evaluation plan from assignment one.

**Resources:**

- American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6<sup>th</sup> ed). Washington, D.C.
- DeGraaf, D. G, Jordan, D. J., and DeGraaf, K.H. (2010). *Programming for parks, recreation and leisure services: A servant leadership approach* 3<sup>rd</sup> ed.). State College, PA: Venture Publishing.
- Gilbertson, K., Bates, T., McLaughlin, T., Ewert, A. (2006). *Outdoor education: Methods and strategies*. Champaign, IL: Human Kinetics.
- Henderson, K. A. & Bialeschki, M. D. (2010). *Evaluating leisure services: Making enlightened decisions*, 3<sup>rd</sup>. ed. State College, PA: Venture Publishing.
- Jordan, D. J. (2007). *Leadership in leisure services: Making a difference* (3<sup>rd</sup> ed). State College, PA: Venture Publishing.
- Russell, R.V. and Jamieson, L.J. (2008). *Leisure program planning and delivery*. Champaign, IL: Human Kinetics.

**Assignment three evaluation rubric:** To be completed by the University supervisor. Score is the highest level at which all characteristics are present.

Student:

Evaluation by:

<b>Level</b>	<b>Criteria</b>
0	Not completed or submitted
1 (Novice)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poor organization. The use of headings and subheadings is avoided.</li> <li><input type="checkbox"/> Cannot determine from the report if program objectives were achieved.</li> <li><input type="checkbox"/> Writing and typographical errors average 4 or more per page.</li> </ul>
2 (Developing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> One or more major sections of the report are missing.</li> <li><input type="checkbox"/> More than two subsections need minor improvement.</li> <li><input type="checkbox"/> Report indicates whether or not program objectives were achieved.</li> <li><input type="checkbox"/> Writing and typographical errors average 3 per page.</li> <li><input type="checkbox"/> One or two program improvements discussed.</li> </ul>
3 (Proficient)	<ul style="list-style-type: none"> <li><input type="checkbox"/> All areas of outline addressed.</li> <li><input type="checkbox"/> One or two subsections of the report need minor improvement.</li> <li><input type="checkbox"/> Results and conclusions focus on the achievement of program objectives.</li> <li><input type="checkbox"/> Statements are based on data.</li> <li><input type="checkbox"/> At least three program improvements discussed.</li> <li><input type="checkbox"/> Results and conclusions focus on the achievement of program objectives.</li> <li><input type="checkbox"/> Well organized.</li> <li><input type="checkbox"/> Writing and typographical errors average 2 per page.</li> <li><input type="checkbox"/> Three or more references cited.</li> </ul>
4 (Accomplished)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Report is clear, concise and well organized</li> <li><input type="checkbox"/> All areas of outline are addressed.</li> <li><input type="checkbox"/> Sampling scheme relies on random selection of participants from a number of different audiences or stakeholders.</li> <li><input type="checkbox"/> Statistics go beyond reporting mean or median responses.</li> <li><input type="checkbox"/> Results and conclusions focus on the achievement of program objectives.</li> <li><input type="checkbox"/> Statements are based on data.</li> <li><input type="checkbox"/> Writing and typographical errors average 1 per page or less.</li> <li><input type="checkbox"/> Three or more references cited.</li> </ul>
Score:	Comments:

## **Assignment #4**

### **Principles and Practices of Management**

This assignment detailing the internship agency should be written in paragraph form. *The management assignment should be turned in with the 10<sup>th</sup> weekly report.* This assignment will be graded by your University internship supervisor.

#### **Internship Agency Management/Administration**

Please include the following information about the organization you are working for during your internship. You are encouraged to include more information that directly reflects the practices in your organization or agency. Keep in mind before you provide a statement that something is unavailable or does not exist that students in previous years may have interned in the same office and managed to turn up with little trouble what you claim not to be able to find or gain access to. This essay is to be your work based on your research, reading, and investigation.

#### **Introduction**

1. Describe the nature and scope of the host internship agency or organization
  - a. Consider:
    - i. Location
    - ii. Role in larger organization
    - iii. Mission, vision, and values
    - iv. Surrounding environment
    - v. Surrounding communities
    - vi. Products and services
2. Describe the foundations of the host internship agency.
  - a. Consider on or more of the following
    - i. History of the agency
    - ii. Science that has had an impact on the founding or operations of the agency (for example is the agency guided by any particular scientific publications or theories?)
    - iii. Philosophy that guided the founding or guides the operations of the agency (for example conservation could be thought of as a guiding philosophy of the US Forest Service).
3. Discuss why you selected this agency for your internship.

#### **Organization**

1. Identify the type of organization you are working for (i.e. government, non-profit, commercial/private).
  - a. If you are working for a government agency, is it a city, county, regional, state, or federal agency? From what legislative and or constitutional provision(s) does the agency derive its authority to operate and provide services?
  - b. If you are working for a non-profit agency, under what provision of law does it claim to be a nonprofit? For example is it established as a 501 (c) 3?

- c. If you are working for a commercial enterprise identify its legal organization. (i.e. sole proprietorship, partnership, limited liability company, subchapter S corporation, corporation, etc.).
2. Does your organization have statements of mission, vision, and values? If so include them. Does your organization have an official statement of purpose? If so include it.
3. Does your organization have a board? If so provide the following:
  - a. What are the board's responsibilities?
  - b. Describe the structure of your organization's board (number of members, officers).
  - c. Are there bylaws? *If yes, put a copy in the Appendices.*
4. Does your organization have any administrative manuals? Describe each one.
5. Does your organization have any partnerships? With whom?
6. Identify the hierarchy of your organization (i.e. top down, formal, informal, flat, or hierarchical). *Include an organizational chart in the Appendices.*
7. What are the roles of the managers in your agency? For example, if you are at a state park, describe the roles of the superintendent, assistant superintendent, the district and or regional superintendent or manager, the director of state parks, and the if state parks are part of a larger agency in the state in which you are working the responsibilities of the officer in charge of the larger agency.
8. How are managers in your organization evaluated?

### **Funding**

1. What is/are the sources(s) of funding for your organization? Primarily what is/are the sources of funding the Recreation and Park (RP) Program? Consider government appropriations, designated taxes, fees, fines, sales of licenses, sales of products and services, grants. Provide specific information where possible. Do not just provide your best guess. If you are working for a commercial enterprise in addition to sales of goods and or services, what are the sources of capital?
2. What department/office/board/individual sets the fees and charges for your organization? What process is used to determine fees and charges for products and services offered by your organization?
3. What department/office/board/individual controls the finances in your organization? Does RP control its own budget? Who in RP approves expenditures?
4. What determines whether an expenditure goes under the operating budget or the capital budget in your organization?
5. Describe the budget cycle for your organization. What are the steps in the budget cycle and what how much time is needed to put together, approve, and begin implementing the budget? What office(s) and legislative body(ies), are involved in setting and approving the budget?
6. What type of budget does your organization use (zero-based, performance, line item, object classification or something different)?
7. Provide a copy of the budget for the most current fiscal year available or a URL for that document.
8. Which parts of the budget receive the most funding? This may be discussed in terms of area of responsibility or program (Timber Management for example) and or type of expense (personnel for example).
9. Which parts of the budget receive the least funding?
10. Does the budget provide any clues about the priorities of the organization? What priorities are reflected in the budget?

11. Identify budget trends. Is the budget of your organization increasing or decreasing? Is the budget for recreation and or park related services increasing or decreasing?

### **Human Resource Management**

1. Which office(s) manage(s) human resources for the organization? If the facility or area where you are stationed for your internship is part of a larger organization what human resource functions are handled out of your local office and which are handled by an office at the district, regional, or national level?
2. Is there an orientation for new employees? Briefly describe.
3. Does your organization support professional development for its organization? How?
4. Does your organization require certifications? In what area of expertise?
5. Does the organization support continuing education? How?
  - a. Does the organization support membership in professional associations?
  - b. Attendance at professional association meetings?
  - c. Involvement such as being an office in professional associations?
6. Does your agency have a probationary period for new hires?
7. Does your agency have an evaluation process for entry level employees? Describe.
8. How does your organization recruit new employees (hire interns, temporary workers, volunteers, word of mouth, newspaper adds, government internet sites, etc.)?
9. Does the organization provide benefits to its employees? What does it provide?
10. Does the agency evaluate its human resource management?

### **Marketing and Public Relations**

1. Which office handles marketing and public relations for your organization?
2. What are the policies and procedures for marketing?
3. What are the policies and procedures for public relations?
4. What is/are the target market(s) of your organization?
5. How does the organization determine the needs of its target market(s) (customers, guests, etc.)?
6. How does the organization determine which needs of the target market(s) (customers, guests, etc.) to fill?
7. Does your organization evaluate if marketing has been a success? If so how?

### **Planning**

1. Does your organization have a comprehensive strategic plan? Attach a copy in the Appendices or provide the URL.
2. What kind of planning is included in the strategic plan (i.e. program plan, operations plan, facilities plan and resources plan, marketing plan)?
3. Provide a summary of each area covered by the strategic plan.
4. What is the process for adding a new program and/or facility?
5. Does the agency evaluate its strategic planning?

### **Conclusion**

In your opinion based on what you have learned writing this report, does the organization honor its mission, vision, and value statements by providing programs and services that clearly exemplify these statements? Explain.

**Agency Supervisor**

1. What is the role and responsibilities of your supervisor in the organization?
2. Describe the education and experience of your supervisor.

**References**

1. Include a minimum of 3 references
  - a. Remember that references should be cited in the text of the paper as well as in the references list.
  - b. References should consist of plans, reports, text books, journals, magazines, etc.
  - c. While communication with supervisors and colleagues is useful, such communications do not count as references.
  - d. Many internet sites provide good information; internet sites used as references should be similar to or are locations where items in "b" are found. Avoid using internet sites that are advertisements, promotional in nature, or are brief with limited information.
2. APA style is correctly used for citations and references in the text of the report and in the list of references at the end of the report.

**Assignment four evaluation rubric:** to be completed by the university supervisor

To receive a higher score all criteria for that level must be met, otherwise the work will earn a lower score. Keep in mind before you provide a statement that something is unavailable or does not exist that students in previous years may have interned in the same office and managed to turn up with little trouble what you claim not to be able to find or gain access to. The management assignment will be evaluated by your university supervisor using the following criteria:

Student:

Evaluated by:

Level	Criteria
<b>0</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment not turned in</li> <li><input type="checkbox"/> Assignment not typed.</li> </ul>
<b>1 (Novice):</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> One or more major sections missing.</li> <li><input type="checkbox"/> More than 3 writing or typographical errors per page on average.</li> <li><input type="checkbox"/> Assignment in clear need of better organization through the use of headings, subheadings, paragraphs, etc.</li> <li><input type="checkbox"/> Missing links to or copies of key documents such as budget, organization chart, strategic plans, etc.</li> <li><input type="checkbox"/> Content of essay raises doubt about level of student understanding.</li> <li><input type="checkbox"/> Key requirements such as budget or organization chart missing entirely or not discussed in the text of the paper.</li> <li><input type="checkbox"/> Essay not double-spaced</li> <li><input type="checkbox"/> No page numbers</li> <li><input type="checkbox"/> No reference citations appear in the paper, but included in a reference list at the end.</li> <li><input type="checkbox"/> No reference citations either in the paper or in a reference list.</li> </ul>
<b>2 (Developing):</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Three or more subsections or requirements missing information or in need of improvement.</li> <li><input type="checkbox"/> Key information including budget and organizational charts are present and discussed in the text of the paper.</li> <li><input type="checkbox"/> More than 2 spelling, punctuation and/or grammatical errors on average per page;</li> <li><input type="checkbox"/> Essay needs improved organization and structure.</li> <li><input type="checkbox"/> Student uses less than 3 references</li> <li><input type="checkbox"/> References provide relatively complete information, but do not follow APA format.</li> </ul>
<b>3 (Proficient):</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information meets requirements of assignment</li> <li><input type="checkbox"/> Key information including budget and organizational charts are present and discussed in the text of the paper.</li> <li><input type="checkbox"/> 2 writing or typographical errors per page on average</li> <li><input type="checkbox"/> Student demonstrates some understanding of the topic</li> <li><input type="checkbox"/> Information is organized and presented in acceptable manner</li> <li><input type="checkbox"/> Assignment is typed, double-spaced with page numbers</li> <li><input type="checkbox"/> Student uses at least 3 references</li> <li><input type="checkbox"/> Citations used in the paper and in a reference list.</li> <li><input type="checkbox"/> References in APA format.</li> </ul>
<b>4 (Accomplished):</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Information goes beyond the requirements of the assignment</li> <li><input type="checkbox"/> Information presented in clear, concise manner</li> <li><input type="checkbox"/> Student demonstrates an understanding of the topic</li> <li><input type="checkbox"/> Information is organized in an exceptionally professional manner</li> </ul>



	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assignment is typed, double-spaced with page numbers</li> <li><input type="checkbox"/> Student uses complete sentences, correct spelling, punctuation and grammar</li> <li><input type="checkbox"/> Student uses at more than 3 references</li> <li><input type="checkbox"/> 3 or more references consist of text books, journal articles, or complex agency documents (brochures do not qualify here).</li> <li><input type="checkbox"/> Citations used in the paper and in a reference list.</li> <li><input type="checkbox"/> References in APA format.</li> <li><input type="checkbox"/> No more than one writing or typographical error on average per page.</li> </ul>
<b>Score:</b>	<b>Comments:</b>

## INTERNSHIP FINAL REPORT

The final report will highlight the agency with which the student completes his/her internship experience. It should be a minimum of 15 pages long. The report should be typed, paged and double-spaced. The student is to keep a field notebook with dated entries to cover each work period (a more in-depth and detailed version of the weekly reports). The internship final report should include:

### RP/RS 4119 MASTERY IN PROFESSIONAL PRACTICE FINAL REPORT

**Student:**

**Evaluation by:**

All criteria for a score should be met for that score to be awarded.

Criteria	Weight and Score	0 (Missing)	1 (Unsatisfactory)	2 (Needs Improvement)	3 (Good)	4 (Excellent)
Cover Page	5%	Missing	<input type="checkbox"/> Lacks one or more pieces of information	<input type="checkbox"/> Student name <input type="checkbox"/> Class number <input type="checkbox"/> Agency name or Agency supervisor <input type="checkbox"/> Writing or other errors	<input type="checkbox"/> Student name <input type="checkbox"/> Class number <input type="checkbox"/> Agency name or Agency supervisor <input type="checkbox"/> No typographical errors <input type="checkbox"/> Appropriate page layout	<input type="checkbox"/> Student name <input type="checkbox"/> Class number <input type="checkbox"/> Agency name or Agency supervisor <input type="checkbox"/> No typographical errors <input type="checkbox"/> Appropriate page layout <input type="checkbox"/> Appropriate graphic
Table of Contents	5%	Missing	<input type="checkbox"/> Missing key information	<input type="checkbox"/> Page Heading "Table of Contents" <input type="checkbox"/> Appropriate Page Layout <input type="checkbox"/> Chapter titles and page numbers <input type="checkbox"/> Writing or other errors	<input type="checkbox"/> Page Heading "Table of Contents" <input type="checkbox"/> Appendices in appropriate order <input type="checkbox"/> Appropriate Page Layout <input type="checkbox"/> No typographical errors <input type="checkbox"/> Chapter titles and appropriate page numbers	<input type="checkbox"/> Page Heading "Table of Contents" <input type="checkbox"/> Appendices in appropriate order <input type="checkbox"/> Appropriate Page Layout <input type="checkbox"/> No typographical errors <input type="checkbox"/> Chapter titles linked to page numbers with a series of dots.

Chapter I Introduction	10%	Missing	<input type="checkbox"/> Key information missing <input type="checkbox"/> Little or no evidence of attempt to organize chapter <input type="checkbox"/> More than three writing errors per page on average.	<input type="checkbox"/> Introduction to agency <input type="checkbox"/> Recreation services, facilities, and environments offered <input type="checkbox"/> Agency supervisor <input type="checkbox"/> Introduction to internship <input type="checkbox"/> Dates of internship <input type="checkbox"/> Responsibilities <input type="checkbox"/> No more than three writing error per page on average. <input type="checkbox"/> Organization needs improvement <input type="checkbox"/> Some areas need more information	<input type="checkbox"/> Introduction to agency <input type="checkbox"/> Recreation services, facilities, and environments offered <input type="checkbox"/> Agency supervisor <input type="checkbox"/> Introduction to internship <input type="checkbox"/> Dates of internship <input type="checkbox"/> Responsibilities <input type="checkbox"/> No more than two writing error per page on average. <input type="checkbox"/> Well organized with the use of headings, subheadings, paragraphs, etc.	<input type="checkbox"/> Introduction to agency <input type="checkbox"/> Recreation services, facilities, and environments offered <input type="checkbox"/> Agency supervisor <input type="checkbox"/> Introduction to internship <input type="checkbox"/> Dates of internship <input type="checkbox"/> Responsibilities <input type="checkbox"/> No more than one writing error per page on average. <input type="checkbox"/> Well organized with the use of headings, subheadings, paragraphs, etc.
Chapter II Agency	10%	Missing	<input type="checkbox"/> Key information missing <input type="checkbox"/> Missing budget <input type="checkbox"/> Missing organization chart	<input type="checkbox"/> History and background of agency/organization <input type="checkbox"/> Mission, vision, and values of the organization <input type="checkbox"/> Organizational chart; may need additional chart to depict local or national responsibilities of organization <input type="checkbox"/> Budget – fiscal year, budget for recreation	<input type="checkbox"/> History and background of agency/organization <input type="checkbox"/> Mission, vision, and values of the organization <input type="checkbox"/> Organization goals <input type="checkbox"/> Describe clientele, the people that use or purchase services and products offered by the organization, demographics <input type="checkbox"/> Describe how the agency is organized (consider regions, districts, etc.)	<input type="checkbox"/> History and background of agency/organization <input type="checkbox"/> Mission, vision, and values of the organization <input type="checkbox"/> Organization goals <input type="checkbox"/> Describe clientele, the people that use or purchase services and products offered by the organization. <input type="checkbox"/> Describe how the agency is organized (consider regions, districts, etc.)

			<input type="checkbox"/> Copy of budget or link to budget on line <input type="checkbox"/> Organization needs improvement	<input type="checkbox"/> Describe key offices (national and regional directors, etc.) <input type="checkbox"/> Organizational chart <input type="checkbox"/> Budget – fiscal year, budget cycle, budget approval, budget trends, budget for recreation, breakdown of budget by area or function, Approval for expenditures, Approval for budget transfers or amendments. <input type="checkbox"/> Copy of or URL leading to the budget. <input type="checkbox"/> Well organized with appropriate headings and subheadings	<input type="checkbox"/> Describe key offices (national and regional directors, etc.) <input type="checkbox"/> Organizational chart <input type="checkbox"/> Budget – fiscal year, budget cycle, budget approval, budget trends, budget for recreation, breakdown of budget by area or function, Approval for expenditures, Approval for budget transfers or amendments. <input type="checkbox"/> Copy of or URL leading to the budget. <input type="checkbox"/> Well organized with appropriate headings and subheadings
Chapter III Work Experience	20%	Missing	<input type="checkbox"/> Missing dates and times of work periods <input type="checkbox"/> Paragraph for each and every day of internship work describing duties performed that day <input type="checkbox"/> Organization needs improvement	<input type="checkbox"/> Paragraph for each and every day of internship work describing duties performed that day <input type="checkbox"/> Date and times for each day of work. <input type="checkbox"/> Well organized, easy to identify different work periods.	<input type="checkbox"/> Chapter begins with an introduction to the work. <input type="checkbox"/> Paragraph for each and every day of internship work describing duties performed that day <input type="checkbox"/> Date and times for each day of work. <input type="checkbox"/> Chapter ends with a concluding statement that sums up the internship work experiences. <input type="checkbox"/> Well organized, easy to identify different work periods.

<p>Chapter IV Recreation Program</p>	<p>10%</p>	<p>Missing</p>	<p><input type="checkbox"/> Recreation program designed, implemented and evaluated by the student during internship is described. <input type="checkbox"/> Program not original</p>	<p><input type="checkbox"/> Original recreation program designed, implemented and evaluated by the student during internship is described. <input type="checkbox"/> Originality of program is limited. <input type="checkbox"/> One aspect of program description needs more information. <input type="checkbox"/> No artifact from program in report</p>	<p><input type="checkbox"/> Original recreation program designed, implemented and evaluated by the student during internship is described. <input type="checkbox"/> Program artifact (i.e. flyer, brochure, announcement, schedule) is provided either as a table, figure, and or as an appendix. <input type="checkbox"/> Well organized with appropriate headings and subheadings</p>	<p><input type="checkbox"/> Original recreation program designed, implemented and evaluated by the student during internship is described. <input type="checkbox"/> Program artifact (i.e. flyer, brochure, announcement, schedule) is provided either as a table, figure, and or as an appendix. <input type="checkbox"/> Program innovations or improvements discussed in light of results of program evaluation <input type="checkbox"/> Well organized with appropriate headings and subheadings</p>
<p>Chapter V Conclusion</p>	<p>10%</p>	<p>Missing</p>	<p><input type="checkbox"/> Contains no or little recognition of the value of internship</p>	<p><input type="checkbox"/> Summary of internship <input type="checkbox"/> Includes personal views and reflections <input type="checkbox"/> Action plan consists of finding a job and working hard <input type="checkbox"/> No recognition of the importance of professional associations <input type="checkbox"/> No recognition of the value of continuing education</p>	<p><input type="checkbox"/> Summary of internship <input type="checkbox"/> Includes personal views and reflections <input type="checkbox"/> Action plan for transition to career or further education consists of finding a job, hard work, involvement with professional associations, participating in continuing education, maintaining and growing professional network <input type="checkbox"/> Well organized with appropriate headings and subheadings</p>	<p><input type="checkbox"/> Summary of internship <input type="checkbox"/> Includes personal views and reflections <input type="checkbox"/> Action plan for transition to career or further education consists of finding a job, hard work, involvement with professional associations, participating in continuing education, maintaining and growing professional network <input type="checkbox"/> Well organized with appropriate headings and subheadings</p>

List of References	10%	Missing	<input type="checkbox"/> 1 reference of references of textbooks, journal articles, magazines, newspapers. May include agency plans and manuals. Personal interviews do not count. <input type="checkbox"/> reference format incorrect	<input type="checkbox"/> 2 references of textbooks, journal articles, magazines, newspapers. May include agency plans and manuals. Personal interviews not counted. <input type="checkbox"/> References cited APA, or with minor differences. References cited in text of report and reference list.	<input type="checkbox"/> 3 – 5 references of textbooks, journal articles, magazines, newspapers. May include agency plans and manuals. Personal interviews not counted. <input type="checkbox"/> References cited APA. References cited in text of report and reference list.	<input type="checkbox"/> 6 or more references of textbooks, journal articles, magazines, newspapers. May include agency plans and manuals. Personal interviews not counted. <input type="checkbox"/> References cited APA. References cited in text of report and reference list.
Appendices	5%	Missing	<input type="checkbox"/> Not APA format <input type="checkbox"/> Not referred to in report <input type="checkbox"/> Not appropriate for appendices	<input type="checkbox"/> Appendices follow APA format <input type="checkbox"/> Only one or two items labeled as appendices <input type="checkbox"/> Some items not appropriate <input type="checkbox"/> All items in appendices are referred to in report. <input type="checkbox"/> Well organized with appropriate headings and subheadings <input type="checkbox"/> Reference citation provided where appropriate.	<input type="checkbox"/> Each appendix is labeled and titled. <input type="checkbox"/> Each appendix is referred to in the report <input type="checkbox"/> Appendices less than three documents. <input type="checkbox"/> All items in appendices belong in the appendices and not in the report <input type="checkbox"/> All items in the appendices serve a purpose <input type="checkbox"/> Appendices follow APA recommendations <input type="checkbox"/> Well organized with appropriate headings and subheadings <input type="checkbox"/> Reference citation provided where appropriate.	<input type="checkbox"/> Each appendix is labeled and titled. <input type="checkbox"/> Each appendix is referred to in the report <input type="checkbox"/> Appendices should include program artifact, organization chart, budget information. <input type="checkbox"/> Appendices may include additional documents, pictures, etc. <input type="checkbox"/> Appendices follow APA recommendations <input type="checkbox"/> All items in appendices belong in the appendices and not in the report <input type="checkbox"/> All items in the appendices serve a purpose <input type="checkbox"/> Well organized with appropriate headings and subheadings

			<input type="checkbox"/> Writing errors average more than three per page. <input type="checkbox"/> Paper needs better organization through the use of headings, subheadings and paragraphs.	<input type="checkbox"/> Writing errors average three per page or less. <input type="checkbox"/> Typed <input type="checkbox"/> Double spaced <input type="checkbox"/> Pages numbered <input type="checkbox"/> APA format where applicable <input type="checkbox"/> Correct punctuation, spelling, grammar <input type="checkbox"/> Well organized with appropriate headings and subheadings. Good paragraph and sentence structure.	<input type="checkbox"/> Writing errors average two per page <input type="checkbox"/> Typed <input type="checkbox"/> Double spaced <input type="checkbox"/> Pages numbered <input type="checkbox"/> APA format where applicable <input type="checkbox"/> Correct punctuation, spelling, grammar <input type="checkbox"/> Well organized with appropriate headings and subheadings. Good paragraph and sentence structure.	<input type="checkbox"/> Reference citation provided where appropriate. <input type="checkbox"/> Typed <input type="checkbox"/> Double spaced <input type="checkbox"/> Pages numbered <input type="checkbox"/> APA format where applicable <input type="checkbox"/> Correct punctuation, spelling, grammar <input type="checkbox"/> Well organized with appropriate headings and subheadings. Good paragraph and sentence structure. <input type="checkbox"/> Less than two writing errors average per page.
Format and writing style	15%	<input type="checkbox"/> Writing errors and or the lack of organization make the paper unreadable.				
Length						<p>Final report must contain a minimum of 15 pages of writing by the student using usual fonts and margins. Cover page, pictures, tables and charts not constructed by the student, reference list, and appendices are not included in the page count. Failure to include a minimum of 15 pages will result in a score of 0 for this assignment. Failure to turn in a final report of sufficient length and quality by the end of the course on the date specified by the instructor (or two weeks after completing internship) will result in the student failing RP 4116 Internship. Students may request an extension. Granting of the extension is at the discretion of the instructor and may occur when the instructor determines that circumstances warranting an extension exists. Students who fail RP 4116 Internship may re-enroll the following semester.</p>
Final Score						<p>To calculate the final score on the final report, multiply the percent weight of each item times the score earned by the student on each item. Add the resulting products together. Round to the nearest whole number. For example a score of 2.5 would round to 3.</p>

# **INTERNSHIP FORMS**



**AGENCY DATA SHEET**

Agency: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State \_\_\_\_\_ Zip: \_\_\_\_\_

Designated Supervisor: \_\_\_\_\_

Supervisor's E-mail: \_\_\_\_\_

Telephone: \_\_\_\_\_

Fax: \_\_\_\_\_

Type of Agency (check all that apply):

- \_\_\_\_\_ Therapeutic recreation
- \_\_\_\_\_ City Park
- \_\_\_\_\_ State or National Park
- \_\_\_\_\_ Recreation Center
- \_\_\_\_\_ Sports management
- \_\_\_\_\_ Camp
- \_\_\_\_\_ Interpretive services
- \_\_\_\_\_ Other (please specify):  
\_\_\_\_\_

- \_\_\_\_\_ Food and Beverage
- \_\_\_\_\_ Tourism
- \_\_\_\_\_ Hotel/Lodging Facility
- \_\_\_\_\_ Convention/Visitors Bureau
- \_\_\_\_\_ Club
- \_\_\_\_\_ Resort
- \_\_\_\_\_ City, state or federal agency
- \_\_\_\_\_ Other (please specify):  
\_\_\_\_\_

Days of operation: \_\_\_\_\_ Hours of operation: \_\_\_\_\_

Population Served (age range, gender, socioeconomic characteristics): \_\_\_\_\_  
\_\_\_\_\_

Staff (number of full time, part time, seasonal, volunteers): \_\_\_\_\_  
\_\_\_\_\_

Fees/Charges, if any for participation: \_\_\_\_\_

## Initial Student Self Evaluation

Please rate yourself on your present level of competency in the following areas. Circle the number that most closely represents your status within these guidelines:

- 1**      **I cannot demonstrate this competency.**
- 2**      **I can demonstrate this competency with assistance from professor, supervisor, or a book.**
- 3**      **I can demonstrate this competency on my own.**
- 4**      **I can teach others this competency.**

Ability to design recreation and or park experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy..... 1 2 3 4

Ability to facilitate recreation and or park experiences for diverse clientele, settings, cultures, and contexts..... 1 2 3 4

Ability to evaluate recreation and or park experience offerings..... 1 2 3 4

Use evaluation data to improve the quality of recreation and or park experiences 1 2 3 4

Ability to apply entry-level concepts, principles and procedures of management/administration, including;

Infrastructure management..... 1 2 3 4

Financial management..... 1 2 3 4

Human resource management..... 1 2 3 4

Marketing/public relations..... 1 2 3 4

Ability to use diverse, structured ways of thinking to:

Solve problems related to different facets of professional practice 1 2 3 4

Engage in advocacy..... 1 2 3 4

Stimulate innovation..... 1 2 3 4

.....

What competencies do you think are strengths and what competencies do you think are weaknesses?

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**MEMORANDUM OF UNDERSTANDING**  
**ARKANSAS TECH UNIVERSITY AND INTERNSHIP AGENCY**

Instructions: After each interview with a student candidate, please return a copy of this and following form to: Kinesiology and Rehabilitation Science Department  
Arkansas Tech University  
Russellville, AR 72801

Agency: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Student Interviewed: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

On the basis of the interview, (Check One)

I accept the individual as an internship student should he/she select this agency. My decision is explained below.

I cannot accept this individual as an internship student. My decision is explained below.

Outline briefly the causes for acceptance or rejection on back of this page.

This agency also agrees to supervise and evaluate students accepted by the agency and approved by Arkansas Tech University. Further, The University agrees to provide appropriate academic and personal interest information by periodic consultation with the agency supervisor and the student.

The Agency will schedule a minimum of 560 clock-hours of supervised field internship and ( ) will or ( ) will not provide student liability insurance. The agency ( ) will or ( ) will not provide workers' compensation.

Stipend, or pay, provided to the student will be \_\_\_\_\_(specify) for the duration of the program.

This agreement is effective from \_\_\_\_\_ to \_\_\_\_\_.  
(date) (date)

Signed

\_\_\_\_\_ for \_\_\_\_\_  
(Agency)

\_\_\_\_\_ for \_\_\_\_\_  
(University)

\_\_\_\_\_ for \_\_\_\_\_  
(Student)

## AGENCY'S ROLES AND RESPONSIBILITIES

As the agency supervisor for intern \_\_\_\_\_ I have received a copy of, and read, the Internship Manual and agree to the following responsibilities:

1. Coordinating with the academic internship supervisor the total internship experience.
2. Providing education through practical experiences that broaden the student's knowledge, skills and expertise.
3. Involving the student in his or her own assessment, as well as goals and action plans for improvement.
4. Providing supervisory conferences and mid-term and final evaluation sessions on a regular scheduled basis and as needed.
5. Completing a written evaluation of the intern at mid-term and at the completing of the internship experience.
6. Evaluating intern assignments # 2 Implementing Program Assignment.
7. Providing the intern with information about the agency including, but not limited to, organizational structure, agency planning documents, policy and procedure manuals, operations manual(s), budgets, and employment information.
8. Involving the student in a formalized orientation program and in-service training programs for staff.
9. Orienting the student to the community in which the internship is being provided.
10. Providing direct supervision to the student throughout the internship.

**As the Agency Supervisor for the intern listed above, I have received a copy of the Internship Manual and I understand and agree to accept the responsibilities listed above.**

\_\_\_\_\_  
Signature of Agency Supervisor

\_\_\_\_\_  
Date

## Student Personal Data Sheet

NAME: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_

INTERNSHIP PHONE # (INCLUDE AREA CODE): \_\_\_\_\_

STUDENT CELL PHONE # (INCLUDE AREA CODE): \_\_\_\_\_

You must provide below the names, addresses and phone numbers (including cell phone numbers) for 2 emergency contacts.

### 1<sup>st</sup> CONTACT

NAME: \_\_\_\_\_ RELATIONSHIP: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

HOME PHONE # (INCLUDING AREA CODE): \_\_\_\_\_

CELL PHONE# (INCLUDING AREA CODE): \_\_\_\_\_

2<sup>ND</sup> NAME: \_\_\_\_\_ RELATIONSHIP: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

HOME PHONE # (INCLUDING AREA CODE): \_\_\_\_\_

CELL PHONE# (INCLUDING AREA CODE): \_\_\_\_\_

This form must be completed and submitted to the internship instructor before internship work begins.

## WEEKLY REPORT

Instructions: To be completed by the student intern at the end of each week and returned to the University Supervisor. Reports should be reviewed and signed by the Agency Supervisor. Students are encouraged to discuss experiences and problems with Agency Supervisor and incorporate any suggestions offered.

Name \_\_\_\_\_ Week Number: \_\_\_\_\_

Dates \_\_\_\_\_

Signature of Agency Supervisor \_\_\_\_\_

Topics Covered This Week: \_\_\_\_\_

Assignments: \_\_\_\_\_

### DAILY EXPERIENCES

**SUNDAY** \_\_\_\_\_  
Hours per day: \_\_\_\_\_  
\_\_\_\_\_

**MONDAY** \_\_\_\_\_  
Hours per day: \_\_\_\_\_  
\_\_\_\_\_

**TUESDAY** \_\_\_\_\_  
Hours per day: \_\_\_\_\_  
\_\_\_\_\_

**WEDNESDAY** \_\_\_\_\_  
Hours per day: \_\_\_\_\_  
\_\_\_\_\_

**THURSDAY** \_\_\_\_\_  
Hours per day: \_\_\_\_\_  
\_\_\_\_\_

**FRIDAY** \_\_\_\_\_  
Hours per day: \_\_\_\_\_  
\_\_\_\_\_

**SATURDAY** \_\_\_\_\_  
Hours per day: \_\_\_\_\_  
\_\_\_\_\_

**TOTAL HOURS FOR WEEK** \_\_\_\_\_

**MID-TERM EVALUATION  
THERAPEUTIC RECREATION INTERNSHIP EVALUATION**

NAME OF INTERN \_\_\_\_\_ COLLEGE/UNIVERSITY \_\_\_\_\_  
 SITE SUPERVISOR \_\_\_\_\_ FACILITY \_\_\_\_\_  
 PHONE (\_\_\_\_) \_\_\_\_\_ ADDRESS \_\_\_\_\_

**RATING SCALE**

1	Poor (Inferior)
2	Below Average (below average for age & experience)
3	Average (as expected for age & experience)
4	Good (above most other students)
5	Excellent (few other students equal)
N/A	

**PART ONE: PERFORMANCE CRITERIA**

**ASSESSMENT**

The Therapeutic Recreation Intern demonstrates:						
1.	Ability to assess physical need and functioning.	1	2	3	4	5 N/A
2.	Ability to assess cognitive needs and functioning.	1	2	3	4	5 N/A
3.	Ability to assess social needs and functioning.	1	2	3	4	5 N/A
4.	Ability to assess emotional needs and functioning.	1	2	3	4	5 N/A
5.	Ability to assess leisure and lifestyle needs and functioning.	1	2	3	4	5 N/A
6.	Ability to select appropriate assessment instruments.	1	2	3	4	5 N/A
7.	Ability to implement appropriate assessment instruments.	1	2	3	4	5 N/A
8.	Skills in interviewing techniques (listening responding, and questioning).	1	2	3	4	5 N/A
9.	Accurate behavioral observations.	1	2	3	4	5 N/A
10.	Skill in the use of relevant information from records, charts, other professionals and family/significant others.	1	2	3	4	5 N/A
11.	Ability to report assessment findings and recommendations based on analysis and interpretation of results from assessment procedures.	1	2	3	4	5 N/A
COUNT NUMBER OF NA'S						
ADD TOTAL OF EACH COLUMN						
ADD TOTAL SCORE OF FIVE COLUMNS						
AVERAGE SCORE TOTAL SCORE DIVIDED BY (11 ITEMS MINUS THE NUMBER OF NA'S)						

## TREATMENT PLANNING

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to follow agency policy and procedures for documenting the treatment plan content.	1	2	3	4	5	N/A
2.	Skill in using assessment data to formulate treatment plan.	1	2	3	4	5	N/A
3.	Ability to involve the person served and/or significant parties in the development of the plan.	1	2	3	4	5	N/A
4.	Skills in identifying specific problems, needs and/or strengths related to diagnosis, age, cultural and socioeconomic factors.	1	2	3	4	5	N/A
5.	Skill in <b>writing</b> measurable, behavioral goals related to diagnosis, age, cultural and socioeconomic factors.	1	2	3	4	5	N/A
6.	Skill in <b>identifying</b> appropriate individualized interventions to achieve desired outcomes with measurable goals based on diagnosis, age, cultural and socioeconomic factors.	1	2	3	4	5	N/A
7.	Ability to collaborate in providing interdisciplinary interventions and programs.	1	2	3	4	5	N/A
8.	Ability to utilize <b>activity</b> analysis for proper selection of treatment interventions.	1	2	3	4	5	N/A
9.	Ability to utilize <b>task</b> analysis for proper selection of treatment intervention.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (9 ITEMS MINUS THE NUMBER OF NA'S)							



## PLAN IMPLEMENTATION

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to use a minimum of six modalities/programs to reach treatment outcomes.	1	2	3	4	5	N/A
2.	Leadership skill in-group treatment.	1	2	3	4	5	N/A
3.	Skill in therapeutic communication (listening, responding)	1	2	3	4	5	N/A
4.	Skill in therapeutic relationship (trust, motivation).	1	2	3	4	5	N/A
5.	Ability to implement agency treatment protocols	1	2	3	4	5	N/A
6.	Ability to develop written program descriptions/protocols.	1	2	3	4	5	N/A
7.	Skill in the use of teaching/learning principles to reach positive outcomes.	1	2	3	4	5	N/A
8.	Ability to use assistive techniques, devices and equipment to meet client goals.	1	2	3	4	5	N/A
9.	Ability to involve the person served family/significant others in the implementation process.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (9 ITEMS MINUS THE NUMBER OF NA'S)							

## EVALUATION

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to conduct ongoing, timely, measurable and appropriate evaluation process.	1	2	3	4	5	N/A
2.	Ability to document ongoing, timely, measurable and appropriate evaluation process.	1	2	3	4	5	N/A
3.	Ability to monitor effectiveness of individual treatment plan.	1	2	3	4	5	N/A
4.	Ability to determine effectiveness of individual treatment plan.	1	2	3	4	5	N/A
5.	Ability to communicate evaluation of progress to treatment team and/or appropriate individuals.	1	2	3	4	5	N/A
6.	Ability to revise individual treatment plan as necessary with input from the person served, treatment team and relevant others.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (6 ITEMS MINUS THE NUMBER OF NA'S)							

**DISCHARGE PLANNING**

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to summarize the person's response to treatment including current functional level and treatment outcomes.	1	2	3	4	5	N/A
2.	Ability to develop discharge recommendations in accordance with the person's specific needs, interests and preferences.	1	2	3	4	5	N/A
3.	Ability to document discharge plan in a timely manner in accordance with policy and procedure.	1	2	3	4	5	N/A
4.	Ability to collaborate with the person served, family/significant others and treatment team members in developing	1	2	3	4	5	N/A
5.	Ability to implement agency treatment protocols	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (5 ITEMS MINUS THE NUMBER OF NA'S)							

**RECREATION SERVICES**

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to organize and provide appropriate recreational opportunities and services.	1	2	3	4	5	N/A
2.	Ability to lead a minimum of ten recreational activities.	1	2	3	4	5	N/A
3.	Ability to maintain recreational facilities and equipment in a clean and safe manner in accordance with health, fire and safety codes.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (3 ITEMS MINUS THE NUMBER OF NA'S)							

## ETHICAL CONDUCT

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to discuss professional codes of ethics.	1	2	3	4	5	N/A
2.	Compliance with all related agency standards of conduct.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (2 ITEMS MINUS THE NUMBER OF NA'S)							

## MANAGEMENT

The Therapeutic Recreation Intern demonstrates:							
1.	Understanding of the department quality improvement plan.	1	2	3	4	5	N/A
2.	Understanding of the department funding and reimbursement.	1	2	3	4	5	N/A
3.	Understanding of the department budget and fiscal procedures.	1	2	3	4	5	N/A
4.	Understanding of agency's mission and purpose.	1	2	3	4	5	N/A
5.	Understanding of organization and management of agency.	1	2	3	4	5	N/A
6.	Ability to follow department plan of operation.	1	2	3	4	5	N/A
7.	Ability to schedule therapeutic recreation services.	1	2	3	4	5	N/A
8.	Skill in practicing safety, emergency, infection control and risk management procedures.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (8 ITEMS MINUS THE NUMBER OF NA'S)							

**PART TWO: PERSONAL AND PROFESSIONAL DEVELOPMENT CRITERIA**

The Therapeutic Recreation Intern demonstrates:							
1.	Positive attitude	1	2	3	4	5	N/A
2.	Enthusiasm	1	2	3	4	5	N/A
3.	Self-confidence	1	2	3	4	5	N/A
4.	Empathy	1	2	3	4	5	N/A
5.	Flexibility	1	2	3	4	5	N/A
6.	Willingness to learn	1	2	3	4	5	N/A
7.	Judgement	1	2	3	4	5	N/A
8.	Initiative	1	2	3	4	5	N/A
9.	Respect and courtesy	1	2	3	4	5	N/A
10.	Cooperation	1	2	3	4	5	N/A
11.	Ability to evaluate personal strengths and weaknesses	1	2	3	4	5	N/A
12.	Ability to accept constructive criticism	1	2	3	4	5	N/A
13.	Professional dress according to setting	1	2	3	4	5	N/A
14.	Work habits (timeliness, completeness, consistent quality of work)	1	2	3	4	5	N/A
15.	Planning and organizational skills (time management, management of space and materials.	1	2	3	4	5	N/A
16.	Interpersonal relationships (with supervisor, staff, customers)	1	2	3	4	5	N/A
17.	Effective verbal communication skills (assertiveness, clarity, organization)	1	2	3	4	5	N/A
18.	Effective written communication (skills, grammar, spelling, legibility)	1	2	3	4	5	N/A
19.	Uses available computer	1	2	3	4	5	N/A
20.	Use of medical terminology and abbreviations	1	2	3	4	5	N/A
21.	Maintenance of professional boundaries (personal space, relationships, language	1	2	3	4	5	N/A
22.	Ability to seek direct and indirect supervision	1	2	3	4	5	N/A
23.	Ability to accept direct and indirect supervision	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE: TOTAL SCORE DIVIDED BY (23 ITEMS MINUS THE NUMBER OF NA'S							

**PART THREE: COMMENTS**

1. In what area does the intern excel?

2. In what area does the intern need further development?

3. What do you think is intern's probability of success in the field?

**PART FOUR: OUTCOME SCORING**

<b>PART ONE: PERFORMANCE CRITERIA</b>	<b>AVERAGE SCORE</b>
ASSESSMENT	
TREATMENT PLANNING	
PLAN IMPLEMENTATION	
EVALUATION	
DISCHARGE PLANNING	
RECREATION SERVICES	
ETHICAL CONDUCT	
MANAGEMENT	
<b>FINAL SCORE PART ONE (Add all average scores and divide by 8)</b>	

<b>PART TWO: CRITERIA</b>	<b>AVERAGE SCORE</b>
PERSONAL AND PROFESSIONAL DEVELOPMENT	

<b>FINAL AVERAGE SCORE (Average the two scores in Part One and Part Two)</b>	
<b>FINAL SCORE PART ONE (See scale below)</b>	

**GRADING SCALE**

SCORE OF:

5.0 - 4.2	GRADE A
4.1 - 3.3	GRADE B
3.2 - 2.4	GRADE C
2.3 - 1.5	GRADE D
1.4 - Below	GRADE F

\_\_\_\_\_  
**Signature of Supervisor**

\_\_\_\_\_  
**Signature of Intern**

\_\_\_\_\_  
**Date of Evaluation**

**FINAL EVALUATION**  
**THERAPEUTIC RECREATION INTERNSHIP EVALUATION**

NAME OF INTERN \_\_\_\_\_ COLLEGE/UNIVERSITY \_\_\_\_\_

SITE SUPERVISOR \_\_\_\_\_ FACILITY \_\_\_\_\_

PHONE (\_\_\_\_) \_\_\_\_\_ ADDRESS \_\_\_\_\_

**RATING SCALE**

1	Poor (Inferior)
2	Below Average (below average for age & experience)
3	Average (as expected for age & experience)
4	Good (above most other students)
5	Excellent (few other students equal)
N/A	

**PART ONE: PERFORMANCE CRITERIA**

**ASSESSMENT**

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to assess physical need and functioning.	1	2	3	4	5	N/A
2.	Ability to assess cognitive needs and functioning.	1	2	3	4	5	N/A
3.	Ability to assess social needs and functioning.	1	2	3	4	5	N/A
4.	Ability to assess emotional needs and functioning.	1	2	3	4	5	N/A
5.	Ability to assess leisure and lifestyle needs and functioning.	1	2	3	4	5	N/A
6.	Ability to select appropriate assessment instruments.	1	2	3	4	5	N/A
7.	Ability to implement appropriate assessment instruments.	1	2	3	4	5	N/A
8.	Skills in interviewing techniques (listening responding, and questioning).	1	2	3	4	5	N/A
9.	Accurate behavioral observations.	1	2	3	4	5	N/A
10.	Skill in the use of relevant information from records, charts, other professionals and family/significant others.	1	2	3	4	5	N/A
11.	Ability to report assessment findings and recommendations based on analysis and interpretation of results from assessment procedures.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (11 ITEMS MINUS THE NUMBER OF NA'S)							

**TREATMENT PLANNING**

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to follow agency policy and procedures for documenting the treatment plan content.	1	2	3	4	5	N/A
2.	Skill in using assessment data to formulate treatment plan.	1	2	3	4	5	N/A
3.	Ability to involve the person served and/or significant parties in the development of the plan.	1	2	3	4	5	N/A
4.	Skills in identifying specific problems, needs and/or strengths related to diagnosis, age, cultural and socioeconomic factors.	1	2	3	4	5	N/A
5.	Skill in <b>writing</b> measurable, behavioral goals related to diagnosis, age, cultural and socioeconomic factors.	1	2	3	4	5	N/A
6.	Skill in <b>identifying</b> appropriate individualized interventions to achieve desired outcomes with measurable goals based on diagnosis, age, cultural and socioeconomic factors.	1	2	3	4	5	N/A
7.	Ability to collaborate in providing interdisciplinary interventions and programs.	1	2	3	4	5	N/A
8.	Ability to utilize <b>activity</b> analysis for proper selection of treatment interventions.	1	2	3	4	5	N/A
9.	Ability to utilize <b>task</b> analysis for proper selection of treatment intervention.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (9 ITEMS MINUS THE NUMBER OF NA'S)							



## PLAN IMPLEMENTATION

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to use a minimum of six modalities/programs to reach treatment outcomes.	1	2	3	4	5	N/A
2.	Leadership skill in-group treatment.	1	2	3	4	5	N/A
3.	Skill in therapeutic communication (listening, responding)	1	2	3	4	5	N/A
4.	Skill in therapeutic relationship (trust, motivation).	1	2	3	4	5	N/A
5.	Ability to implement agency treatment protocols	1	2	3	4	5	N/A
6.	Ability to develop written program descriptions/protocols.	1	2	3	4	5	N/A
7.	Skill in the use of teaching/learning principles to reach positive outcomes.	1	2	3	4	5	N/A
8.	Ability to use assistive techniques, devices and equipment to meet client goals.	1	2	3	4	5	N/A
9.	Ability to involve the person served family/significant others in the implementation process.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (9 ITEMS MINUS THE NUMBER OF NA'S)							

## EVALUATION

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to conduct ongoing, timely, measurable and appropriate evaluation process.	1	2	3	4	5	N/A
2.	Ability to document ongoing, timely, measurable and appropriate evaluation process.	1	2	3	4	5	N/A
3.	Ability to monitor effectiveness of individual treatment plan.	1	2	3	4	5	N/A
4.	Ability to determine effectiveness of individual treatment plan.	1	2	3	4	5	N/A
5.	Ability to communicate evaluation of progress to treatment team and/or appropriate individuals.	1	2	3	4	5	N/A
6.	Ability to revise individual treatment plan as necessary with input from the person served, treatment team and relevant others.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (6 ITEMS MINUS THE NUMBER OF NA'S)							

## DISCHARGE PLANNING

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to summarize the person's response to treatment including current functional level and treatment outcomes.	1	2	3	4	5	N/A
2.	Ability to develop discharge recommendations in accordance with the person's specific needs, interests and preferences.	1	2	3	4	5	N/A
3.	Ability to document discharge plan in a timely manner in accordance with policy and procedure.	1	2	3	4	5	N/A
4.	Ability to collaborate with the person served, family/significant others and treatment team members in developing	1	2	3	4	5	N/A
5.	Ability to implement agency treatment protocols	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (5 ITEMS MINUS THE NUMBER OF NA'S)							

## RECREATION SERVICES

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to organize and provide appropriate recreational opportunities and services.	1	2	3	4	5	N/A
2.	Ability to lead a minimum of ten recreational activities.	1	2	3	4	5	N/A
3.	Ability to maintain recreational facilities and equipment in a clean and safe manner in accordance with health, fire and safety codes.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (3 ITEMS MINUS THE NUMBER OF NA'S)							

**ETHICAL CONDUCT**

The Therapeutic Recreation Intern demonstrates:							
1.	Ability to discuss professional codes of ethics.	1	2	3	4	5	N/A
2.	Compliance with all related agency standards of conduct.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (2 ITEMS MINUS THE NUMBER OF NA'S)							

**MANAGEMENT**

The Therapeutic Recreation Intern demonstrates:							
1.	Understanding of the department quality improvement plan.	1	2	3	4	5	N/A
2.	Understanding of the department funding and reimbursement.	1	2	3	4	5	N/A
3.	Understanding of the department budget and fiscal procedures.	1	2	3	4	5	N/A
4.	Understanding of agency's mission and purpose.	1	2	3	4	5	N/A
5.	Understanding of organization and management of agency.	1	2	3	4	5	N/A
6.	Ability to follow department plan of operation.	1	2	3	4	5	N/A
7.	Ability to schedule therapeutic recreation services.	1	2	3	4	5	N/A
8.	Skill in practicing safety, emergency, infection control and risk management procedures.	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE TOTAL SCORE DIVIDED BY (8 ITEMS MINUS THE NUMBER OF NA'S)							

**PART TWO: PERSONAL AND PROFESSIONAL DEVELOPMENT CRITERIA**

The Therapeutic Recreation Intern demonstrates:							
1.	Positive attitude	1	2	3	4	5	N/A
2.	Enthusiasm	1	2	3	4	5	N/A
3.	Self-confidence	1	2	3	4	5	N/A
4.	Empathy	1	2	3	4	5	N/A
5.	Flexibility	1	2	3	4	5	N/A
6.	Willingness to learn	1	2	3	4	5	N/A
7.	Judgement	1	2	3	4	5	N/A
8.	Initiative	1	2	3	4	5	N/A
9.	Respect and courtesy	1	2	3	4	5	N/A
10.	Cooperation	1	2	3	4	5	N/A
11.	Ability to evaluate personal strengths and weaknesses	1	2	3	4	5	N/A
12.	Ability to accept constructive criticism	1	2	3	4	5	N/A
13.	Professional dress according to setting	1	2	3	4	5	N/A
14.	Work habits (timeliness, completeness, consistent quality of work)	1	2	3	4	5	N/A
15.	Planning and organizational skills (time management, management of space and materials.	1	2	3	4	5	N/A
16.	Interpersonal relationships (with supervisor, staff, customers)	1	2	3	4	5	N/A
17.	Effective verbal communication skills (assertiveness, clarity, organization)	1	2	3	4	5	N/A
18.	Effective written communication (skills, grammar, spelling, legibility)	1	2	3	4	5	N/A
19.	Uses available computer	1	2	3	4	5	N/A
20.	Use of medical terminology and abbreviations	1	2	3	4	5	N/A
21.	Maintenance of professional boundaries (personal space, relationships, language)	1	2	3	4	5	N/A
22.	Ability to seek direct and indirect supervision	1	2	3	4	5	N/A
23.	Ability to accept direct and indirect supervision	1	2	3	4	5	N/A
COUNT NUMBER OF NA'S							
ADD TOTAL OF EACH COLUMN							
ADD TOTAL SCORE OF FIVE COLUMNS							
AVERAGE SCORE: TOTAL SCORE DIVIDED BY (23 ITEMS MINUS THE NUMBER OF NA'S							

**PART THREE: COMMENTS**

4. In what area does the intern excel?

5. In what area does the intern need further development?

6. What do you think is intern's probability of success in the field?

**PART FOUR: OUTCOME SCORING**

<b>PART ONE: PERFORMANCE CRITERIA</b>	<b>AVERAGE SCORE</b>
ASSESSMENT	
TREATMENT PLANNING	
PLAN IMPLEMENTATION	
EVALUATION	
DISCHARGE PLANNING	
RECREATION SERVICES	
ETHICAL CONDUCT	
MANAGEMENT	
<b>FINAL SCORE PART ONE (Add all average scores and divide by 8)</b>	

<b>PART TWO: CRITERIA</b>	<b>AVERAGE SCORE</b>
PERSONAL AND PROFESSIONAL DEVELOPMENT	

<b>FINAL AVERAGE SCORE (Average the two scores in Part One and Part Two)</b>	
<b>FINAL SCORE PART ONE (See scale below)</b>	

**GRADING SCALE**

SCORE OF:

5.0 - 4.2	GRADE A
4.1 - 3.3	GRADE B
3.2 - 2.4	GRADE C
2.3 - 1.5	GRADE D
1.4 - Below	GRADE F

\*\*\*\*\*RECOMMENDED GRADE\*\*\*\*\*

\*\*\*RECOMMENDED GRADE\*\*\* \_\_\_\_\_

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Signature of Intern

\_\_\_\_\_  
Date of Evaluation

## STUDENT EVALUATION OF INTERNSHIP EXPERIENCE

Name: \_\_\_\_\_

Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Agency: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

The Department of Parks, Recreation & Hospitality Administration has an interest in the learning opportunity that was provided to you through your internship. Please take a few minutes to make an honest evaluation of the internship. Please evaluate your internship experience in the following areas utilizing the following scale.

**RATING SCALE:**

<b>4</b>	<b>Greatly exceeds expectations</b>
<b>3</b>	<b>Exceeds expectations</b>
<b>2</b>	<b>Meets expectations</b>
<b>1</b>	<b>Does not meet expectations</b>
<b>N/A</b>	<b>Not applicable</b>

ORIENTATION	RATING (1-4)	COMMENTS:
Agency provided orientation to its programs and facilities		
Agency provided orientation to its policies and procedures		

Agency provided orientation to your responsibilities and its expectations of you		
<b>AGENCY SUPERVISION</b>	<b>RATING (1-4)</b>	<b>COMMENTS</b>
Supervisor provided adequate constructive criticism at appropriate times		
Supervisor provided positive feedback when appropriate		
You felt you had the freedom to ask the supervisor and/or staff members for help		
Supervisor and/or other staff were approachable and accessible		
You were given appropriate tasks for your skill level		
The amount of responsibility given was adjusted to your professional growth		
Supervisor was knowledgeable and possessed the needed skills to do the job		
Supervisor was sensitive to student and customer needs		



Supervisor possessed appropriate communication skills		
Supervisor demonstrated an interest in your learning experience		
Your final evaluation was a fair representation of your overall performance		
<b>LEARNING EXPERIENCES</b>	<b>RATING (1-4)</b>	<b>COMMENTS</b>
You were allowed to pursue individual interests in the field		
You were allowed input into the student program		
You were given adequate diversity in your experience		
The intern schedule made good use of your time		
Useful experiences with other professionals were provided		
Services provided were beneficial to the customer/client		

Equipment, supplies, and conditions were adequate to provide appropriate learning		
You were made to feel welcome and to become a part of the staff		
<b>ACADEMIC BACKGROUND</b>	<b>RATING (1-4)</b>	<b>COMMENTS</b>
The classroom learning experiences adequately prepared you for your internship		
The internship manual provided the information needed for you to complete your internship		
The University supervisor was approachable and accessible when you had a question		
The University supervisor provided the guidance needed throughout the internship experience		
The University supervisor stayed in contact with you or your agency/facility supervisor for the duration of the internship experience		

Continued on next page.



## Student's Final Self Evaluation

Please rate yourself on your present level of competency in the following areas. Circle the number that most closely represents your status within these guidelines:

- 1 I cannot demonstrate this competency.**
- 2 I can demonstrate this competency with assistance from professor, supervisor, or a book.**
- 3 I can demonstrate this competency on my own.**
- 4 I can teach others this competency.**

Ability to design experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy..... 1 2 3 4

Ability to facilitate recreation and leisure experiences for diverse clientele, settings, cultures, and contexts..... 1 2 3 4

Ability to evaluate service and experience offerings..... 1 2 3 4

Use evaluation data to improve the quality of offerings..... 1 2 3 4

Ability to apply entry-level concepts, principles and procedures of:

Management/administration, including:

Infrastructure management..... 1 2 3 4

Financial management..... 1 2 3 4

Human resource management..... 1 2 3 4

Marketing/public relations..... 1 2 3 4

Ability to use diverse, structured ways of thinking to:

Solve problems related to different facets of professional practice 1 2 3 4

Engage in advocacy..... 1 2 3 4

Stimulate innovation..... 1 2 3 4

\*\*\*\*\*

What competencies do you think are strengths and what competencies do you think are weaknesses?

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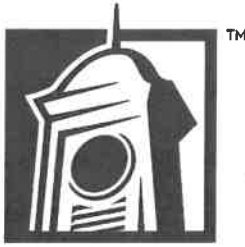
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# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science (KRS)	06/26/2024

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	06/26/2024
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/1/24
Assessment Dr. Christine Austin	<i>Amanda Gardner</i>	7/22/24
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/15/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
HES	2013
Official Catalog Title:	
Weight Training for Personal Trainers, High School Coaches, and Physical Education	

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)

**Weight Training for Personal Trainers, High School Athletics and Strength Coaching**

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

**WT FOR PT, HS ATHL & STR COACH**

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

The rationale for the change in the course title is to align the course with the proposed Coaching Athletics and Physical Activity option in Health and Exercise Science. The title change supports the rebranding of the program content and the projected future needs of graduates from this program.

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



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
<b>Kinesiology and Rehabilitation Sciences</b>	<b>2/7/2024</b>

Title	Signature	Date
Department Head Rockie Pederson	<i>Rockie Pederson</i>	02/07/2024
Dean	<i>Jim Lutz</i>	2/8/24

Course Subject: (e.g., ACCT, ENGL) <b>HES</b>	Course Number: (e.g., 1003) <b>4063</b>
Official Catalog Title: <b>HES 4063: Wellness and Fitness Programming</b>	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) <b>Change course name to "Health and Fitness Programming"</b>	
<p>Answer the following Assessment questions:</p> <ul style="list-style-type: none"> <li>a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable</li> <li>b. Explain the rationale for the cosmetic course change. <b>The term "Health" matches the degree and more appropriate for content delivered in course</b></li> </ul>	
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 <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science (KRS)	06/26/2024

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	06/26/2024
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/1/24
Assessment <del>Dr. Christine Austin</del>	<i>Amarda Gardner</i>	7/22/24
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/15/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PE	1201
Official Catalog Title:	
Orientation of Health, Physical Education, and Wellness Science	



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)

**Orientation to Kinesiology**

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

**ORIENTATION TO KINESIOLOGY**

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

The rationale for the change in the course title is to align the course with the proposed Coaching Athletics and Physical Activity option in Health and Exercise Science. The title change supports the rebranding of the program content and the projected future needs of graduates from this program.

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



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science (KRS)	06/26/2024

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	06/26/2024
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/1/24
Assessment <del>Dr. Christine Austin</del>	<i>Christine Austin</i>	7/22/24
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/15/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PE	3543
Official Catalog Title:	
Motor Development and Lifespan Applications in Pedagogy	

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

Yes  No

Request to change: (check appropriate box):

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

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

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

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

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

New Course Description:

New Cross List:

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

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

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

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

Elective                                       Major                                       Minor

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

Answer the following Assessment questions:

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

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# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science (KRS)	06/26/2024

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	06/26/2024
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/1/24
Assessment Dr. Christine Austin	<i>Amunda Gardner</i>	7/22/24
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/15/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PE	3573
Official Catalog Title:	
Prevention and Care of Athletic Injuries	

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)

**Prevention and Care of Activity Injuries**

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

**PREV/CARE ACTIVITY INJURIES**

New Course Description:

New Cross List:

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

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

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

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

Elective                                       Major                                           Minor

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

Answer the following Assessment questions:

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

The rationale for the change in the course title is to align the course with the proposed Coaching Athletics and Physical Activity option in Health and Exercise Science. The title change supports the rebranding of the program content and the projected future needs of graduates from this program.

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



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science (KRS)	06/26/2024

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	06/26/2024
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/1/24
Assessment <del>Dr. Christine Austin</del>	<i>Amanda Gardner</i>	7/22/24
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/15/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PE	3583
Official Catalog Title:	
Methods and Materials in <del>Physical</del> Education for Kindergarten and Elementary Grades	

*Physical*

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

Yes  No

Request to change: (check appropriate box):

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

Other

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

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

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

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

New Course Description:

New Cross List:

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

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

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

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

Elective                                       Major                                       Minor

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

Answer the following Assessment questions:

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

The rationale for the change in the course title is to align the course with the proposed Coaching Athletics and Physical Activity option in Health and Exercise Science. The title change supports the rebranding of the program content and the projected future needs of graduates from this program.

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



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science (KRS)	06/26/2024

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	06/26/2024
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/1/24
Assessment Dr. Christine Austin	<i>Amanda Gardner</i>	7/22/24
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/15/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PE	4513
Official Catalog Title:	
Organization and Administration of Health and Physical Education	



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)

**Organization and Administration of Athletics and Physical Activity**

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

**ORG/ADMIN OF ATHL/PHYS ACTY**

New Course Description:

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

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

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

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

Elective

Major

Minor

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

Answer the following Assessment questions:

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

The rationale for the change in the course title is to align the course with the proposed Coaching Athletics and Physical Activity option in Health and Exercise Science. The title change supports the rebranding of the program content and the projected future needs of graduates from this program.

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



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	2/16/24

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	02/23/2024
Dean Dr. Tim Carter	<i>Tim Carter</i>	2/26/24

Course Subject: (e.g., ACCT, ENGL) <b>RS</b>	Course Number: (e.g., 1003) <b>3243</b>
-------------------------------------------------	--------------------------------------------

Official Catalog Title:  
Social Services for Individuals and Families

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)  
 Modify the course title to: **“Child Welfare”**  
 Modify the course description to read: **“Child Welfare provides knowledge and skills necessary for the generalist practice of child welfare with an emphasis on protective services, foster care, and adoption services. Processes of engagement, assessment, intervention, and follow-up regarding child protection and family preservation with diverse clients across systems are examined.”**

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.  
Not applicable.
- Explain the rationale for the cosmetic course change.  
These cosmetic changes will help students to more easily identify the foci of the course, as well as give further specifics over what will be studied throughout the term.

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](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
<b>Kinesiology and Rehabilitation Science</b>	06/26/2024

Title	Signature	Date
Department Head <b>Dr. Rockie Pederson</b>	<i>Rockie Pederson</i>	06/26/2024
Dean <b>Dr. Tim Carter</b>	<i>Tim Carter</i>	7/1/24
Assessment <del>Dr. Christine Austin</del>	<i>Amanda Gardner</i>	7/22/24
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	7/15/24
Graduate College (if appropriate)		
Vice President for Academic Affairs <b>Dr. Adolfo Santos</b>		

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

Program Title: **Health and Exercise Science**

# **LETTER OF NOTIFICATION**

## **Curriculum Revision**

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

### **Required Information:**

- 1. Current degree title: Health and Exercise Science**
- 2. Current degree code: 2495**
- 3. Current CIP code: 31.0505**
- 4. % online (if applicable): N/A**
  
- 5. Current curriculum:**

See Attached.

# HEALTH AND EXERCISE SCIENCE, BACHELOR OF SCIENCE

The Bachelor of Science in Health and Exercise Science program has two tracks. Kinesiology and Pre-Allied Professional Health Studies will prepare students for strength and conditioning, fitness, and exercise/sport science professions, or preparation for advanced health care degrees.

## Tracks

- Kinesiology
- Pre-Allied Health Studies

## Curriculum

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

Course	Title	Hours	Completed
<b>Freshman</b>			
<b>Fall</b>			
BIOL 1014	Introduction to Biological Science <sup>2</sup>	4	_____
ENGL 1013	Composition I <sup>1</sup>	3	_____
HES 1003	Introduction to Exercise Programming <sup>2</sup>	3	_____
MATH 1113	College Algebra (or higher)	3	_____
PE 1201	Orientation to Health, Physical Education, and Wellness Science <sup>2</sup>	1	_____
PE Elective <sup>2</sup>		1	_____
<b>Hours</b>		<b>15</b>	
<b>Spring</b>			
COMM 2173	Business and Professional Speaking	3	_____
ENGL 1023	Composition II <sup>1</sup>	3	_____
HLED 1513	Lifetime Health and Fitness <sup>2</sup>	3	_____
PHSC XXXX	Physical Science with Laboratory <sup>1</sup>	4	_____
PSY 2003	General Psychology	3	_____
<b>Hours</b>		<b>16</b>	
<b>Sophomore</b>			
<b>Fall</b>			
COMS 1003	Introduction to Computer Based Systems	3	_____

HES 2003	Field-Based Experience in Health and Exercise Science <sup>2</sup>	3	_____
PE 2513	First Aid <sup>2</sup>	3	_____
PE 2653	Anatomy and Physiology <sup>2</sup>	3	_____
PE Elective <sup>2</sup>		1	_____
USHG 1XXX	U.S. History and Government <sup>1</sup>	3	_____
<b>Hours</b>		<b>16</b>	
<b>Spring</b>			
ECON 2003	Principles of Macroeconomics	3	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	6	_____
HES 2013	Weight Training for Personal Trainers, High School Coaches, and Physical Education <sup>2</sup>	3	_____
PE 3661	Laboratory Experiences in Anatomy/Physiology and Kinesiology <sup>2</sup>	1	_____
PE 3663	Kinesiology <sup>2</sup>	3	_____
<b>Hours</b>		<b>16</b>	
<b>Junior</b>			
<b>Fall</b>			
AHS 2013	Medical Terminology	3	_____
HES 2023	Endurance Programming and Conditioning <sup>2</sup>	3	_____
HES 2043	Applied Fitness Assessment and Development <sup>2</sup>	3	_____
PE 3573	Prevention and Care of Athletic Injuries <sup>2</sup>	3	_____
PE 4033	Exercise Physiology <sup>2</sup>	3	_____
<b>Hours</b>		<b>15</b>	
<b>Spring</b>			
HES 3003	Exercise Prescription <sup>2</sup>	3	_____
HES 3023	Exercise Behavior and Adherence <sup>2</sup>	3	_____
HLED 3203	Consumer Health Programs <sup>2</sup>	3	_____
MGMT 3003	Principles of Management	3	_____

MKT 3043	Principles of Marketing	3	_____
<b>Hours</b>		<b>15</b>	
<b>Senior</b>			
<b>Fall</b>			
HES 4003	Senior Seminar <sup>2</sup>	3	_____
HES 4013	Health and Exercise Science Practicum <sup>2</sup>	3	_____
HES 4023	Principles of Strength and Conditioning <sup>2</sup>	3	_____
HES 4063	Wellness and Fitness Programming <sup>2</sup>	3	_____
HLED 4403	Sport and Exercise Nutrition <sup>2</sup>	3	_____
<b>Hours</b>		<b>15</b>	
<b>Spring</b>			
HES 4012	Health and Exercise Science Internship <sup>2</sup>	12	_____
<b>Hours</b>		<b>12</b>	
<b>Total Hours</b>		<b>120</b>	

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

<sup>2</sup> Must earn a grade of "C" or better.

## Programs

### Learning Outcomes

Students who complete the program will:

1. Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
2. Administer fitness/performance tests and interpret the results to facilitate effective programming.
3. Develop effective training plans and programs for clients, classes, and/or teams.
4. Develop and maintain physical variables related to health, fitness, and performance.
5. Prepared to attain nationally accredited personal trainer and/or strength and conditioning coach certifications.

**1. Proposed curriculum. If adding a new course, include new course description.**

**A. Proposed 8-Semester Plan for HES Public Health Option**

<b>Semester 1-17 Hours</b> ENGL 1013 Composition I MATH 1113 College Algebra BIOL 1014 Introduction to Biological Science HLED 1513 Lifetime Health and Fitness PE 1201 Orientation to Health, PE, and Wellness Science **(3) Credit Elective	<b>Semester 2-16 hours</b> ENGL 1023 Composition II PSY 2003 General Psychology PHSC 1XX4 Physical Science with Lab AHS 2013 Medical Terminology **(3) Credit Fine Art/Humanities
<b>Semester 3- 15 Hours</b> POLS 2003 American Government COMM 2003 Public Speaking <u>or</u> 2173 Business and Professional Speaking PE 2653 Anatomy and Physiology SOC 1003 Introduction to Sociology RS 2003 Introduction to Rehabilitation Science	<b>Semester 4-16 Hours</b> PE 3661 Laboratory Experiences in Anatomy/Physiology and Kinesiology SPED 2023 Development and Characteristics of Diverse Learners SEED 2113 Human Development and Learning Theories SOC 2033 Social Problems **(3) Credit Fine Arts/Humanities **(3) Credit Elective
<b>Semester 5-15 Hours</b> HLED 3203 Consumer Health Programs HLED 4403 Sport and Exercise Nutrition PE 3543 Motor Development and Lifespan Applications in Pedagogy SOC 3013 Psychosocial Aspects of Death and Dying HIM 3023 Introduction to Health Information Management	<b>Semester 6-14 Hours</b> HELD 4303 Methods and Materials in Health for Grades K-12 RS 3133 Diversity and Inclusion in Human Service Settings HIM 3162 Health Data and Statistics PSY 3063 Developmental Psychology **(3) Credit Elective(s)
<b>Semester 7-15 Hours</b> HIM 4153 Principles of Disease SOC 4183 Social Gerontology SOC 4013 Drugs in Society HIM 4063 Organization and Administration **(3) Credit Elective	<b>Semester 8-12 Hours</b> HES 4012 Health and Exercise Science Internship

**\*\*12 hours of Recommended Electives from the Following:**

- ART 1303 Introduction to Drawing
- ART 1503 Intro to Graphic Design
- OL 4643 Organizational Globalization and Diversity
- COMM 4153 Persuasive Theory and Audience Analysis
- OL 4143 Nonprofit Organizations
- OL 4343 Community Development



## B. Proposed 8-semester plan for HES Coaching Athletics and Physical Activity Option

Semester 1 – 15 or 16 hours	Semester 2 – 16 hours
ENGL 1013 Comp 1 HES 1003 Introduction to Exercise Programming HLED 1513 Lifetime Health and Fitness MATH 1113 College Algebra US History/Government *PE 1201 Orientation to Health, Physical Education and Wellness Science <b>(for Teacher Licensure)</b>	BIOL 1014 Introduction to Biological Science ENGL 1023 Comp 2 Fine Arts/Humanities #1 Social Science #1 PE 2513 First Aid
Semester 3 – 16 hours	Semester 4 – 16 hours
BIOL 2014 Human Anatomy COMM 2003 Public Speaking Fine Arts/Humanities #2 Social Science #2 HES 2013 Weight Training for Personal Trainers, High School Coaches and Physical Education	HES 2023 Endurance Programming and Conditioning *Minor Elective <u>or</u> <u>EDMD 2013</u> Integrating Instructional Technology* *Minor Elective <u>or</u> <u>SEED 2003</u> Education as a Profession* PE 3543 Motor Development and Lifespan Applications in Pedagogy PE 3661 Lab Experiences in Anatomy/Physiology and Kinesiology PE 3663 Kinesiology
Semester 5 – 15 hours	Semester 6 – 15 hours
HES 2043 Applied Fitness Assessment and Development PE 3573 Prevention and Care of Athletic Injuries PE 4033 Exercise Physiology PE 3413 Coaching Theory *Minor Elective <u>or</u> <u>SEED 2113</u> Human Development and Learning Theories*	HES 3003 Exercise Prescription HES 3013 Coaching Power, Speed, and Agility HES 4023 Principles of Strength and Conditioning PE 3583 Methods and Materials in Physical Education for Kindergarten and Elementary Grades PE 4513 Organization and Administration of Health and Physical Education
Semester 7 – 14 hours	Semester 8 – 12 hours
*Minor Elective <u>or</u> HLED 4303 Methods & Materials in Health Kindergarten - 12* <b>(for Teacher Licensure)</b> HLED 4403 Sport and Exercise Nutrition PE 4103 Principles of Adapted Physical Activity *Minor Elective <u>or</u> <u>SEED 4553</u> Classroom Applications of Educational Psychology* *Minor Elective <u>or</u> <u>SPED 4052</u> Educating Diverse and Exceptional Learners*	HES 4012 Health and Exercise Science Internship  <u>or</u>  *SEED 4809 Residency B *SEED 4503 Seminar in Secondary Education*

This proposal provides two options for students to select from:

### 1. Non-Teaching Option

Recommended Minors

Business

Leadership

### 2. \*Teaching Option – Advanced Certificate in Secondary Education (26 hours) plus the following classes:

- HLED 4303 Methods and Materials in Health for Grades K-12
- PE 1201 Orientation to Health, Physical Education, and Wellness Science

**This proposal includes the following Certificates of Proficiency:**

**Coaching Strength and Conditioning (15 hours)**

- HES 2013 Weight Training for Personal Trainers, High School Physical Activity and Sport
- HES 2023 Endurance Programming and Conditioning
- HES 2043 Applied Fitness Assessment and Development
- HES 3013 Coaching Power, Speed, and Agility
- HES 4023 Principles of Strength and Conditioning

**Coaching Travel Team and Recreational Sport Basic Credential (6 hours)**

- PE 3413 Coaching Theory
- PE 4513 Organization and Administration of Athletics and Physical Activity

**C. Effective date, term, and academic year: 2025-2026**

**D. Reasons for changes:**

- a. The **Public Health option** in the Health and Exercise Science program utilizes existing courses and faculty from all colleges across the ATU system. The option is designed for students seeking admission into graduate programs in public health or entry level positions in the health promotion professions including: Health Maintenance Organizations, Hospitals, Public and Private Clinics, Voluntary Health Agencies, Health Departments, Secondary Schools, Not-for-Profits, or Business and Industry. Students seeking graduate programs in Public Health should review the matriculation requirements of their intended graduate program, and then work with their ATU faculty advisors to complete the courses best suited to enter their intended program of study. Course content within this health promotion concentration empowers students to lead communities to achieve optimal health and advocate for social change.
- Methods: A search was conducted for the approved degree programs at the Arkansas Department of Higher Education. Institutions in Arkansas offering undergraduate degree programs in **Public Health** were reviewed for course sequence, course descriptions, and academic departments. Course descriptions from public health programs in Arkansas institutions were compared to courses currently offered in all colleges across the ATU system. ATU course descriptions were matched accordingly with the Arkansas institutions offering courses in public health programs, and consequently, 65 credit hours of identical course work was identified. The proposed Public Health degree program is interdisciplinary in nature and connects the closely related fields of study including psychology, political science, business, health education, health informatics, art, organizational leadership, rehabilitation sciences, and exercise science. The curriculum seeks to develop the student intellectually, socially, and fundamentally focusing on the elimination of social injustices impeding the advancement of health in all populations.
- Curriculum: The Public Health option is housed in the Kinesiology and Rehabilitation Science Department (KRS) in the College of Education and Health (CEH). It requires the completion of a 30-credit hour core from the CEH and an additional 35 credit hours from the remaining three Colleges on the Russellville campus. Table 1 provides the proposed 8 semester plan of study. Table 2 will provide the vertical and horizontal alignment of the curriculum.

b. The **Coaching Athletics and Physical Activity option** in the Health and Exercise program reorganizes current courses and faculty in programs across the ATU system to create a program that focuses on optimal performance of the human body. The option is designed for students seeking careers in health education, fitness/personal training, K-12 athletic coach, gym/health center management, or recreation supervisor. Students seeking advanced degrees in these areas will be encouraged to verify requirements for admission and work with KRS advisors to select ATU courses meeting those requirements. Current trends in professional organizations indicate a shift in focus to preparing future professionals to manage fitness and physical development/ improvement of human performance in physical activity or athletic settings in private and/or public setting. The HES program is currently internationally accredited by the International Universities Strength and Conditioning Association (IUSCA). Included throughout the program is preparation to pass various professional certifications offered through the following organizations:

- Level 1 Certificate in Strength and Conditioning through the International Universities Strength and Conditioning Association (IUSCA).
- High School Strength and Conditioning Coach Certificate (HSSCC) through the National High School Strength Coaches Association (NHSSCA).
- National Coach Credential (Level 1, Level 2, or Level 3) through the National Federation of State High School Associations (NFHS).
- USA Basketball
- USA Football
- USA Rugby
- USA Soccer
- USA Track & Field
- USA Volleyball
- USA Weightlifting
- USA Wrestling or
- any national sport organization.

Public Health Option

# HEALTH AND EXERCISE SCIENCE, BACHELOR OF SCIENCE

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## Curriculum

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

Course	Title	Hours	Completed
<b>Freshman</b>			
<b>Fall</b>			
BIOL 1014	Introduction to Biological Science <sup>2</sup>	4	_____
ENGL 1013	Composition I <sup>1</sup>	3	_____
<del>HES 1003</del> HLED 1513	<del>Introduction to Exercise Programming</del> <sup>2</sup>	<del>3</del> 3	_____
MATH 1113	College Algebra (or higher)	3	_____
PE 1201	Orientation to Health, Physical Education, and Wellness Science <sup>2</sup>	1 3	_____
<del>PE Elective</del> <sup>2</sup>		<del>1</del>	_____
<b>Hours</b>		<del>15</del> 17	
<b>Spring</b>			
<del>COMM 2173</del> AHS 2013	<del>Business and Professional Speaking</del>	<del>3</del> 3	_____
ENGL 1023	Composition II <sup>1</sup>	3	_____
<del>HLED 1513</del> FAH 1XXX	<del>Lifetime Health and Fitness</del> <sup>2</sup>	<del>3</del> 3	_____
PHSC XXXX	Physical Science with Laboratory <sup>1</sup>	4	_____
PSY 2003	General Psychology	3	_____
<b>Hours</b>		16	
<b>Sophomore</b>			
<b>Fall</b> COMM 2003 or 2173			
<del>COMS 1003</del>	<del>Introduction to Computer Based Systems</del>	<del>3</del>	_____
HES 2003 POLS 2003	<del>Field-Based Experience in Health and Exercise Science</del> <sup>2</sup>	<del>3</del> 3	_____
PE 2513 SOC 1003	<del>First Aid</del> <sup>2</sup>	<del>3</del> 3	_____
PE 2653	Anatomy and Physiology <sup>2</sup>	3	_____
<del>PE Elective</del> <sup>2</sup> RS 2003		<del>3</del> 1	_____
USHG 1XXX	<del>U.S. History and Government</del> <sup>1</sup>	<del>3</del>	_____
<b>Hours</b>		<del>16</del> 15	
<b>Spring</b>			
ECON 2003 SPED 2023	<del>Principles of Macroeconomics</del>	<del>3</del> 3	_____
FAH 1XXX GEED 2113	<del>Fine Arts and Humanities Courses</del>	<del>3</del> 6	_____
HES 2013 SOC 2033	<del>Weight Training for Personal Trainers, High School Coaches, and Physical Education</del> <sup>2</sup>	<del>3</del> 3	_____
PE 3661	Laboratory Experiences in Anatomy/Physiology and Kinesiology <sup>2</sup>	1 3	_____
PE 3663 Elective	<del>Kinesiology</del> <sup>2</sup>	<del>3</del> 3	_____
<b>Hours</b>		16	
<b>Junior</b>			
<b>Fall</b>			
AHS 2013 HLED 3203	Medical Terminology	3	_____
HES 2023 HLED 4403	Endurance Programming and Conditioning <sup>2</sup>	3	_____
PE 3543		3	_____
SOC 3013		3	_____
HIM 3023		3	_____

<del>MKT 3043</del>	<del>Principles of Marketing</del>	<del>3</del>	
	Hours	15	
Senior			
Fall			
<del>HES 4003</del>	HIM 4153	Senior Seminar <sup>2</sup> 3	<del>3</del>
<del>HES 4012</del>	Soc 483	Health and Exercise Science Practicum <sup>2</sup>	<del>3</del>
<del>HES 4023</del>	Soc 4013	Principles of Strength and Conditioning <sup>2</sup>	<del>3</del>
<del>HES 4063</del>	HIM 4063	Wellness and Fitness Programming <sup>2</sup>	<del>3</del>
	Elective		3
<del>WLED 4403</del>		Sport and Exercise Nutrition <sup>2</sup>	<del>3</del>
	Hours	15	
Spring <sup>2</sup>			
HES 4012			12
	Hours	12	
	Total Hours	120	

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

<sup>2</sup> Must earn a grade of "C" or better.

3 12 hours of recommended electives from the following:

**Programs**

**Learning Outcomes**

Students who complete the program will:

1. Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
2. Administer fitness/performance tests and interpret the results to facilitate effective programming.
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4. Develop and maintain physical variables related to health, fitness, and performance.
5. Prepared to attain nationally accredited personal trainer and/or strength and conditioning coach certifications.

- ART 1303
- ART 1503
- COMM 4153
- OL 4143
- OL 4343
- OL 4643

## DEGREE AUDIT CHECK LIST (BS-HES) Health and Exercise Science

2024-25 ~~2025-26~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		0.3
SOC SCI		0
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		0
<b>TOTAL GEN ED HOURS</b>		<del>12</del> <del>15</del>
<b>Electives</b>		
		12
<b>TOTAL ELECTIVE HOURS</b>		<del>0</del>

Student's Name SEED 2113			3
T# 50C 1003 2033 3013 4013 4183 SPED 2023			15 3
Major Requirements		Hrs	
*HES	<del>1003 2003 2013 2023 2043 3003 3023</del> 4003 4012 4013 4023 4063		12
*PE	1201 <del>2513</del> 2653 <del>3573</del> 3661 3663 4033	3543	8
*HLED	1513 3203 4403 4303		12
*PE Elective 2-hr	HIM 3023 3162 4063 4153	73	11
	POLS 2003**		3
	RS 2003 3133		6
AHS	2013		3
*BIOL	1014**		4
COMM	2173** 2003		3
<del>COMS</del>	<del>1003 (COMS 2003 or BUAD 2003)</del>		<del>3</del>
<del>ECON</del>	<del>2003**</del>		<del>3</del>
MATH #	1113 or higher#**		3
<del>MGMT</del>	<del>3003</del>		<del>3</del>
<del>MKT</del>	<del>3043</del>		<del>3</del>
PHSC**			4
PSY	2003** 3063		3 6
	* MUST EARN "C" OR BETTER		
	<b>TOTAL MAJOR HOURS</b>	105	
	<b>TOTAL HOURS</b>		26

**Final Check:**

Min. hours required 120  
 45 hours upper level \_\_\_\_\_ thru \_\_\_\_\_  
 # of "D" hours \_\_\_\_\_ thru \_\_\_\_\_  
 Max activity hours 4 \_\_\_\_\_

Earned Hrs \_\_\_\_\_  
 minus P/C HRS \_\_\_\_\_  
 to be completed \_\_\_\_\_  
**TOTAL** \_\_\_\_\_

**\*\* Satisfying Gen Ed**

♦ **Satisfying Institutional Requirement**

# C or better must be earned for Gen Ed

# DEGREE AUDIT CHECK LIST

## (BS-HEPH) Health and Exercise Science Public Health Option

2025-26

<b>Date</b>		
<b>Grade Point</b>	<b>Graduation Date</b>	
<b>General Education Requirements</b>		<b>Hrs</b>
<b>ENGL #</b>	1013/1043 & 1023/1053	6
<b>MATH #</b>		0
<b>SCIENCE</b>		0
<b>US HIST/GOVT</b>		0
<b>SOC SCI</b>		0
<b>SOC SCI</b>		0
<b>FINE ART/HUM</b>		3
<b>FINE ART/HUM</b>		3
<b>COMM</b>		0
<b>TECH 1001 ♦</b>		0
<b>TOTAL GEN ED HOURS</b>		<b>12</b>
<b>Electives</b>		
<b>TOTAL ELECTIVE HOURS</b>		<b>12</b>

<b>Student's Name</b>		
<b>T#</b>		
<b>Major Requirements</b>		<b>Hrs</b>
<b>*HES</b>	4012	12
<b>*PE</b>	1201 2653 3543 3661	8
<b>*HLED</b>	1513 3203 4303 4403	12
<b>AHS</b>	2013	3
<b>*BIOL</b>	1014**	4
<b>COMM</b>	2003** 2173**	3
<b>HIM</b>	3023 3162 4063 4153	11
<b>MATH #</b>	1113 or higher#**	3
<b>PHSC**</b>		4
<b>POLS</b>	2003**	3
<b>PSY</b>	2003** 3063	6
<b>RS</b>	2003 3133	6
<b>SEED</b>	2113	3
<b>SOC</b>	1003 2033 3013 4013 4183	15
<b>SPED</b>	2023	3
<b>* MUST EARN "C" OR BETTER</b>		
<b>TOTAL MAJOR HOURS</b>		<b>96</b>
<b>TOTAL HOURS</b>		

**Final Check:**                      Min. hours required 120                                      Earned Hrs \_\_\_\_\_  
                                                  45 hours upper level \_\_\_\_\_ thru \_\_\_\_\_                      minus P/C HRS \_\_\_\_\_  
                                                  # of "D" hours \_\_\_\_\_ thru \_\_\_\_\_                      to be completed \_\_\_\_\_  
                                                  Max activity hours 4 \_\_\_\_\_                                                              **TOTAL** \_\_\_\_\_

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

# Coaching Athletics & Physical Activity

## HEALTH AND EXERCISE SCIENCE, BACHELOR OF SCIENCE

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### Tracks

- Kinesiology
- Pre-Allied Health Studies

### Curriculum

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

Course	Title	Hours	Completed
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<b>Fall</b>			
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ENGL 1013	Composition I <sup>1</sup>	3	
HES 1003	Introduction to Exercise Programming <sup>2</sup>	3	
<del>MATH 1113</del>	<del>College Algebra (or higher)</del>	<del>3</del>	
PE 1201	Orientation to Health, Physical Education, and Wellness Science <sup>2</sup>	1	
<del>USHG 1XXX</del>	<del>PE Elective<sup>2</sup></del>	<del>3</del>	
<b>Hours</b>		<b>15</b>	<b>16</b>
<b>Spring</b>			
<del>COMM 2173</del>	<del>Business and Professional Speaking</del>	<del>3</del>	
ENGL 1023	Composition II <sup>1</sup>	3	
<del>HLED 1513</del>	<del>Lifetime Health and Fitness<sup>2</sup></del>	<del>3</del>	
<del>PHSC XXXX</del>	<del>Physical Science with Laboratory<sup>1</sup></del>	<del>3</del>	
<del>PSY 2003</del>	<del>General Psychology</del>	<del>3</del>	
<b>Hours</b>		<b>16</b>	
<b>Sophomore</b>			
<b>Fall</b>			
<del>CCMS 1003</del>	<del>Introduction to Computer Based Systems</del>	<del>3</del>	

<del>HES 2003</del>	<del>Field-Based Experience in Health and Exercise Science<sup>2</sup></del>	<del>3</del>	
<del>PE 2513</del>	<del>First Aid<sup>2</sup></del>	<del>3</del>	
<del>PE 2653</del>	<del>Anatomy and Physiology<sup>2</sup></del>	<del>3</del>	
<del>PE Elective</del>		<del>1</del>	
<del>USHG 1XXX</del>	<del>U.S. History and Government<sup>1</sup></del>	<del>3</del>	
<b>Hours</b>		<b>16</b>	
<b>Spring</b>			
<del>ECON 2003</del>	<del>Principles of Macroeconomics</del>	<del>3</del>	
<del>FAH 1XXX</del>	<del>Fine Arts and Humanities Courses<sup>1</sup></del>	<del>3</del>	
<del>HES 2013</del>	<del>Weight Training for Personal Trainers, High School Coaches, and Physical Education<sup>2</sup></del>	<del>3</del>	
<del>PE 3661</del>	<del>Laboratory Experiences in Anatomy/Physiology and Kinesiology<sup>2</sup></del>	<del>1</del>	
<del>PE 3663</del>	<del>Kinesiology<sup>2</sup></del>	<del>3</del>	
<b>Hours</b>		<b>16</b>	
<b>Junior</b>			
<b>Fall</b>			
<del>AHS 2013</del>	<del>Medical Terminology</del>	<del>3</del>	
<del>HES 2023</del>	<del>Endurance Programming and Conditioning<sup>2</sup></del>	<del>3</del>	
<del>HES 2043</del>	<del>Applied Fitness Assessment and Development<sup>2</sup></del>	<del>3</del>	
<del>PE 3573</del>	<del>Prevention and Care of Athletic Injuries<sup>2</sup></del>	<del>3</del>	
<del>PE 4033</del>	<del>Exercise Physiology<sup>2</sup></del>	<del>3</del>	
<b>Hours</b>		<b>15</b>	
<b>Spring</b>			
<del>HES 3003</del>	<del>Exercise Prescription<sup>2</sup></del>	<del>3</del>	
<del>HES 3023</del>	<del>Exercise Behavior and Adherence<sup>2</sup></del>	<del>3</del>	
<del>HLED 3203</del>	<del>Consumer Health Programs<sup>2</sup></del>	<del>3</del>	
<del>MGMT 3003</del>	<del>Principles of Management</del>	<del>3</del>	

BIOL 2014  
COMM 2003

FAH 1XXX  
SS 1XXX  
HES 2013

HES 2023

PE 3543

Minor or EPMD 2013

Minor or SEED 2003

PE 3413

Minor or SEED 2113

HES 3013  
HES 4023

PE 3583

PE 4513



<del>MKT 3043</del>	Principles of Marketing	<del>3</del>	
<hr/>			
<i>Minor or HLED 4303</i>	Hours	3	15
Senior			
Fall			
<del>HES 4003</del>	Senior Seminar <sup>2</sup>	<del>3</del>	<del>3</del>
<i>Minor or SEED 4553</i>			
<del>HES 4013</del>	Health and Exercise Science Practicum <sup>2</sup>	<del>3</del>	
<i>Minor or SPED 4052</i>		2	
<del>HES 4023</del>	Principles of Strength and Conditioning <sup>2</sup>	<del>3</del>	
<i>PE 4103</i>		3	
<del>HES 4063</del>	Wellness and Fitness Programming <sup>2</sup>	<del>3</del>	
HLED 4403	Sport and Exercise Nutrition <sup>2</sup>	3	
<hr/>			
	Hours	<del>15</del>	14
Spring			
<del>HES 4012</del>	Health and Exercise Science Internship <sup>2</sup>	12	
<i>or SEED 4809</i>			
<i>SEED 4503</i>			
<hr/>			
	Hours		12
<hr/>			
	Total Hours		120

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

<sup>2</sup> Must earn a grade of "C" or better.

## Programs

### Learning Outcomes

Students who complete the program will:

1. Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
2. Administer fitness/performance tests and interpret the results to facilitate effective programming.
3. Develop effective training plans and programs for clients, classes, and/or teams.
4. Develop and maintain physical variables related to health, fitness, and performance.
5. Prepared to attain nationally accredited personal trainer and/or strength and conditioning coach certifications.

# DEGREE AUDIT CHECK LIST

(BS-HES) Health and Exercise Science *Coaching Athletics and Physical Activity Option*  
*2025-26 2024-25*

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT	•	3
SOC SCI	•	3-0
SOC SCI	•	3-0
FINE ART/HUM	•	3
FINE ART/HUM	•	3
COMM		0
TECH 1001 ♦		0
		21
<b>TOTAL GEN ED HOURS</b>		<b>-15-</b>
<b>Electives</b>		
	<i>mathor 3 EDMD 2013</i>	<i>2 SEED 4062</i>
	<i>3 SEED 2003</i>	
	<i>3 SEED 2113</i>	
	<i>3 HLED 4303</i>	
	<i>3 SEED 4563</i>	<i>17</i>
<b>TOTAL ELECTIVE HOURS</b>		<b>-0-</b>

Student's Name		
T#		
Major Requirements		Hrs
*HES	1003 2003 2013 2023 2043 3003 3023 4003 4012 4013 4023 4063 <i>3013</i>	<i>4513</i> <i>3583</i>
*PE	1201 2513 <del>2653</del> 3573 3661 3663 4033	<i>3543</i>
*HLED	1513 <del>3203</del> 4403	<i>3413</i> <i>4103</i>
*PE Elective <del>2 hr</del>		<i>73</i>
<del>AHS</del>	<del>2013</del>	<del>-3-</del>
*BIOL	1014** <i>8014</i>	<del>-4-</del> <i>8</i>
COMM	2173** <i>2003</i>	3
<del>COMS</del>	<del>1003 (COMS 2003 or BUAD 2003)</del>	<del>-3-</del>
<del>ECON</del>	<del>2003**</del>	<del>-3-</del>
MATH #	1113 or higher#**	3
<del>MGMT</del>	<del>3003</del>	<del>-3-</del>
<del>MKT</del>	<del>3043</del>	<del>-3-</del>
<del>PHSC**</del>		<del>-4-</del>
<del>PSY</del>	<del>2003**</del>	<del>-3-</del>
	* MUST EARN "C" OR BETTER	
	<b>TOTAL MAJOR HOURS</b>	<del>105</del> <i>82</i>
	<b>TOTAL HOURS</b>	

**Final Check:**                      Min. hours required 120                      Earned Hrs \_\_\_\_\_  
 45 hours upper level \_\_\_\_\_ thru \_\_\_\_\_                      minus P/C HRS \_\_\_\_\_  
                                                  # of "D" hours \_\_\_\_\_ thru \_\_\_\_\_                      to be completed \_\_\_\_\_  
 Max activity hours 4 \_\_\_\_\_                      **TOTAL** \_\_\_\_\_

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





# ARKANSAS TECH UNIVERSITY

## Request for Title Change

Department Initiating Proposal	Date
<b>Kinesiology and Rehabilitation Science (KRS)</b>	<b>06/27/2024</b>

Title	Signature	Date
Department Head <b>Dr. Rockie Pederson</b>	<i>Rockie Pederson</i>	06/27/2024
Dean <b>Dr. Tim Carter</b>	<i>Tim Carter</i>	7/1/24
Assessment <del>Dr. Christine Austin</del>	<i>Amanda Baird</i>	7/22/24
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	7/15/24
Graduate College (if appropriate)		
Vice President for Academic Affairs <b>Dr. Adolfo Santos</b>		

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

Program Title:  
**Health and Physical Education Teacher Licensure**

# LETTER OF NOTIFICATION

## Title Change

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

### Required information:

**1. Current degree title**

Health and Physical Education Teacher Licensure

**2. Degree code**

2680

**3. CIP code**

13.1314

**4. Proposed title**

Coaching Athletics and Physical Activity

**5. Effective date, term, and academic year**

06/01/2025, 2025 Summer Term, 2025-26 Academic Year

**6. Reason for change**

The Physical Education Teaching/Coaching Licensure program currently offered by the KRS department is being updated to reflect the changes that have occurred and are occurring in the field of Physical Education. The increased emphasis on physical activity presented throughout the school day in a variety of learning contexts is very different from the previous structure of Physical Education Teacher Education. Individuals in the field are being charged with implementing physical activity experiences for students and staff in schools. Changes in several professional organizations including but not limited to Society of Health and Physical Educators (SHAPE America), National High School Coaches Association (NHSCA), National High School Strength Coaches Association (NHSSCA), and National Federation of State High School Associations (NFHS) indicate an increased focus on movement, tactics, and strategies across a variety of public and private environments.

Physical Activity provides a positive perspective on the opportunities for children, youth, and adults to experience and learn dance, exercise, games, play and sport.

# Coaching Athletics and Physical Activity

## HEALTH AND PHYSICAL EDUCATION, BACHELOR OF SCIENCE

(Including Teacher Licensure Requirements)

See the College of Education (<https://catalog.atu.edu/undergraduate/programs/education-health/#text>) page for additional requirements.

For licensure, students must achieve the minimum score on the Praxis II Specialty Area and Principles of Learning Teaching Tests as determined by the Arkansas Department of Education. For further requirements see Admission and Retention to Teacher Education (<https://www.atu.edu/oucatalog/current/undergraduate/colleges/education/>) and also the Criteria for Internships (<https://www.atu.edu/oucatalog/current/undergraduate/colleges/education/>) located on the College of Education home page.

### Selected Second Teaching Fields

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

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

### Curriculum

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

Course	Title	Hours	Completed
<b>Freshman</b>			
<b>Fall</b>			
BIOL 1014	Introduction to Biological Science <sup>2</sup>	4	_____
ENGL 1013	Composition I <sup>1</sup>	3	_____
HES 1002	Physical Health and Fitness	2	_____
HLED 1513	Lifetime Health and Fitness <sup>2</sup>	3	_____
MATH 1113	College Algebra <sup>2</sup>	3	_____
PE 1201	Orientation to Health, Physical Education, and Wellness Science <sup>2</sup>	1	_____
		<b>Hours</b>	<b>16</b>
<b>Spring</b>			
ENGL 1023	Composition II <sup>1</sup>	3	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____

PE 2111	Methods of Teaching Individual Activities <sup>2</sup>	1	_____
PE 2513	First Aid <sup>2</sup>	3	_____
PHSC XXXX	Physical Science with Laboratory <sup>1</sup>	4	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
		<b>Hours</b>	<b>17</b>
<b>Sophomore</b>			
<b>Fall</b>			
COMM 2003	Public Speaking <sup>2</sup>	3	_____
PE 2101	Methods of Teaching Team Activities <sup>2</sup>	1	_____
PE 2523	Foundations in Health and Physical Education <sup>2</sup>	3	_____
PE 2653	Anatomy and Physiology <sup>2</sup>	3	_____
SEED 2003	Education as a Profession <sup>2</sup>	3	_____
USHG 1XXX	U.S. History and Government <sup>1</sup>	3	_____
		<b>Hours</b>	<b>16</b>
<b>Spring</b>			
EDMD 2013	Integrating Instructional Technology	3	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____
PE 3661	Laboratory Experiences in Anatomy/Physiology and Kinesiology <sup>2</sup>	1	_____
PE 3663	Kinesiology <sup>2</sup>	3	_____
SEED 2113	Human Development and Learning Theories <sup>2</sup>	3	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
		<b>Hours</b>	<b>16</b>
<b>Junior</b>			
<b>Fall</b>			
HLED 4303	Methods and Materials in Health for Grades K-12 <sup>2</sup>	3	_____
PE 3101	Methods of Teaching Rhythmic and Gymnastic Movements <sup>2</sup>	1	_____
PE 3413	Coaching Theory <sup>2</sup>	3	_____

PE 3543	Motor Development and Lifespan Applications in Pedagogy <sup>2</sup>	3	_____
PE 3573	Prevention and Care of Athletic Injuries <sup>2</sup>	3	_____
PE 4033	Exercise Physiology <sup>2</sup>	3	_____
<b>Hours</b>		<b>16</b>	

**Spring**

HLED 3203	Consumer Health Programs <sup>2</sup>	3	_____
HLED 4303	Methods and Materials in Health for Grades K-12 <sup>2</sup>	3	_____
PE 3051	Methods of Teaching Fitness and Wellness Concepts <sup>2</sup>	1	_____

Select one of the following: 2

PE 3512	Coaching Strategies: Football & Baseball <sup>2</sup>	_____	_____
PE 3522	Coaching Strategies: Basketball & Track and Field <sup>2</sup>	_____	_____
PE 3532	Coaching Strategies: Softball and Volleyball <sup>2</sup>	_____	_____

PE 3583	Methods and Materials in Physical Education for Kindergarten and Elementary Grades <sup>2</sup>	3	_____
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PE 4513	Organization and Administration of Health and Physical Education <sup>2</sup>	3	_____
<b>Hours</b>		<b>15</b>	

**Senior**

**Fall**

PE 3603	Methods and Materials in Physical Education for Secondary Schools <sup>2</sup>	3	_____
PE 4203	Methods of Teaching Adapted Physical Education <sup>2</sup>	3	_____

PE 4523	Measurement and Evaluation in Health and Physical Education <sup>2</sup>	3	_____
SEED 4553	Classroom Application of Educational Psychology <sup>2</sup>	3	_____
SPED 4052	Educating Diverse and Exceptional Learners <sup>2</sup>	2	_____
<b>Hours</b>		<b>14</b>	

**Spring**

PE 4701	Special Methods in Health and Physical Education <sup>2</sup>	1	_____
SEED 4503	Seminar in Secondary Education <sup>2</sup>	3	_____
SEED 4809	Residency B 2,3	9	_____

**Hours 13**  
**Total Hours 123**

- <sup>1</sup> See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)".
- <sup>2</sup> Must earn a grade of "C" or better.
- <sup>3</sup> Three semester hours of the student teaching requirement must be completed at the elementary or middle school level, below the ninth grade, where the cooperative teacher is certified in Elementary Physical Education or student must complete a three-semester-hour internship under direct supervision from the staff of the University's Physical Education Department.

## Learning Outcomes

Students who complete the program will meet the following National Association for Sport and Physical Education (NASPE) standards:

### STANDARD 1: SCIENTIFIC & THEORETICAL KNOWLEDGE

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
2. Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
3. Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
4. Identify historical, philosophical, and social perspectives of physical education issues and legislation.
5. Analyze and correct critical elements of motor skills and performance concepts.

### STANDARD 2: SKILL & FITNESS BASED COMPETENCE\*

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K 12 Standards.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
2. Achieve and maintain a health-enhancing level of fitness throughout the program.
3. Demonstrate performance concepts related to skillful movement in a variety of physical activities. \* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).

#### STANDARD 3: PLANNING & IMPLEMENTATION

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
2. Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
3. Design and implement content that is aligned with lesson objectives.
4. Plan for and manage resources to provide active, fair, and equitable learning experiences.
5. Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
6. Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
7. Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

#### STANDARD 4: INSTRUCTIONAL DELIVERY & MANAGEMENT

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
2. Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
3. Provide effective instructional feedback for skill acquisition, student learning, and motivation.
4. Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

5. Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
6. Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

#### STANDARD 5: IMPACT ON STUDENT LEARNING

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Select or create appropriate assessments that will measure student achievement of goals and objectives.
2. Use appropriate assessments to evaluate student learning before, during, and after instruction.
3. Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

#### STANDARD 6: PROFESSIONALISM

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

#### ELEMENTS TEACHER CANDIDATES WILL:

1. Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
2. Participate in activities that enhance collaboration and lead to professional growth and development.
3. Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
4. Communicate in ways that convey respect and sensitivity



*Coaching Athletics and Physical Activity*

**DEGREE AUDIT CHECK LIST**

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

~~2024-25~~ *2024-25*

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

Student's Name		
T#		
<b>Major Requirements</b>		<b>Hrs</b>
*PE	1201♦ 2101 2111 2513 2523 2653 3051	
	3101 3413 (3512 3522 or 3532) 3543	
	3573 3583 3603 3661 3663 4033 4203	
	4513 4523 4701	48
*BIOL	1014**	4
*COMM	2003**	3
EDMD	(2013 3013)	3
*HLED	1513 3203 4303 4403	12
HES	1002	2
*MATH	1113 or higher #**	3
PHSC**		4
SEED	2003 2113 4503 4553 4809	21
SPED	4052	2
	<b>* MUST EARN "C" OR BETTER</b>	
	<b>TOTAL MAJOR HOURS</b>	<b>102</b>
	<b>TOTAL HOURS</b>	

**Final Check:**                      Min. hours required 123                      Earned Hrs \_\_\_\_\_

                                                 40 hours upper level \_\_\_\_\_ thru \_\_\_\_\_                      minus P/C HRS \_\_\_\_\_

                                                 # of "D" hours \_\_\_\_\_ thru \_\_\_\_\_                      to be completed \_\_\_\_\_

                                                 Max activity hours 4 \_\_\_\_\_                      **TOTAL** \_\_\_\_\_

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

# DEGREE AUDIT CHECK LIST

## (BS-CAPA) Coaching Athletics and Physical Activity

2024-25

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

<b>Student's Name</b>		
<b>T#</b>		
<b>Major Requirements</b>		<b>Hrs</b>
<b>*PE</b>	1201♦ 2101 2111 2513 2523 2653 3051	
	3101 3413 (3512 3522 or 3532) 3543	
	3573 3583 3603 3661 3663 4033 4203	
	4513 4523 4701	48
<b>*BIOL</b>	1014**	4
<b>*COMM</b>	2003**	3
<b>EDMD</b>	2013 (3013)	3
<b>*HLED</b>	1513 3203 4303 4403	12
<b>HES</b>	1002	2
<b>*MATH</b>	1113 or higher #**	3
<b>PHSC**</b>		4
<b>SEED</b>	2003 2113 4503 4553 4809	21
<b>SPED</b>	4052	2
<b>* MUST EARN "C" OR BETTER</b>		
<b>TOTAL MAJOR HOURS</b>		<b>102</b>
<b>TOTAL HOURS</b>		

**Final Check:**

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

Earned Hrs \_\_\_\_\_  
 minus P/C HRS \_\_\_\_\_  
 to be completed \_\_\_\_\_  
**TOTAL** \_\_\_\_\_

\*\* Satisfying Gen Ed

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



# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	07/25/2024

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	07/25/2024
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/25/24
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	7/31/24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/30/24
Graduate College (if appropriate)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:  
 Therapeutic Recreation — *BS Rehabilitation Science*

# LETTER OF NOTIFICATION

## Curriculum Revision

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

### Required Information:

1. **Current degree title** - Bachelor of Science in Rehabilitation Science
2. **Current degree code** - 1740
3. **Current CIP code** - 51.2314
4. **% online (if applicable)** - NA
5. **Current curriculum.** See attached.
6. **Proposed curriculum.** If adding a new course, include new course description.

Create the Bachelor of Science in Rehabilitation Science Therapeutic Recreation Option. See attached curriculum. No new courses needed.

7. **Effective date, term, and academic year.**

06/01/2025

8. **Reason for change.**

The Bachelor of Science in Tourism Therapeutic Recreation Emphasis aligns closely with the content and programs housed in the Kinesiology and Rehabilitation Science Department in the College of Education and Health. Per Dr. Bradley's letter of support, Dr. Cathi McMahan's faculty line and Therapeutic Recreation courses will be moved to the Rehabilitation Science program.

# Item # 5 Attachment

## REHABILITATION SCIENCE, BACHELOR OF SCIENCE

The Bachelor of Science in Rehabilitation Science program has a primary objective to develop personnel for careers with public and private agencies that provide rehabilitation services to persons with disabilities. The program prepares scholars to enter the workforce immediately upon graduation or to pursue additional educational training in graduate school.

### Accreditation

The Bachelor of Science in Rehabilitation Science program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (<https://caahep-public-site-5be3d9.webflow.io/about/about-us/>).

### Curriculum

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

Course	Title	Hours	Completed
<b>Freshman</b>			
<b>Fall</b>			
ENGL 1013	Composition I <sup>1</sup>	3	_____
MATH 1113	College Algebra <sup>1</sup>	3	_____
RS 2003	Introduction to Rehabilitation Science <sup>2</sup>	3	_____
SOC 1003	Introductory Sociology	3	_____
TECH 1001	Orientation to the University	1	_____
Elective		2	_____
<b>Hours</b>		<b>15</b>	
<b>Spring</b>			
ENGL 1023	Composition II <sup>1</sup>	3	_____
PSY 2003	General Psychology	3	_____
PSY/SOC 2053 or STAT 2163	Statistics for the Behavioral Sciences or Introduction to Statistical Methods	3	_____
SCIL 1XXX	Science with Laboratory <sup>1</sup>	4	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
<b>Hours</b>		<b>16</b>	
<b>Sophomore</b>			
<b>Fall</b>			
PSY 3063 or PSY 3813	Developmental Psychology: Childhood or Lifespan Development	3	_____
SCIL 1XXX	Science with Laboratory <sup>1</sup>	4	_____
Elective or Minor <sup>4</sup>		7	_____
<b>Hours</b>		<b>14</b>	
<b>Spring</b>			
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	6	_____
PSY/SOC 2063	Research Design for the Behavioral Sciences	3	_____
Elective or Minor <sup>4</sup>		6	_____
<b>Hours</b>		<b>15</b>	
<b>Junior</b>			
<b>Fall</b>			
RS 3204	Interviewing Skills <sup>2,3</sup>	4	_____
USHG 1XXX	U.S. History and Government <sup>1</sup>	3	_____
Elective or Minor <sup>4</sup>		8	_____
<b>Hours</b>		<b>15</b>	

<b>Spring</b>			
RS 4003	Medical and Psychosocial Aspects of Disability	3	_____
RS 4123	Survey of Counseling Theories	3	_____
RS 4253	Psychopathology	3	_____
Elective or Minor <sup>4</sup>		6	
	<b>Hours</b>	<b>15</b>	
<b>Senior</b>			
<b>Fall</b>			
RS 4023	Case Management Strategies <sup>2</sup>	3	_____
RS 4223	Ethics and Professional Development <sup>2</sup>	3	_____
RS 4233	Diversity and Inclusion in Human Service Settings	3	_____
Elective or Minor <sup>4</sup>		6	
	<b>Hours</b>	<b>15</b>	
<b>Spring</b>			
RS 4012	Internship in Rehabilitation Services <sup>2</sup>	12	_____
Elective or Minor <sup>4</sup>		3	
	<b>Hours</b>	<b>15</b>	
	<b>Total Hours</b>	<b>120</b>	

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

<sup>2</sup> A grade of C or better required for Rehabilitation Science Majors.

<sup>3</sup> RS 3204 Interviewing Skills must be taken prior to RS 4023 Case Management Strategies.

<sup>4</sup> A minor must be completed in one of the following areas: Addictions, Child Welfare and Social Services, Disability Studies, Recreation Services.

## Learning Outcomes

Students who complete the program:

- should demonstrate oral and written communication skills at an acceptable level and express satisfaction with such abilities.
- will express interest in and increase participation in professional presentation and research symposiums.
- will increase interest in and seeking acceptance into graduate programs.
- will be able to advocate and conceptualize a case from intake to placement. This will be demonstrated by completion of case studies, role plays, and field work activities and the evaluation of such activities. Students, graduates, graduate school advisors, and field work supervisors will be surveyed to determine satisfaction with these competencies.
- will participate in research class projects and presentations, submit presentations and posters to professional conferences, and participate and learn in professional training opportunities.
- will receive quality advising regarding graduate school opportunities. Students will be carefully matched with their abilities and graduate school programs. Faculty monitor the number of students who express interest in graduate school.

# Item #6 Attachment

## REHABILITATION SCIENCE - THERAPEUTIC RECREATION OPTION, BACHELOR OF SCIENCE

Rehabilitation Science - Therapeutic Recreation Option, Bachelor of Science

### Curriculum

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

Course	Title	Hours	Completed
<b>Freshman</b>			
<b>Fall</b>			
ENGL 1013	Composition I <sup>1</sup>	3	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____
MATH XXXX	Mathematics <sup>1</sup>	3	_____
RS 2003	Introduction to Rehabilitation Science <sup>2</sup>	3	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
TECH 1001	Orientation to the University	1	_____
<b>Hours</b>		<b>16</b>	
<b>Spring</b>			
ENGL 1023	Composition II <sup>1</sup>	3	_____
PSY 2003	General Psychology	3	_____
SCIL 1XXX	Science with Laboratory <sup>1</sup>	4	_____
USHG 1XXX	U.S. History and Government <sup>1</sup>	3	_____
<b>Hours</b>		<b>13</b>	
<b>Sophomore</b>			
<b>Fall</b>			
BIOL 2004	Basic Human Anatomy and Physiology	4	_____
COMM 2003	Public Speaking	3	_____
PSY 3813	Lifespan Development	3	_____
RS 3204	Interviewing Skills <sup>2</sup>	4	_____
RS 4123	Survey of Counseling Theories	3	_____
<b>Hours</b>		<b>17</b>	
<b>Spring</b>			
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____
PSY/SOC 2063	Research Design for the Behavioral Sciences	3	_____
PSY 3003	Abnormal Psychology	3	_____
RS 4003	Medical and Psychosocial Aspects of Disability	3	_____
RS 4023	Case Management Strategies <sup>2</sup>	3	_____
RS 4233	Diversity and Inclusion in Human Service Settings	3	_____
<b>Hours</b>		<b>18</b>	
<b>Junior</b>			
<b>Fall</b>			
RP/TR 3013	Inclusive Recreation	3	_____
RP/TR 4073	Principles and Techniques of Therapeutic Recreation	3	_____
RP/TR 4173	Therapeutic Recreation Assessment and Documentation	3	_____

RS 4223	Ethics and Professional Development <sup>2</sup>	3	_____
RS 4253	Psychopathology	3	_____
<b>Hours</b>		<b>15</b>	
<b>Spring</b>			
AHS 2013	Medical Terminology	3	_____
RP/TR 4273	Administration and Operation of Therapeutic Recreation Programs	3	_____
RP/TR 4373	Interventions in Therapeutic Recreation	3	_____
RS 4104	Service Learning in Rehabilitation Science	4	_____
Elective or Minor		3	
<b>Hours</b>		<b>16</b>	
<b>Senior</b>			
<b>Fall</b>			
RP/TR 4473	Issues and Trends in Therapeutic Recreation	3	_____
RP/TR 4573	Interventions in Therapeutic Recreation II	3	_____
Elective or Minor		7	
<b>Hours</b>		<b>13</b>	
<b>Spring</b>			
RP/TR 4119	Mastery in Professional Practice	9	_____
Elective or Minor		3	
<b>Hours</b>		<b>12</b>	
<b>Total Hours</b>		<b>120</b>	

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

<sup>2</sup> A grade of C or better required for Rehabilitation Science Majors.

## Learning Outcomes

Students graduating from the program will demonstrate:

- an understanding of professional skills and behaviors related to the provision of therapeutic recreation services.
- the ability to create/select, conduct, and evaluate individualized assessment for therapeutic recreation services.
- the ability to conduct individualized planning of therapeutic recreation services and program design.
- the ability to implement and facilitate therapeutic recreation interventions and services for diverse clientele, settings, cultures, and contexts.
- the ability to document therapeutic recreation services according to regulatory, professional, and system requirements.
- the ability to evaluate therapeutic recreation services at the participant and program level and to use evaluation data to improve quality of services.
- entry-level knowledge of facts, concepts, principles, and procedures of management/administration in therapeutic recreation services.



**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

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

<b>Department Affected:</b> Agriculture & Tourism	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p><b>Comments:</b> I am writing to propose the relocation of our Therapeutic Recreation (TR) program from the Department of Agriculture &amp; Tourism to the Department of Kinesiology and Rehabilitation Science. This change aims to enhance the educational experience and professional preparation of our students, ensuring that the TR program aligns more closely with its academic and practical requirements.</p> <p><b>My rationale:</b></p> <p><b>Curricular Alignment</b> The current structure of the TR program under the Department of Agriculture &amp; Tourism presents significant challenges. The coursework required for TR students is distinct from the tourism curriculum, focusing more on therapeutic methods, healthcare, and rehabilitation techniques. Relocating the TR program to the Department of Kinesiology and Rehabilitation Science would provide a more appropriate academic environment, with courses that better align with the knowledge and skills required for a career in therapeutic recreation.</p> <p><b>Enhanced Learning Environment</b> Students in the Department of Kinesiology and Rehabilitation Science are already engaged in studies related to health, therapy, and rehabilitation. This shared focus will create a more cohesive learning environment, fostering interdisciplinary collaboration and enhancing the overall educational experience for TR students. The presence of peers with similar academic and career goals will also provide valuable networking and support opportunities.</p> <p><b>Faculty Expertise</b> The TR program's relocation would also include the transfer of Dr. McMahan, the faculty member currently associated with TR. Dr. McMahan holds a degree related to rehabilitation science and has extensive experience and expertise in the field of therapeutic recreation. Her background and knowledge will greatly benefit the Department of Kinesiology and Rehabilitation Science, contributing to the development of specialized courses and enriching the department's academic offerings. Additionally, this move would allow Dr. McMahan to collaborate more effectively with colleagues who have complementary expertise, further enhancing the quality of education and research within the department.</p> <p><b>Program Growth and Sustainability</b> The Department of Kinesiology and Rehabilitation Science is well-equipped to support the growth and sustainability of the TR program. With existing resources, infrastructure, and a focus on rehabilitation and therapeutic studies, the department can provide the necessary support for the TR program to</p>	

flourish. This move would likely attract more students to the TR program, given the clearer academic pathway and stronger alignment with their career aspirations.

**Professional Preparation**

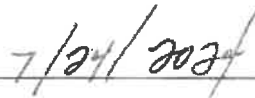
Relocating the TR program to a department more closely aligned with its professional field will better prepare our students for their careers. The curriculum in the Department of Kinesiology and Rehabilitation Science is designed to meet the accreditation standards and professional competencies required in therapeutic recreation and related fields. This will enhance our students' competitiveness in the job market and ensure they are well-prepared to meet the demands of their chosen profession.

In summary, the proposed relocation of the Therapeutic Recreation program to the Department of Kinesiology and Rehabilitation Science is a strategic move that will benefit our students, faculty, and the university as a whole. It aligns the program with its academic and professional requirements, enhances the learning environment, leverages faculty expertise, supports program growth, and improves professional preparation for our students.

Department Head Signature:



Date:



# DEGREE AUDIT CHECK LIST

## (BS-RSTR) Rehabilitation Science Therapeutic Recreation

2025-26

<b>Date</b>		
<b>Grade Point</b>	<b>Graduation Date</b>	
<b>General Education Requirements</b>		<b>Hrs</b>
<b>ENGL #</b>	1013/1043 & 1023/1053	6
<b>MATH #</b>		3
<b>SCIENCE</b>		4
<b>SCIENCE</b>		0
<b>US HIST/GOVT</b>		3
<b>SOC SCI</b>		3
<b>SOC SCI</b>		0
<b>FINE ART/HUM</b>		3
<b>FINE ART/HUM</b>		3
<b>COMM</b>		0
<b>TECH 1001 ♦</b>		1
<b>TOTAL GEN ED HOURS</b>		<b>26</b>
<b>Electives</b>		
<b>TOTAL ELECTIVE HOURS</b>		<b>13</b>

<b>Student's Name</b>		
<b>T#</b>		
<b>Major Requirements</b>		<b>Hrs</b>
<b>RS</b>	4003 4123 4233 4253	
<b>*RS</b>	2003 3204 4023 4223	
<b>*RS</b>	4104 4119	38
<b>*MUST EARN C OR BETTER</b>		
<b>AHS</b>	2013	3
<b>BIOL</b>	2004**	4
<b>COMM</b>	2003**	3
<b>PSY</b>	2003** 3003 3813	9
<b>PSY/SOC</b>	2063	3
<b>TR/RP</b>	3013 4073 4173 4273 4373 4473 4573	21
<b>TOTAL MAJOR HOURS</b>		<b>81</b>
<b>TOTAL HOURS</b>		

**Final Check:**

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

Earned Hrs \_\_\_\_\_  
 minus P/C HRS \_\_\_\_\_  
 to be completed \_\_\_\_\_  
**TOTAL** \_\_\_\_\_

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



# ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	06/26/2024

Title	Signature	Date
Department Head <b>Dr. Rockie Pederson</b>	<i>Rockie Pederson</i>	06/28/2024
Dean <b>Dr. Tim Carter</b>	<i>Tim Carter</i>	7/1/24
Assessment <b>Dr. Christine Austin</b>	<i>Amanda Gardner</i>	7/31/24
Registrar <b>Tammy Weaver</b>	<i>Tammy Weaver</i>	7/15/24
Graduate College (if appropriate)		
Vice President for Academic Affairs <b>Dr. Adolfo Santos</b>		

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

*of Proficiency*

Program Title: <b>Basic Certificate</b> <i>in</i> <b>Coaching Travel Team and Recreational Sport</b>
------------------------------------------------------------------------------------------------------

# LETTER OF NOTIFICATION

## New Certificate Program

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

### Required Information:

**1. Proposed degree title**

Basic Certificate <sup>of Proficiency</sup> in Coaching Travel Team and Recreational Sport

**2. CIP code**

31.0505

**3. % online (if applicable)**

NA

**4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

- PE 3413 Coaching Theory
- PE 4513 Organization and Administration of Athletics and Physical Activity

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

The *Coaching Travel Team and Recreational Sport* Basic Certificate is being offered to prepare completers to meet the increasing demands and popularity of travel team/youth sport participation nationwide. The youth sport industry grew at a rate of 4.2% in 2022 with a global market of 37.5 billion dollars. Youth Sport is expected to increase at a compound annual rate of 9.2% by 2030. Participation has rebounded to pre-pandemic levels and a *Basic Credential* provides a service to the industry whose coaches and supervisors often lack minimal understanding or qualifications to meet the knowledge gaps, safety, and health protection of participants. A Basic Credential in *Coaching Travel Team and Youth Sport* is the first step in a series of stackable coaching credentials that leads to a Certificate of Proficiency in Coaching Athletics. The Occupational Network (O\*NET) of the U.S. Department of Labor/Employment and Training administration provides the following outlook for jobs potentially requiring this certificate:

**Sports Coach or Scout**

Projected Growth: 11% or higher \*Bright Outlook

**Fitness and Wellness Coordinator**

Projected Growth: 7-10% \*Bright Outlook

**Athletic Trainer**

Projected Growth: 11% or higher \*Bright Outlook

**Fitness Trainer and Aerobics Instructor**

Projected Growth: 11% or higher \*Bright Outlook

**Education Administrator**

Projected Growth: 7-10% \*Bright Outlook

**Recreation and Fitness Studies Teacher**

Projected Growth: 4-6%

**Athlete and Sports Competitor**

Projected Growth: 4-6%

**Umpire, Referee and Other Sports Official**

Projected Growth: 4-6%

**Secondary School Teacher**

Projected Growth: 4-6%

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

NA

**7. Effective date, term, and academic year**

06/01/2025, 2025 Summer Term, 2025-26 Academic Year

**Learning Outcomes:**

1. Demonstrate knowledge and skills in sport planning.
2. Demonstrate knowledge and skills in evaluation of personnel, programs, facilities.
3. Demonstrate knowledge and skills in program development, management, supervision.
4. Demonstrate knowledge and skills in facility management, evaluation.
5. Demonstrate knowledge and skills in fiscal management, budgeting.

**Table of Competencies and Assessments**

<b>Course Title and Prefix</b>	<b>Performance Indicator and Course Objective</b>	<b>Assessment</b>
<b>PE 3413 Theory of Coaching Athletics</b>	<p>Demonstrate increased knowledge of the necessary elements to coach athletics.</p> <p>Show knowledge about general content in coaching athletics.</p> <p>Formulate a personal philosophy pertaining to coaching athletics.</p>	<p>Assessed by: Inclass assignments and discussion, RAPs, personal philosophy paper, 3-2-1 reflections</p> <p>AR Coaching Standards: (1.1.1, 1.2.4, 1.3.1, 1.3.2,1.3.7, 2.1.1, 2.1.5, 2.1.6, 2.2.3, 2.2.4, 2.2.6, 2.3.2, 2.3.4, 2.3.7, 2.3.9, 2.3.11, 3.1.4, 3.2.1, 3.2.5, 3.3.2, 3.3.5, 3.3.6, 4.1.4, 4.2.4, 4.3.6, 5.1.3, 5.2.3, 5.3.2) (PW: A2, A3, A4, B3, C1, C2, C3</p>
<b>PE 4513 Organization and Administration of Athletics and Physical Activity</b>	<p>Demonstrate knowledge and skills in the areas of public relations.</p> <p>Demonstrate knowledge relative to the nature of various types of tournaments.</p> <p>Demonstrate ability to work in a group setting</p>	<p>Readiness Assessment Process (RAP)</p> <p>Team Work Evaluations</p> <p>Hoops for Scholarship and/or Similar Project/Event</p>







# ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	06/26/2024

Title	Signature	Date
Department Head Dr. Rockie Pederson	<i>Rockie Pederson</i>	06/26/2024
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/11/24
Assessment Dr. Christine Austin	<i>Christine Austin</i>	7/22/24
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/15/24
Graduate College (if appropriate)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title: Coaching Strength and Conditioning Certificate of Proficiency

# LETTER OF NOTIFICATION

## New Certificate Program

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

### Required Information:

**1. Proposed degree title**

Coaching Strength and Conditioning Certificate of Proficiency

**2. CIP code**

31.0505

**3. % online (if applicable)**

NA

**4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

- HES 2013 Weight Training for Personal Trainers, High School Athletics and Strength Coaching
- HES 2023 Endurance Programming and Conditioning
- HES 2043 Applied Fitness Assessment and Development
- HES 3013 Coaching Power, Speed, and Agility
- HES 4023 Principles of Strength and Conditioning

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

The Coaching Strength and Conditioning Certificate of Proficiency is being offered to prepare students for current trends in the profession. The Occupational Network (O\*NET) of the U.S. Department of Labor/Employment and Training administration provides the following outlook for jobs potentially requiring this certificate:

**Sports Coach or Scout**

Projected Growth: 11% or higher \*Bright Outlook

**Fitness and Wellness Coordinator**

Projected Growth: 7-10% \*Bright Outlook

**Athletic Trainer**

Projected Growth: 11% or higher \*Bright Outlook

**Fitness Trainer and Aerobics Instructor**

Projected Growth: 11% or higher \*Bright Outlook

**Education Administrator**

Projected Growth: 7-10% \*Bright Outlook

**Recreation and Fitness Studies Teacher**

Projected Growth: 4-6%

**Athlete and Sports Competitor**

Projected Growth: 4-6%

**Umpire, Referee and Other Sports Official**

Projected Growth: 4-6%

**Secondary School Teacher**

Projected Growth: 4-6%

**Certificate of Proficiency Goals**

1. Know and apply discipline-specific scientific and theoretical concepts critical to the development of physical educated individuals.
2. Administer fitness/performance tests and interpret the result to facilitate effective programming.
3. Develop effective training plans and programs for clients, classes, and/or teams.
4. Develop and maintain physical variables related to health, fitness, and performance.

**Certificate of Proficiency Objectives/Outcomes**

<b>Course</b>	<b>Performance Indicator/Course Objective</b>	<b>Student Work Example</b>
HES 1003	Introduce students to the exercise science scientific and theoretical concepts critical to the physical development of clients or athletes.	Exam Questions
HES 2013	Introduce students to the basic concepts of programming for fitness, strength, endurance, flexibility, and health.	Assignment (Plan)
HES 2023	Introduce students to the basic concepts of programming for fitness, strength, endurance, flexibility, and health.	Assignment (Plan)
HES 2043	Introduce field & laboratory based fitness/ performance tests and interpret the results to facilitate effective programming for the personal trainer/coach.	Assignment (Lab Report)
HES 3013	Introduce students to the basic concepts of programming for fitness, strength, endurance, flexibility, and health.	Assignment (Plan)
HES 4023	Assess the student's knowledge level to take a nationally accredited strength and conditioning coach certification	Final Exam Questions

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

NA

**7. Effective date, term, and academic year**

06/01/2025, 2025 Summer Term, 2025-26 Academic Year





# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
College of Education and Health	06/12/2023

Title	Signature	Date
Department Head	<i>Sheresa A. Cullen</i>	6/20/23
Dean	<i>Jim Carter</i>	3/1/24
Assessment	<i>Chris [unclear]</i>	3/26/24
Registrar	<i>Gommy Weaver</i>	7/16/24
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)
ECE	2113
Official Catalog Title:	
Basic Child Growth and Development	

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:

A study of the various developmental principles affecting the individual from the prenatal period through early adolescence.

New Cross List:

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

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

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

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

Elective  Major  Minor

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

Answer the following Assessment questions:

No change in assessment plans – just updating course description.

- 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. No change
  - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)no change.
- c. What is the rationale for adding this course? What evidence supports this action?

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

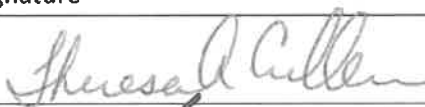
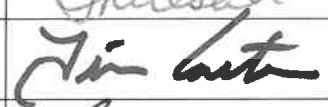

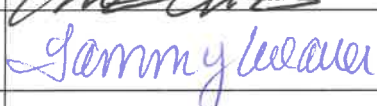




# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
College of Education and Health	06/12/2023

Title	Signature	Date
Department Head		6/20/23
Dean		6/20/23
Assessment		3/27/24
Registrar		7/16/24
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)
ECE	2513
Official Catalog Title:	
Curriculum for Early Childhood Education	

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:

A study of curriculum for young children based on research and theory.

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):

NONE

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

NONE

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:

No change to assessment – only allowing students to take courses in any order.

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

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php). **Not applicable.**



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
College of Education and Health	06/12/2023

Title	Signature	Date
Department Head	<i>Sheresa Cullen</i>	6/20/23
Dean	<i>Tin Carter</i>	6/20/23
Assessment	<i>Chris Carter</i>	3/27/24
Registrar	<i>Yammy Luavee</i>	7/16/24
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)
ECE	2613
Official Catalog Title:	
Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children	

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:

A study of developmentally appropriate techniques and materials fostering successful development in young children.

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):

NONE

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

NONE

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:

No changes to assessment – just allowing students to take classes in any order.

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

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](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
College of Education and Health	06/12/2023

Title	Signature	Date
Department Head	<i>Sheresa D. Cullen</i>	6/20/23
Dean	<i>Jim Lutz</i>	6/22/23
Assessment	<i>Phil Lutz</i>	3/27/24
Registrar	<i>Gammy Weaver</i>	7/16/24
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)
ECE	<del>2991</del> 2996
Official Catalog Title: Early Childhood Education	

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)

**ECE 2996**

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

**Practicum in Early Childhood Education**

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

New Course Description:

A study and application that adheres to ethical practices in early childhood education. Students must be employed or volunteer in a licensed childcare facility. Observation of the students work and evaluation of student skills are conducted by instructors following the NAEYC Associate Standards. Students must demonstrate competency in all areas observed and complete a minimum number of 90 hours in a daycare or classroom. An emphasis will be on the observation of physical development and health, cognitive, language, social and emotional development, emergent literacy, mathematical thinking, science and technology, social studies, and creativity and aesthetics.

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):

NONE

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

NONE

Elective  Major  Minor

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

Answer the following Assessment questions:

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



- c. Knowledge and understanding of child development and learning
- d. Know about, understand, and value the role of a child's family, culture, and community in children's lives
- e. Work cooperatively with parents, using an understanding of the family as a context for young children's development
- f. Knowledge, skills, and dispositions of a reflective early childhood practitioner
- g. Knowledge of health, safety, nutrition, and administrative guidelines
- h. Develop a thorough understanding of child development and the value of play in children's learning
- i. Design developmentally-appropriate curriculum and classroom practices
- j. Adhere to ethical practices in the field of early childhood education

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

Students will be observed 2 times and submit lesson plans and reflections addressing the objectives.

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

This course is just shortening the hours of the existing practicum which allows room in the program to add SPED 2023 at the request of stakeholders.

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](http://www.atu.edu/registrar/curriculum_forms.php).



Practicum in Early Childhood Education  
ECE 2996  
Summer 2023

6 Credit Hours

### Instructor Information



Instructor: Krystal Gayle Shipp  
Office Location: Crabaugh



Phone: (479) 964-0583 (ext 2562)



Email: [kshipp1@atu.edu](mailto:kshipp1@atu.edu)  
Website: <https://www.atu.edu/teachereducation/>



Office Hours/Virtual Office Hours:  
*Monday- 10:00am- 12:00pm; 2:00-3:00pm*  
*Wednesday- 10:00am-12:00pm; 2:00-3:00pm*

*Appointment Preferred-*  
*Use the link the schedule an appointment:*  
<https://meet-with-krystal-shipp.appointlet.com/>

### Course Related Information

**Course Title:** Practicum in Early Childhood Education

**Justification/Rationale:** The Associate of Science Degree in Early Childhood Education offered by Arkansas Tech University focuses on competency-based outcomes synthesized through classroom instruction and theory. The synthesis between theory and real-life experiences culminates with the internship experience which is an integral requirement for obtaining the degree.

**ATU Course Catalog Description:** A study and application that adheres to ethical practices in early childhood education. Students must be employed or volunteer in a licensed childcare facility. Observation of the students work and evaluation of student skills are conducted by instructors following the NAEYC Associate Standards. Students must demonstrate competency in all areas observed and complete a minimum number of 90 hours in a daycare or classroom. An emphasis will be on the observation of physical and health, cognitive, language, social and emotional development, emergent literacy, mathematical thinking, science and technology, social studies, and creativity and aesthetics.

**Prerequisites:** None

**Field Placement:** ECE Practicum Students will be placed by the ATU Teacher Education Student Services Office (TESS). Please make sure you have filled out the ECE Practicum placement survey:  
<https://www.atu.edu/teachereducation/>

**Student Outcomes for Course/Course Objectives:**

Based on the standards set forth by the National Associations for Education of Young Children (NAEYC), students who successfully complete the A.A.S. in Early Childhood Education will be able to:

1. Show understanding of young children's developmental stages of learning from birth through age eight by creating healthy, respectful, supportive, and challenging learning environments for young children.
2. Demonstrate understanding of diversity in the community and the classroom by engaging families and communities in respectful, reciprocal relationships that foster classroom development.
3. Exhibit understanding of the goals, benefits, and uses of assessments as they work with young children, by using developmentally appropriate assessment to develop curriculum, to use teaching strategies, and in setting goals for their pre-kindergarten students.
4. Demonstrate understanding of early childhood best practices by creating diverse and differentiated teaching strategies to help young children engage in their learning and diverse developmental stages. Candidates will practice self-reflection to promote positive outcomes in their teaching, and they will use a broad repertoire of developmentally appropriate teaching strategies/learning approaches.

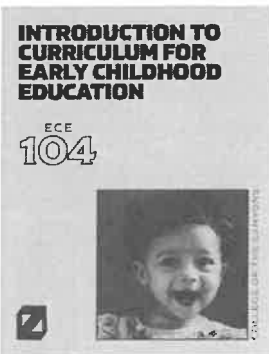
**OER Text: (Free)**

Introduction to Curriculum for Early Childhood Education

Download the PDF:

<https://open.umn.edu/opentextbooks/textbooks/introduction-to-curriculum-for-early-childhood-education>

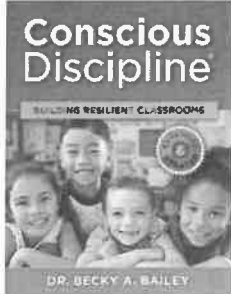
***We will focus on Chapters 7-14 for this course.***



**Optional Text:**

Conscious Discipline: Building Resilient Classrooms

ISBN: 978-1-889609-51-5



**Resources:** Arkansas Early Learning Standards

Download the PDF:

[https://www.arheadstart.org/Ark\\_Early\\_Learning\\_Standards%20\(19\)%20\(1\).pdf](https://www.arheadstart.org/Ark_Early_Learning_Standards%20(19)%20(1).pdf)

**Course Content/Course Outline/Topics:**

- Social and Emotional Development
- Cognitive Development
- Physical Development and Health
- Language Development
- Emergent Literacy
- Mathematical Thinking
- Science and Technology
- Social Studies
- Creativity and Aesthetics

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

1. Weekly Reflection completed by the ATU Practicum Student (25 points)
2. (1) *\*In Person\** Formal Observation completed by the ATU Campus based Supervisor/Instructor (100 points)
3. (1) *\*Virtual\** Formal Observation completed by the ATU Campus based Supervisor/Instructor (100 points)
4. Log of Hours (90 hours) Completion (200 points)
5. Mid-Point Progress Report completed by the Cooperating Professional (50 points)
6. Final Report completed by the Cooperating Professional (50 points)
7. Other Class Assignments completed on Blackboard (TBA)

**\*SEE COURSE SCHEDULE FOR WEEKLY ASSIGNMENTS**

## Grading Scale:

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>90-100</b>	<b>80-89</b>	<b>70-79</b>	<b>60-69</b>	<b>&lt;59</b>

### **Attendance and Participation:**

This class is listed as online.

If, at any time during the semester, you miss three assignments, your instructor may refer you to the Tech Early Warning Program. If you miss a fourth assignment, your overall grade in the course will be negatively impacted. More than five unexcused assignments may result in being dropped from the class with a "WN" for excessive absences. 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 o



## University & College Information

### Vision and Mission Arkansas Tech University

#### **Vision**

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

#### **Mission**

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

### College of Education & Health

#### **Vision**

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

#### **Mission**

The College of Education and Health promotes student success by providing

collaborative, engaging, and innovative programs in accessible formats to prepare professionals who will positively impact their communities locally, regionally, and globally.

### Teaching and Educational Leadership

#### **Vision**

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

#### **Mission**

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

#### **Technological Expectations:**

There are *inherent* technological expectations that need to be considered with this class. As part of this course, students will submit assignments in Blackboard. Students who are not familiar with Blackboard, please contact the Blackboard help desk and/or decide to meet with the Professor on campus to go over the basics.

Your participation through class discussions, reflections, and the presentation of your work is important to your growth as a reflective practitioner and decision maker. Punctual attendance is vital to your success in the Arkansas Tech University Teacher Education Program. If you are sick for an extended period of time, please communicate with me regarding the illness by phone or email.

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

#### **Technical Support**

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

Phone: (479) 968-0646

Toll-Free: (866) 400-8022

Email: [campussupport@atu.edu](mailto:campussupport@atu.edu)

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

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

#### **Plagiarism and Other Academic Misconduct:**

- Undergraduate student academic conduct policies are delineated in the Arkansas Tech Student Handbook and Academic-Integrity document.
- Plagiarism is defined as “to take and use ideas, passages, etc. from another’s work representing them as one’s own”. (*Random House Webster’s Dictionary*)

**Academic Misconduct:** Please read the policy and abide in the guidelines.

- Any student found to have committed academic misconduct including, but not limited to cheating, plagiarism, or other forms of academic dishonesty, is subject to disciplinary sanction. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. For more information on the university’s policy access the link: <https://www.atu.edu/studentconduct/>

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

### **Code of Academic Integrity**

The ATU Code of Academic Integrity: <https://www.atu.edu/academic-integrity/>. The highest standards of integrity and ethical conduct will be maintained in this course. Behavior that violates academic integrity or infringes on the rights of other students or faculty will be reported according to university procedures. Students who violate the Code of Academic Integrity face penalties such as failure of the assignment and/or class (up to and including expulsion from the university).

**INTEGRITY IS DOING  
THE RIGHT THING, EVEN  
WHEN NO ONE IS  
WATCHING.**

### **Jerry Cares:**

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

### **Disability Services:**

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services,

located in Doc Bryan Student Center, Suite 141, or visit their website at <http://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

Disability Services  
Doc Bryan Suite 141  
1605 N Coliseum Drive  
Russellville, AR 72801  
Phone: (479) 968-0302

**Special accommodations:**

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

**PRIVACY & ACCESSIBILITY POLICIES:**

See the following link:

**Third-Party Privacy and Accessibility Policies**



**Arkansas Tech University**  
**DEPARTMENTAL SUPPORT FORM**

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

Department Affected: <b>EPS</b> Organizational leadership – Child Development	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<b>Comments:</b> The Early Childhood associates (which many students take as part of their Organizational Leadership Degree. The changes to Early Childhood Classes are to remove prerequisites and co-requisites, which will allow our students to progress through the program more easily. The other changes to reduce the number of practicum hours to 90 and make the course one course at 6 hours which covers all areas of early childhood. This change also allowed SPED 2023 to be added to complete the associates degree. This is directly to address stakeholders feedback that students need a background in special education. Also they are proposing a certificate of proficiency without a practicum that could allow a OL Child Development major to get a certificate (instead of an associates) as part of this degree. This will allow students to graduate more quickly.	

Department Head Signature: Sandy M Smith

Date: 6-19-23



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
College of Education and Health	6/12/2023

Title	Signature	Date
Department Head	<i>Sheresa Cullen</i>	6/20/23
Dean	<i>Tina Lutz</i>	6/22/23
Assessment Dr. Christine Austin	<i>Christine Austin</i>	3/27/24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/16/24
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

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

Program Title: Early Childhood Education
---------------------------------------------

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

**Add SPED 2023: Development and Characteristics of Diverse Learners**

**Change 9 hours of ECE 2991-9: Practicum in Early Childhood Education, TO: 6 hours of ECE 2991-2996: Practicum in Early Childhood Education**

~~Remove prerequisites for ECE 2313, 2513, 2613, and 2996 to allow students to take courses in any order.~~

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

**None. The degree is online. The SPED 2023 is already offered every semester for elementary students and has an online section regularly. This will help the SPED 2023 class more consistently make enrollment.**

Answer the following Assessment questions:

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

**The University's Mission is "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." By implementing the above changes, students have more access to take classes. By adding SPED 2023, students will gain more intellectual development with the diverse needs of our society.**

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?

**Currently in the Early Childhood Education program, an emphasis is placed on typical child development. There is not a class on atypical development and the exceptionalities of children from different cultures, special needs, and language backgrounds. Students will make a difference in the world both locally and globally by adding this program change.**

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

**Students will no longer have three options for Practicum- (2991, 2998, 2999) Practicum will be 6 credit hours and SPED 2023 will be 3 credit hours for a total of 9 hours of Practicum. Students who are currently enrolled will still take 9 credit hours but it will be broken into two different classes. Also, I foresee the enrollment growing due to this change. We have had several stakeholders ask for Special Education courses for our ECE students.**

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

**The SPED 2023 class is being added due to the feedback from our shareholders meetings. By the end of the course, teachers will be able to write about the comparison of typical and atypical development and apply it to early childhood education settings. By removing the prerequisites, students can more easily start at any semester and take classes that best meet their learning or work place needs. It encourages retention of our students.**

f. 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.

**When comparing ECE from Arkansas Tech University to other ECE programs around the state, I have found the following:**

1. UAFS does not offer a SPED class for their ECE AAS degree.
2. UAM does offer a class called HOEC 2173 Children with Special Needs.
3. UACCB does offer a class called ECE 2973 Special Needs.
4. Harding does offer a class called SPED 3030 Teaching the Child with Exceptionalities.
5. UACCM does offer a class called EDUC 2203 Teaching Learners with Exceptionalities.

g. 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 learning outcomes do not change- (This is the current website information)**

***Students who complete the program will demonstrate:***

- Knowledge and understanding of child development and learning
- Know about, understand, and value the role of a child's family, culture, and community in children's lives
- Work cooperatively with parents, using an understanding of the family as a context for young children's development
- Knowledge, skills, and dispositions of a reflective early childhood practitioner
- Knowledge of health, safety, nutrition, and administrative guidelines
- Develop a thorough understanding of child development and the value of play in children's learning
- Design developmentally-appropriate curriculum and classroom practices
- Adhere to ethical practices in the field of early childhood education

I have attached the SPED 2023 Syllabus and the Practicum 2996 Syllabus.

In SPED 2023- Students will have 10-20 field hours of observation.

In Practicum 2996- Students will have 90 field hours of observation. They will be required to teach 2 lessons. A campus-based supervisor will evaluate the ECE intern twice in their field placement. Students will use the Arkansas Early Standards when planning their lessons.

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](http://www.atu.edu/registrar/curriculum_forms.php). **Some of these courses are required by the Organizational Leadership Child Development Program. However, by removing the prerequisites, it only makes the program more accessible to students and faster to complete so no letter is needed.**

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

Curriculum Matrix for Catalog Curriculum in <u>2024-2025</u> (enter title for program changing )	
<p>Freshman Fall Semester</p> <p>Add/Change: Not Applicable</p> <p>Delete: Not Applicable</p> <p>Total Hours: Not Applicable</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Not Applicable</p> <p>Delete: Not Applicable</p> <p>Total Hours: Not Applicable</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Not Applicable</p> <p>Delete: Not Applicable</p> <p>Total Hours: Not Applicable</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: ECE 2996- Practicum in Early Childhood &amp; SPED 2023- Development and Characteristics of Diverse Learners</p> <p>Delete: ECE 2991-9</p> <p>Total Hours: No change from current</p>
<p>Junior Fall Semester</p> <p>Add/Change: Not Applicable</p> <p>Delete: Not Applicable</p> <p>Total Hours: Not Applicable</p>	<p>Junior Spring Semester</p> <p>Add/Change: Not Applicable</p> <p>Delete: Not Applicable</p> <p>Total Hours: Not Applicable</p>
<p>Senior Fall Semester</p> <p>Add/Change: Not Applicable</p> <p>Delete: Not Applicable</p> <p>Total Hours: Not Applicable</p>	<p>Senior Spring Semester</p> <p>Add/Change: Not Applicable</p> <p>Delete: Not Applicable</p> <p>Total Hours: Not Applicable</p>

# EARLY CHILDHOOD EDUCATION, ASSOCIATE OF SCIENCE

The Associate of Science in Early Childhood Education is an online degree structured to provide a seamless acquisition of academic requirements for various career levels in occupations related to child care and early childhood education in the public and private sectors. The early childhood education courses provide the academic requirements for meeting assessment guidelines for the Child Development Associate (CDA) credential. The general education courses can be applied toward the Bachelor of Professional Studies degree in Child Development.

## Early Childhood Education Associate Degree

- Demonstrate knowledge and understanding of child development and learning
- Know about, understand, and value the role of a child's family, culture, and community in children's lives
- Work cooperatively with parents, using an understanding of the family as a context for young children's development
- Demonstrate knowledge, skills, and dispositions of a reflective early childhood practitioner
- Demonstrate knowledge of health, safety, nutrition, and administrative guidelines
- Develop a thorough understanding of child development and the value of play in children's learning
- Design developmentally-appropriate curriculum and classroom practices
- Adhere to ethical practices in the field of early childhood education

## Curriculum Curriculum

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

Course	Title	Hours	Completed
<b>Freshman</b>			
<b>Fall</b>			
ECE 2113	Basic Child Growth and Development	3	_____
ENGL 1013	Composition I <sup>1</sup>	3	_____
MATH XXXX	Mathematics <sup>1</sup>	3	_____
SCIL 1XXX	Science with Laboratory <sup>1</sup>	4	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
TECH 1001	Orientation to the University	1	_____
<b>Hours</b>		<b>17</b>	

<b>Spring</b>			
COMM 1003 or COMM 2003 or COMM 2173	Introduction to Communicatic  or Public Speaking or Business and Profession Speaking	3	_____
ECE 2313	Foundations and Theories in Early Childhood Education	3	_____
ENGL 1023	Composition II <sup>1</sup>	3	_____
SCIL 1XXX	Science with Laboratory <sup>1</sup>	4	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
<b>Hours</b>		<b>16</b>	

<b>Sophomore</b>			
<b>Fall</b>			
ECE 2513	Curriculum for Early Childhood Education	3	_____
ECE 2613	Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children	3	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	6	_____
<b>Hours</b>		<b>12</b>	

<b>Spring</b>			
ECE <del>2099</del> <b>2996</b>	Course ECE 2999-Not Found (May enroll in ECE 2991-9 for total of 9 hours)	<del>3</del> <b>3</b>	<del>_____</del> <b>6</b>
NUR 2303	Nutrition	3	_____
USHG 1XXX	U.S. History and Government <sup>1</sup>	3	_____
<b>Hours</b>		<b>15</b>	
<b>Total Hours</b>		<b>60</b>	

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

## Learning Outcomes

Students who complete the program will demonstrate:

- Knowledge and understanding of child development and learning.
- Know about, understand, and value the role of a child's family, culture, and community in children's lives.
- Work cooperatively with parents, using an understanding of the family as a context for young children's development.
- Knowledge, skills, and dispositions of a reflective early childhood practitioner.
- Knowledge of health, safety, nutrition, and administrative guidelines.
- Develop a thorough understanding of child development and the value of play in children's learning.
- Design developmentally-appropriate curriculum and classroom practices.
- Adhere to ethical practices in the field of early childhood education.









# ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/4/2024

Title	Signature	Date
Department Head Dr. Pam Dixon	<i>Pam Dixon</i>	6/5/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	6/6/24
Assessment <u>Christine Austin</u>	<i>Christine Austin</i>	7/23/24
Registrar Tammy Weaver	<i>Tammy Weaver</i>	7/16/24
Graduate College (if appropriate) NA		
Vice President for Academic Affairs Adolfo Santos		

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

Program Title:  
**Certificate of Proficiency in Early Childhood Education**

# LETTER OF NOTIFICATION

## New Certificate Program

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

### Required Information:

1. **Proposed degree title**  
Certificate of Proficiency in Early Childhood Education
2. **CIP code**  
19.0706 (This is the CIP Code currently used for AS Early Childhood Education)
3. **% online (if applicable)**  
100%
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

ECE 2113: Basic Child Growth and Development

ECE 2313: Foundations and Theories in Early Childhood Education

ECE 2513: Curriculum for Early Childhood Education

ECE 2613: Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children

ECE 2996: Practicum in Early Childhood Education

SPED 2023: Development and Characteristics of Diverse Learners

21 Hours

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

**Justification:** The Arkansas Department of Education allows teachers (K-6) to teach preschool (age 3 and 4) if they have a birth-prekindergarten teaching credential. To apply and receive a pre-k credential a teacher would need 18-27 college credit hours in early childhood education. With this certificate of proficiency (21 hours) we are opening another option for K-6 grade teachers to add this credential to their licensure.

Our current early childhood program courses are utilized by elementary education students, early childhood professionals, and day care professionals. Some of these professionals use these courses as professional development.

The Arkansas Early Childhood Association through a program called the Teach Scholarship (<https://arkansasearlychildhood.org/teach/>) which provides students funding. We currently have about 15 students utilizing this scholarship that allows them to take up to 7 hours a semester (up to three in summer) in Early Childhood. If recipients prefer an intermediate step on the path to an associate degree, a Certificate of Proficiency (which leads to the Child Development Associate credential), or the Technical Certificate in Early Childhood is available at many colleges. As of right now, Arkansas Tech does not offer this. The following Arkansas colleges have a certificate of proficiency in early childhood education: Arkansas State University at Beebe, Arkansas State University at Newport, East Arkansas Community College, Northwest Arkansas Community College, Ozarka College, Phillips Community College of the University of Arkansas, South Arkansas College (SEARK), Southern Arkansas University (SAU) Tech, University of Arkansas Community College – Batesville, University of Arkansas Community College – Morrilton, University of Arkansas Community College – Rich Mountain, University of Arkansas at Fort Smith, University of Arkansas at Monticello College of Technology, and University of Arkansas Pulaski Technical College. TEACH scholars can apply the coursework to an associate degree or bachelor's degree, but most are not interested and instead appear as stop outs. Some teachers who are pursuing this professional development have no interest in a full associate's degree but want a professional credential. We have some people choose not to continue with us because there is not a credential available that is less than an associate degree.

#### **Program Goals:**

1. Demonstrate knowledge and understanding of child development and learning.
2. Know about, understand, and value the role of a child's family, culture, and community in children's lives.
3. Work cooperatively with parents, using an understanding of the family as a context for young children's development.
4. Demonstrate knowledge, skills, and dispositions of a reflective early childhood practitioner.
5. Demonstrate knowledge of health, safety, nutrition, and administrative guidelines.
6. Develop a thorough understanding of child development and the value of play in children's learning.
7. Design developmentally-appropriate curriculum and classroom practices.
8. Adhere to ethical practices in the field of early childhood education.

#### **Student Learning Objectives:**

**ECE 2113: Basic Childhood Growth and Development-** 3 college-credit hours course  
**Course Description** – A study of the various developmental principles affecting the individual from the prenatal period through early adolescence. The course includes observational experiences in settings for young children.

**Course Competencies:**

- Compare theories related to child development from conception to age 8. (NAEYC 1a, 1c, 1d) (CEC 1.1)
- Differentiate between the physical, cognitive, social/emotional and language characteristics of infants, toddlers, preschool, and school age children. (NAEYC 1a, 1b, 1c, 1d, 4a) (CEC 1.2, 1.3)
- Document observations of infants, toddlers, preschool, and school age children and connect to the Child Development Early Learning Standards (CDELS). (NAEYC 1a, 1b, 3a, 3b, 3c) (CEC 4.1, 4.2, 4.3, 4.4, 5.2)
- Examine biological and environmental factors influencing child development from conception to age 8. (NAEYC 1a, 1b, 1c, 2a) (CEC 1.1, 1.2, 1.3)
- Analyze how culture, family and society influence growth and development from conception to age 8. (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4a) (CEC 1.1, 1.2, 2.1, 5.1)
- Acknowledge professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)

**ECE 2313: Foundations and Theories of Early Childhood Education** – 3 college-credit hours course

**Course Description** – An introduction to the profession including historical and social foundations, awareness of value issues, ethical and legal issues, staff relations, and the importance of becoming an advocate for children and families.

**Course Competencies:**

- Examine the major roles and characteristics of early childhood teachers. (NAEYC 6a, 6c, 6e) (CEC 7.1)
- Outline the philosophical foundations and historical forces that have shaped early childhood education. (NAEYC 1a, 1b, 6d, 6e) (CEC 1.1)
- Describe the developmental principles and major milestones of children from birth to age eight to the areas of physical, cognitive, social and emotional, and linguistic development. (NAEYC 1a, 1b, 1c) (CEC 1.1, 1.2, 5.2)
- Evaluate different types of early childhood programs and Arkansas approved curriculum. (NAEYC 1c, 1d, 5a, 5b) (CEC 5.1, 5.2)
- Identify appropriate standards and guidelines for teaching young children (birth to age eight) within an inclusive classroom. (NAEYC 1a, 1b, 1c, 1d, 6b, 6d) (CEC 3.3, 4.1, 5.2)
- Demonstrate knowledge of the NAEYC Professional Preparation Standards and the Professional Standards and Competencies for Early Childhood Educators. (NAEYC 6a, 6b, 6c, 6d, 6e) (CEC 7.1, 7.2, 7.3, 7.4)
- Apply the NAEYC Code of Ethical Conduct to professional characteristics. (NAEYC 6a, 6b, 6c, 6d, 6e) (CEC 7.1, 7.4)
- Reflect on current developmentally appropriate strategies and experiences with children birth through preschool, including children with unique individual developmental variations. (NAEYC 4a, 4b, 4c, 5a, 5b, 5c) (CEC 7.1, 7.2, 7.3, 7.4)
- Describe the various NAEYC ethical perspectives involved in early childhood. (NAEYC 1c, 2a, 3d, 4b, 4c) (CEC 7.3, 7.4)
- Provide evidence of engagement in professional organizations related to the early childhood field. (NAEYC 6a, 6b, 6c, 6d, 6e) (CEC 7.1)
- Engage in informed advocacy for children and the profession. (NAEYC 6a, 6b, 6c, 6d, 6e) (CEC 7.1)
- Connect the practice of observing children to planning developmentally appropriate learning experiences. (NAEYC 1c, 3a, 3b, 3c) (CEC 4.1, 4.3, 5.1, 5.2)
- Summarize key socio-cultural, political, and economic context forces that have had an impact on early childhood education. (NAEYC 1b, 2a, 2b, 2c, 4a, 5a, 5b, 6d) (CEC 1.1, 5.1, 5.2, 6.3)
- Acknowledge professionalism and NAEYC Code of Ethical Conduct. (NAEYC 6a, 6b, 6e) (CEC 7.1, 7.2, 7.3, 7.4)

**ECE 2513: Curriculum in Early Childhood Education** 3 college-credit hours course

**Course Description** – A study and application in the field of the theoretical base for early learning. Covers curriculum for young children based on research and theory.

**Course Competencies:**

- Use of literacy strategies through the development of a variety of activities for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1d, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 1.1, 1.2, 3.1, 5.1, 5.2)
- Connect with families about literacy content for children birth through preschool, including children with unique individual developmental variations. (NAEYC 2a, 2b, 2c, 4c, 5a, 6c)(CEC 2.1, 2.2, 2.3, 6.3, 6.4)
- Apply knowledge of how young children learn and process information to utilize appropriate teaching strategies for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4b, 4c, 5a, 5b, 5c, 6c) (CEC 1.1, 1.2, 3.3, 5.1, 5.2)
- Observe and document children’s language and literacy through the use of a variety of assessment tools for children birth through preschool, including children with unique individual developmental variations. (NAEYC 3a, 3b, 3c, 3d, 5b) (CEC 4.1, 4.2, 4.3, 4.4, 6.3)
- Connect research, knowledge, and practice to the development of a variety of literacy activities young children, including activities to enhance speaking, listening, writing, and reading for young children. (NAEYC 1a, 2a, 2c, 4b, 4c, 5a, 5b, 5c) (CEC 2.1, 2.2, 5.1, 5.2, 6.2, 6.3, 6.5)
- Demonstrate professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)
- Demonstrate use of inquiry method for children birth through preschool, including children with unique individual developmental variations. (NAEYC 4b, 4c, 5a, 5b, 5c) (CEC 3.1, 5.2)
- Demonstrate the ability to connect with families about math and science concepts for children birth through preschool, including children with unique individual developmental variations. (NAEYC 2a, 2b, 2c, 4c, 5a, 6c) (CEC 2.1, 2.2, 2.3, 6.3, 6.4)
- Apply knowledge of how young children learn and process information to utilize appropriate teaching strategies for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 4b, 4c, 5a, 5b, 5c) (CEC 1.1, 1.2, 3.3, 5.1, 5.2)
- Develop quality math and science learning environments for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 3.2, 5.2, 6.3)
- Observe and document children’s math and science reasoning through the use of a variety of assessment tools for children birth through preschool, including children with unique individual developmental variations. (NAEYC 3a, 3b, 3c, 5a, 5b) (CEC 4.1, 4.2, 4.3, 4.4, 6.3)
- Connect research, knowledge, and practice to the development of a variety of math and science activities for children birth through preschool, including children with unique individual developmental variations. (NAEYC 4b, 4c, 5a, 5b, 5c, 6c) (CEC 2.1, 2.2, 5.1, 5.2, 6.2, 6.3, 6.5)
- Differentiate the process skills needed for math and science experiences for children birth through preschool, including children with unique individual developmental variations. (NAEYC 5a, 5b) (CEC 3.1, 3.3, 5.2)
- Develop quality math and science learning activities and environments for young children. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 1.1, 1.2, 3.2, 5.2, 6.3)

**ECE 2613: Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children** 3 college-credit hours course

**Course Description** – A combination of classroom and field based experiences stressing developmentally appropriate techniques and materials fostering successful development and learning in young children.

**Course Competencies:**

- Describe developmentally appropriate practices as they apply to preschoolers including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 4b, 5a) (CEC 1.1, 4.1, 4.2)
- Plan a developmentally appropriate physical environment for preschoolers including accommodations for children with unique individual developmental variations (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 5b) (CEC 5.1, 5.2, 6.4, 6.5)
- Plan and implement developmentally appropriate curriculum with measurable objectives, based on the CDELS. (NAEYC 1a, 1b, 4b, 5a, 5b, 5c) (CEC 4.1, 5.2, 6.4)
- Prepare a developmentally appropriate schedule including routines and transitions for preschoolers including children with unique individual developmental variations. (NAEYC 1a, 1b, 1d) (CEC 1.2, 1.3, 5.1)
- Compile and create developmentally appropriate lesson plans and materials based on a project or thematic unit for preschoolers including accommodations with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 3a, 4a, 4b, 4c, 5a, 5b) (CEC 5.1, 5.2, 6.3, 6.5, 6.6)
- Demonstrate developmentally appropriate experiences for preschoolers covering all domains of development including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 5.1, 5.2, 6.5, 6.6)
- Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2b, 2c, 3d, 4a, 4b) (CEC 1.1, 2.1, 2.2, 2.3, 6.3)
- Compare and analyze different curriculum approaches and models for preschoolers including children with unique individual developmental variations. (NAEYC 4a, 4b, 4c, 5a, 5b, 5c) (CEC 4.1, 5.2)
- Identify and utilize observation and assessment tools used in child care settings. (NAEYC 3a, 3b, 3c, 3d) (CEC 4.1, 4.2, 4.3, 4.4)
- Acknowledge professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)
- Describe developmentally appropriate practices as they apply to infants/toddlers including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 4b, 4c) (CEC 1.1, 4.1, 4.2)
- Plan a developmentally appropriate physical environment for infants or toddlers including accommodations for children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4a, 4b, 4c, 5b, 5c) (CEC 5.1, 5.2, 6.4, 6.5)
- Plan and implement developmentally appropriate curriculum with measurable objectives, based on the CDELS. (NAEYC 1a, 1b, 1c, 1d, 3a, 3b, 3c, 4b, 4c, 5a, 5b, 5c) (CEC 4.1, 5.2, 6.4)
- Prepare a developmentally appropriate schedule including routines and transitions for infants or toddlers including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d) (CEC 1.2, 1.3, 5.1)
- Compile and create developmentally appropriate individual infant or toddler lesson plans and materials; and group lesson plans and materials for infants or toddlers covering all domains of development including accommodations for children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 5.1, 5.2, 6.3, 6.5, 6.6)
- Demonstrate developmentally appropriate experiences for infants or toddlers covering all domains of development including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 5.1, 5.2, 6.5, 6.6)

- Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2a, 2b, 2c, 3d, 4b, 4c, 6b) (CEC 1.1, 2.1, 2.2, 2.3, 6.3)
- Compare and analyze different curriculum approaches and models for infants and toddlers including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4b, 5a, 5b, 5c) (CEC 4.1, 5.2)
- Identify positive guidance strategies for use with infants or toddlers. (NAEYC 1a, 1b, 1c, 1d, 4a, 4b, 4c) (CEC 1.3, 1.4, 2.1, 2.2, 3.3)
- Identify and utilize observation and assessment tools used in child care settings. (NAEYC 3a, 3b, 3c, 3d) (CEC 4.1, 4.2, 4.3, 4.4)

**ECE 2996- Practicum in Early Childhood Education** 6 college-credit hours course

**Course Description** – A study and application that adheres to ethical practices in early childhood education. Students must be employed or volunteer in a licensed childcare facility. Observation of the students work and evaluation of student skills are conducted by instructors following the NAEYC Associate Standards. Students must demonstrate competency in all areas observed and complete a minimum number of 90 hours in a daycare or classroom. An emphasis will be on the observation of physical and health, cognitive, language, social and emotional development, emergent literacy, mathematical thinking, science and technology, social studies, and creativity and aesthetics.

**Course Competencies:**

- Apply knowledge of how children, including children with unique individual developmental variations, grow and learn in a childcare setting. (NAEYC 1a, 1b, 1c, 1d, 4b, 4c) (CEC 1.1, 5.2, 6.3)
- Demonstrate knowledge of developmentally appropriate practices for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4b, 4c) (CEC 1.1, 3.1, 5.1)
- Reflect using prior knowledge to link new ideas to familiar ones while working with children birth through preschool, including children with unique individual developmental variations. (NAEYC 4a, 4b, 4c, 5c, 6d) (CEC 1.1, 1.2, 5.1, 5.2, 7.2)
- Demonstrate proficiency in working with diverse populations of students, families and community groups. (NAEYC 2a, 2b, 2c, 4a) (CEC 2.1, 2.2, 2.3, 6.3, 7.3)
- Demonstrate knowledge of and utilize a variety of observational and authentic assessment options and their appropriate use with children birth through preschool, including children with unique individual developmental variations. (NAEYC 3a, 3b, 3c, 3d) (CEC 4.1, 4.2, 4.3, 4.4)
- Integrate reflective and critical perspectives on early education practices. (NAEYC 6b, 6d, 6e)(CEC 7.2, 7.3)
- Engage in informed advocacy for children and the profession. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3)
- Use a variety of observation tools with children birth through preschool, including children with unique, individual learning variations. (NAEYC 1a, 1b, 1c, 1d, 3a, 3b, 3c) (CEC 1.2, 1.3, 4.1, 6.2)
- State typical behaviors for young children according to their ages and development. (NAEYC 1a, 1b, 1c) (CEC 1.1, 1.2, 1.3, 1.4, 2.1)
- Categorize temperament traits and other rationales for various behaviors of birth through preschool, including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 3c) (CEC 1.1, 1.2)
- Plan appropriate child-centered classroom environments and curriculum to support children birth through preschool including children with unique individual developmental variations. (NAEYC 1c, 1d, 4a, 4b, 4c) (CEC 1.1, 2.1, 2.2, 2.3, 5.1, 5.2)



- Provide examples of family involvement opportunities that build relationships between program and families. (NAEYC 1c, 2a, 2b, 2c, 3d) (CEC 2.1, 2.2, 2.3, 7.3)
- Analyze purposes and types of objective observations used in the early childhood setting, birth through preschool, including children with unique individual developmental variations. (NAEYC 3a, 3b, 3c) (CEC 4.1, 4.2, 4.3, 4.4)
- Evaluate different behaviors of children birth through preschool, including children with unique individual developmental variations. (NAEYC 3a, 3b, 3c) (CEC 4.1, 4.2, 6.3, 6.4)
- Interact positively with children birth through preschool including those with unique individual developmental variations. (NAEYC 1b, 1d, 4a, 4b, 4c) (CEC 2.2, 2.3, 6.3, 7.3)
- Apply guidance principles to support the social emotional growth and development for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1d, 3a, 3b, 3c, 3d, 4a, 4b, 4c) (CEC 1.1, 1.2, 1.3, 2.1, 4.1, 5.2, 6.6)
- Identify components of a nurturing social environment while recognizing the rationale for positive behavior guidance statements. (NAEYC 1a, 1c, 4a, 5b, 6e) (CEC 1.1, 2.3, 4.1, 6.6)
- Discuss the basic theories of child guidance (NAEYC 4a, 4b, 5a, 5c) (CEC 2.2, 2.3, 6.1, 6.4)
- Acknowledge professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)

**SPED 2023- Development and Characteristics of Diverse Learners** 3 college-credit hours course

**Course Description-** This course covers characteristics of children with exceptional learning needs. An emphasis will be placed on typical and atypical development, an overview of various exceptionalities including giftedness, and the special needs of children from different cultures and language backgrounds.

**Course Competencies:**

- The student will develop an understanding of the biological and environmental factors that may place the child at risk including maternal health, pre-maturity, teratogens, birth trauma, and attachment disorders. CEC 1.1, 1.2; TESS 1b; ATS 3.1.1, 3.1.5, 3.1.6, 3.1.9.; INTASC 2, 3; CAEP 1.a, AECE 1.0 Instructor Information Course Related Information
- The student will develop an understanding of typical and atypical development; and the similarities and differences between children with and without exceptional learning needs. CEC 1.2, TESS 1b; ATS 3.1.1, 3.1.5, 3.1.6, 3.1.9.; INTASC 2, 3; CAEP 1.a.; AECE 5.2
- The student will develop knowledge of how poverty impacts the learning and development of children. CEC 1.1, TESS 1b, 1d, 1e, 2a, 2b, 2d, 3a, 3e, 4c; ATS 1.1.4, 1.2.3, 1.3.4, 1.3.6, 1.3.9, 2.1.4, 2.2.3, 2.2.4, 2.2.5, 2.3.1, 2.3.2, 2.3.3, 2.3.4, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.7, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.3.2, 3.3.4, 3.3.5, 3.3.6, 3.3.9, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.4, 4.3.5, 4.3.6, 5.1.6, 5.2.3. INTASC 3, CAEP 1.a, 1.b; AECE 5.2
- The student will develop knowledge and respect for cultural diversity among children and their families. CEC 1.1, 1.2, TESS 1b, 2a, 2b, 4d, 4f; ATS 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6.; INTASC 3, CAEP 1.b, 1.c; AECE 5.2
- The student will develop knowledge of the learning abilities of the individual with exceptional learning needs. This includes the various Special Education categories.

CEC 1.2, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6.;  
INTASC 2, 3, CAEP 1.a; AECI 3.2

- The student will develop knowledge of the learning abilities of individuals who are considered gifted. CEC 1.2, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6.; INTASC 2, 3, CAEP 1.a; AECI 3.2
- The student will develop knowledge of the learning needs of children who do not speak English as their primary language. CEC 1.2,CEC 6.3, TESS 1b, 1d, 1e, 1f, 2e, 3a; ATS 3.1.9, 3.2.1, 3.2.2, 3.2.4, 3.2.5, 3.2.6. INTASC 2, 3, 6; CAEP 1.a, 1.b; AECI 3.2
- The student will develop knowledge of the importance of social interaction for the individual with exceptional learning needs. CEC 2.1; TESS 1b, 2c, 3a, 3e, 4c, 4f; ATS, INTASC 2, 3; CAEP 1.a, 1.b, 1.c; AECI 5.2

**Projected Enrollment:** In our State of Education in Arkansas 2023 report, the overwhelming recommendation from Arkansans was to expand access to quality early childhood education, with a particular emphasis on building a sustained high-quality early childhood workforce. In spring 2023, Gov. Sarah Huckabee Sanders signed the Arkansas LEARNS Act into law. The LEARNS Act is comprehensive, creating a suite of changes that affect the state's education system. One of the requirements within the LEARNS Act is to improve the experience of families and providers by establishing local early childhood lead organizations. LEARNS calls for **local early childhood leads** for each locality in Arkansas who is funded to make and execute the plan for their area on how to use available resources to best prepare Arkansas children for Kindergarten. These organizations are charged to: support access to **early childhood programs**, identify gaps in **services**, foster local partnerships, create alignment among **public and private providers and agencies within the community**, establish a comprehensive, locally supported plan for providing early childhood programs and services. Because of this, it is projected to have an **increase** in local (Pope County) early childhood education providers. With recruitment to the local leads in Pope County and the TEACH scholarship, Arkansas Tech enrollment would rise.

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

No licensure approval required.

**6. Effective date, term, and academic year**

06/01/2025, 2025 Summer Term, 2025-26 Academic Year





# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Physical and Earth Sciences	6/25/2024

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6/25/2024
Dean Dr. John Jackson		6/25/2024
Assessment <del>Dr. Christine Austin</del>		7/2/24
Registrar Ms. Tammy Weaver		7/15/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
GEOL	3014
Official Catalog Title:	
Mineralogy	

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):  
GEOL 1014 or GEOL 1004. GEOL 2024 and CHEM 2124 recommended.

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.
  - 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? Prerequisite change allows students additional flexibility in taking course and aligns better with changes to curriculum order in new Geoscience BS 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](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

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Title	Signature	Date
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Dean Dr. John Jackson		6/25/2024
Assessment <del>Dr. Christine Austin</del>		7/22/24
Registrar Ms. Tammy Weaver		7/15/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
GEOL	4043
Official Catalog Title:	
Geochemistry	

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)

4044

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:

~~Keep old description and add the following: "Lecture three hours, laboratory two hours. \$40 laboratory fee."~~

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):

CHEM 2124 and CHEM 2134.

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.
  - 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? Changes to course content necessitate an addition of a lab component to align with course learning outcomes; Prerequisite changes will allow non-majors to take the 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](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

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Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:  
Bachelor of Science in Geosciences – Professional 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)

Change the title for Bachelor of Science in Geosciences-Professional Option to Bachelor of Science in Geosciences; and modify the curriculum as follows:

(1) Delete the following courses:

BIOL 1XX4 – Biology Elective  
PHSC 1011 – Orientation to Physical Science 2  
COMS/MATH Elective – 3 or 4 hours  
GEOL 3124 – Invertebrate Paleontology  
GEOL 3153 – Environmental Geology  
GEOL 3174 – Computer Applications in Geology  
GEOL 2001 – Seminar

(2) Add the following courses:

ENGL 2053 – Technical Writing  
ENVS 1004 – Principles of Environmental Science  
MATH 1203 – Plane Trigonometry AND STAT 2163 – Introduction to Statistical Methods (Both courses) OR MATH 2914 – Calculus 1 (only)  
GEOL 3083 – Hydrology

(3) List any other changes:

Electives will now be 19 or 23 hours with at least 7 must be 3XXX or 4XXX;  
Allow the following choices/substitutions:  
PHSC 1001 (OR TECH 1001 OR STEM 1001) – Orientation  
PHYS 2014 (OR PHYS 2114) – Algebra- (or Calculus-) based Physics 1  
PHYS 2024 (OR PHYS 2124) – Algebra- (or Calculus-) based Physics 2  
GEOL 1014 – Physical Geology OR GEOL 1004 – Essentials of Earth Science

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

No changes in staffing or space allocation will be necessary. No other programs will be impacted as all courses have been offered within one of the previous Geoscience options.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? These proposed changes align with at least two aspects of the ATU 2025: Strategic Plan, including Goal 2 – Item 1 “Student Success and Support” to “[i]ncrease student persistence, retention, and graduation rates” as well as Goal 4 – Item 1 “Program and Deliveries” to “[i]dentify and implement academic and non-credit programs in alignment with the current market and emerging trends.”
- 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 main impact for students will be a simplification in the “core” geoscience courses that align with the main areas of emphasis for licensure to practice in a geoscience field in Arkansas and most other states. The requirements for licensure include a minimum of 30 semester credit hours including core academic courses in physical and historical geology, mineralogy, structural geology, igneous and metamorphic petrology, stratigraphy and sedimentation, field geology, or the equivalent. These program changes keep these core courses intact. In addition, students will be able to have more flexibility in which electives they are able to take, allowing students to follow their

interests. This will also make it easier to help retain students who find geoscience and decide to change their major, as well as for transfer student success and retention to complete their degree in a timely manner.

Other impacts include the addition of either statistics or calculus to the curriculum. This change was expressly requested by our Advisory Board, who see the use of the addition math being extremely beneficial to graduates in the workforce or for those attending graduate school.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. We have tracked student performance on the licensure exam administered by the Association of State Boards of Geology (ASBOG) for many years. Our assessment has been that students who have completed courses in each area of the exam (see <https://asbog.org/candidates/kb.html>) perform best and are most likely to pass. These changes will require students to take at least one course in nearly all of the knowledge domains of the ASBOG exam, with opportunities for elective courses to complement the required 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. Similar degree programs at peer institutions require Calculus I, writing, and similar courses and hours. The University of Arkansas B.S. in Geology requires ACTS- MATH 2405: Calculus I and 45 hours of geoscience classes. The University of Arkansas- Little Rock B.S. in Geology requires MATH 1451: Calculus I and at least 35 hours of geoscience classes.
  - c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.). See attached.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](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 Geosciences – Professional Option (new title will be Geosciences)	
<p><b>Freshman Fall Semester</b></p> <p>Add/Change: ENV5 1004</p> <p>GEOL 1014 (OR GEOL 1004)</p> <p>PHSC 1001 OR TECH 1001 OR STEM 1001</p> <p>Delete: BIOL 1XX4</p> <p>Total Hours: 15</p>	<p><b>Freshman Spring Semester</b></p> <p>Add/Change: MATH 1203 OR MATH 2914</p> <p>SOC/FA/H XXX3</p> <p>Delete: PSHC 1011</p> <p>CHEM 2124/2120</p> <p>Total Hours: 13-14</p>
<p><b>Sophomore Fall Semester</b></p> <p>Add/Change: STAT 2163 OR MATH 2914</p> <p>CHEM 2124/2120</p> <p>Delete: USHG XXX3</p> <p>GEOL 2001</p> <p>CHEM 2134/2130</p> <p>Total Hours: 14-15</p>	<p><b>Sophomore Spring Semester</b></p> <p>Add/Change: ENGL 2053</p> <p>CHEM 2134/2130</p> <p>Delete: GEOL 3124</p> <p>SOC/FA/H XXX3</p> <p>Total Hours: 15</p>
<p><b>Junior Fall Semester</b></p> <p>Add/Change: USHG XXX3</p> <p>PHYS 2014 (OR 2114)</p> <p>Delete: MATH/COMS Elective</p> <p>Total Hours: 15</p>	<p><b>Junior Spring Semester</b></p> <p>Add/Change: PHYS 2024 (OR 2124)</p> <p>SS/FAH/COMM XXX3</p> <p>Electives 5 hours</p> <p>Delete: GEOL 3124</p> <p>GEOL3174 Total Hours: 15</p>
<p><b>Senior Fall Semester</b></p> <p>Add/Change: GEOL 3083</p> <p>Delete: GEOL 3153</p> <p>Total Hours: 13-14</p>	<p><b>Senior Spring Semester</b></p> <p>Add/Change: Electives (7-10) to get to 120 hours</p> <p>Delete: SOC/FA/H XXX3</p> <p>GEOL3174</p> <p>Total Hours: 10-13</p>
<p><b>Junior or Senior Summer Semester</b></p> <p>Add/Change: No changes</p>	

Delete:

Total Hours: 6

Freshman

Fall	Credits
ENGL 1013	3
PHSC/TECH/STEM 1001	1
MATH 1113	3
GEOL 1014 (or GEOL 1004)	4
ENVS 1004	4
Total Hours	15

Spring	Credits
ENGL 1023	3
MATH 1203 OR MATH 2914	3-4
GEOL 2024	4
Soc/FA/H XXX3	3
Total Hours	13-14

Sophomore

Fall	Credits
GEOL 3014	4
STAT 2163 OR MATH 2914	3-4
GEOG/FW 2833	3
CHEM 2124/2120	4
Total Hours	14-15

Spring	Credits
GEOL 3164	4
GEOL 3004	4
ENGL 2053	3
CHEM 2134/2130	4
Total Hours	15

Junior

Fall	Credits
GEOL 3001	1
GEOL 3023	3
GEOL 3044	4
PHYS 2014/2000 (or 2114/2000)	4
USHG XXX3	3
Total Hours	15

Spring <i>Soc/FAH/com</i>	<b>3</b> Credits
Soc/FA/H XXX3	3
PHYS 2024/2010 (or 2124/2010)	4
Electives	<b>5</b> <del>8</del>
Total Hours	15

Senior

Fall	Credits
GEOL 4001	1
GEOL 3083	3
GEOL 4023	3
Soc/FA/H XXX3	3
Electives	4-5
Total Hours	14-15

Spring	Credits
Soc/FA/H XXX3	3
Electives (to get to 120 hours)	7-10
Total Hours	10-13

Junior or Senior Summer Semester	Credits
GEOL 4006	6
Total hours	6



Arkansas Tech University

# Geology 2023

**June 21, 2024**



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Geology 2023

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# Major-ST-PES-Geology, All Options (BS)

2023

Completed

1 GOALS 3 OUTCOMES 14 MEASURES 14 TARGETS 6 FINDINGS 3 ATTACHMENTS

## Institutional Mission

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

## Program Mission

The mission of the Arkansas Tech University Geology Program is to provide a broad-based geological education with an emphasis on technological and field skills through continued improvement and success in teaching, community outreach, and research.

## PLAN INFORMATION BLOCK

Point of Contact for this year's assessment (add additional names as needed):

- 1) Dr. Michael Davis
- 2) Dr. Hamed Shojaei

## APPROVALS

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Department Head Approval: Date: 05-29-2024

Dean Approval: Date: 06-11-2024

Office of Assessment Review: Date:

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Student Learning Outcomes assessed during the calendar year:

Measure 1.2.2 ABET/ANSAC Criterion 2

Measure 1.3.1 ABET/ANSAC Criterion 4

Measure 1.3.2 ABET/ANSAC Criterion 5

---

Program Level Context and Additional Comments: We are currently in the process of revising and updating

our assessments in anticipation of future accreditation with ABET. As such, some items have changed from previous year assessments. Only the items above are assessed this year based on the rotating schedule of courses.

1 **Calendar Year Assessment Information**  
2023

1.1 **Program Learning Outcomes**

Licensure Ready

Graduates of the Arkansas Tech University Geology degree program, within a few years of graduating, will be engaged in the pursuit of GIT/PG (Geologist in Training/Professional Geologist) licensure, or other certifications through employment in a geological or closely related occupational field.

**Action Plan**

Normally, standardized examinations are considered direct measures of assessment. We collected data and attempted to use it as a direct measure for several years, but recently determined it's use is better as an indirect measure for the following reasons: 1) the results obtained are very generalized and difficult to use for specific changes; 2) with very small numbers of students taking the exam each year (2-3), poor performance from one individual dramatically decreases average scores; 3) ASBOG has recently gone to computer based testing and changed the way that results are provided to test takers and universities. Even with these characteristics in mind, we still feel like the overall performance in the long run provides us with qualitative information about our program performance and can help guide us in decision-making.

Budget Source	Amount	Due	Status
	\$0.00	no due date set	

Action Item 1	Created	Due	Status
Faculty are continuously reviewing domains of ASBOG exam where students are not performing well and making changes for subsequent years as part of our continuous improvement plan for accreditation.	10/1/2019	7/1/2023	Complete

Action Item 2	Created	Due	Status
As stated in the above description, we will be modifying how this section is recorded and	5/3/2024	1/31/2025	Planned

presented as we receive test results under the new format of the ASBOG exam. As such, the measures below are not evaluated but will be modified as results are available.

### 1.1.1 **Measures**

Knowledge of General and Field Geology  
ASBOG Domain Area 1: General and Field Geology

METHODOLOGY\*

SOURCE OF EVIDENCE

Licensure exam - Academic Direct

#### 1.1.1.1 **Expectations/Target for this Outcome**

Ratio Analysis for Domain of General and Field Geology Not Reported this Period

EXPECTATIONS/TARGET FOR THIS OUTCOME Normalized Ratio of All Candidate Domain Scores to National Domain Scores is 0.0 or Above

FINDINGS/RESULTS

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

### 1.1.2 **Measures**

Knowledge of Mineralogy, Petrology, and Geochemistry  
ASBOG Domain Area 2: Mineralogy, Petrology, and Geochemistry

METHODOLOGY\*

SOURCE OF EVIDENCE

Licensure exam - Academic Direct

**1.1.2.1 Expectations/Target for this Outcome**  
Ratio Analysis for Domain of Mineralogy, Petrology, and Geochemistry

Not Reported this Period

EXPECTATIONS/TARGET FOR THIS OUTCOME Normalized Ratio of All Candidate Domain Scores to National Domain Scores is 0.0 or Above

FINDINGS/RESULTS

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

**1.1.3 Measures**  
Knowledge of Sedimentology, Stratigraphy, and Paleontology  
ASBOG Domain Area 3: Sedimentology, Stratigraphy, and Paleontology

METHODOLOGY\*

SOURCE OF EVIDENCE

Licensure exam - Academic Direct

**1.1.3.1 Expectations/Target for this Outcome**  
Ratio Analysis for Domain of Sedimentology, Stratigraphy, and Paleontology

EXPECTATIONS/TARGET FOR THIS OUTCOME Normalized Ratio of All Candidate Domain Scores to National Domain Scores is 0.0 or Above

FINDINGS/RESULTS

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.1.4 **Measures**

Knowledge of Geomorphology, Surficial Processes, and Quaternary Geology

ASBOG Domain Area 4: Geomorphology

METHODOLOGY\*

SOURCE OF EVIDENCE

Licensure exam - Academic Direct

1.1.4.1 **Expectations/Target for this Outcome**

Ratio Analysis for Domain of Geomorphology, Surficial Processes, and Quaternary Geology Not Reported this Period

EXPECTATIONS/TARGET FOR THIS OUTCOME    Normalized Ratio of All Candidate Domain Scores to National Domain Scores is 0.0 or Above

FINDINGS/RESULTS

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.1.5 **Measures**

Knowledge of Structure, Tectonics, Seismology

ASBOG Domain Area 5: Structure, Tectonics, Seismology

METHODOLOGY\*

SOURCE OF EVIDENCE

Licensure exam - Academic Direct

1.1.5.1 **Expectations/Target for this Outcome**

Ratio Analysis for Domain of Structure, Tectonics, and Seismology Not Reported this Period

EXPECTATIONS/TARGET FOR THIS OUTCOME Normalized Ratio of All Candidate Domain Scores to National Domain Scores is 0.0 or Above

FINDINGS/RESULTS

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

1.1.6 **Measures**  
Knowledge of Hydrogeology  
ASBOG Domain Area 6: Hydrogeology  
METHODOLOGY\*  
SOURCE OF EVIDENCE  
Licensure exam - Academic Direct

1.1.6.1 **Expectations/Target for this Outcome**  
Ratio Analysis for Domain of Hydrogeology Not Reported this Period

EXPECTATIONS/TARGET FOR THIS OUTCOME Normalized Ratio of All Candidate Domain Scores to National Domain Scores is 0.0 or Above

FINDINGS/RESULTS

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

- 1.1.7 **Measures**  
 Knowledge of Engineering Geology  
 ASBOG Domain Area 7: Engineering Geology  
 METHODOLOGY\*  
 SOURCE OF EVIDENCE  
 Licensure exam - Academic Direct

- 1.1.7.1 **Expectations/Target for this Outcome**  
 Ratio Analysis for Domain of Engineering Geology Not Reported this Period

EXPECTATIONS/TARGET FOR THIS OUTCOME    Normalized Ratio of All Candidate Domain Scores to National Domain Scores is 0.0 or Above

FINDINGS/RESULTS

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

- 1.1.8 **Measures**  
 Knowledge of Economic Geology and Energy Resources  
 ASBOG Domain Area 8: Economic Geology and Energy Resources  
 METHODOLOGY\*  
 SOURCE OF EVIDENCE  
 Licensure exam - Academic Direct

- 1.1.8.1 **Expectations/Target for this Outcome**  
 Ratio Analysis for Domain of Economic Geology and Energy Resources  
Not Reported this Period

EXPECTATIONS/TARGET FOR THIS OUTCOME    Normalized Ratio of All Candidate Domain Scores to National Domain Scores is 0.0 or Above



FINDINGS/RESULTS

REFLECTION ON  
FINDINGS AND  
RECOMMENDATIONS  
FOR NEXT STEPS

IMPROVEMENT TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

## 1.2 **Program Learning Outcomes** Problem Solvers

Graduates of the Arkansas Tech University Geology degree program, within a few years of graduating, will be solving problems aided by the geological techniques and skills they learned in their field and laboratory based undergraduate program.

### **Action Plan**

The process for establishing and revising student outcomes is guided by transformational changes in education, industry, and regional/state governmental work. The student outcomes were based on the core ABET ANSAC criteria. These outcomes underwent minor modification to apply specifically to a geology program. Our constituents (primarily the advisory board) were asked for input. The geology faculty went through each of the modified ANSAC outcomes to determine where in the curriculum these items were already being met. If an outcome was not being met, the faculty added curricular items (lectures/assignments/exam questions, etc.) to meet each outcome. Our program framed the objectives to best serve the students of the region whether they prefer to earn a college degree and work professionally or choose to go to graduate school.

<b>Budget Source</b>	<b>Amount</b>	<b>Due</b>	<b>Status</b>
	\$0.00		no due date set

### 1.2.1 **Measures** ABET/ANSAC Criterion 1

An ability to identify, formulate, and solve broadly defined geologic problems by applying knowledge of mathematics and science to areas of geology.

**METHODOLOGY\***

## SOURCE OF EVIDENCE

Final Exam - Academic Direct

### 1.2.1.1 **Expectations/Target for this Outcome**

Structural Geology: Final Exam Question Not Reported this Period

EXPECTATIONS/TARGET FOR THIS OUTCOME Students score 70% or better on the question.

FINDINGS/RESULTS This course was not offered in the 2023 calendar year. It will next be offered in the Spring of 2024.

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

### 1.2.2 **Measures**

ABET/ANSAC Criterion 2

An ability to critically review scientific literature in order to design a geology-based proposal to further the discipline or fulfill a need.

METHODOLOGY\*

SOURCE OF EVIDENCE

Research Paper - Academic Direct

### 1.2.2.1 **Expectations/Target for this Outcome**

Score of rubric Technical Writing sub-item "Proposal" in Geology Seminar (GEOL 4001) Met

EXPECTATIONS/TARGET FOR THIS OUTCOME 75% of students achieve 75% or above

FINDINGS/RESULTS 100% of students (1/1) scored 75% or higher

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS      Only one student was in the 4001-level seminar this year and they attained the desired level of achievement.

IMPROVEMENT TYPE      Academic

IMPROVEMENT DESCRIPTION      No Improvements Deemed Necessary

IMPROVEMENT

### 1.2.3 Measures

#### ABET/ANSAC Criterion 3

An ability to collect and interpret field data and represent these in an organized visualization using traditional geologic methods.

METHODOLOGY\*

SOURCE OF EVIDENCE

Project - Academic Direct

#### 1.2.3.1 Expectations/Target for this Outcome

Sum of rubric sub-item in "Finalized Projects" section of project grade/course grade in Field Techniques (GEOL3023). Not Reported this Period

EXPECTATIONS/TARGET FOR THIS OUTCOME      Students will score 75% or above

FINDINGS/RESULTS      This class was not offered in the 2023 calendar year. It will be next be offered in Fall 2024.

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

### 1.3 Program Learning Outcomes

#### Intellectuals

Graduates of the Arkansas Tech University Geology degree program, within a few years of graduating, will have recognized a pathway to make positive contributions to society using their geological techniques and skills by practicing their profession in an ethical and responsible manner and engaging in lifelong learning to meet the needs of a rapidly changing society and world.

#### 1.3.1 Measures

ABET/ANSAC Criterion 4


An ability to communicate effectively with a range of audiences.

METHODOLOGY\*

SOURCE OF EVIDENCE

Research Paper - Academic Direct

#### 1.3.1.1 Expectations/Target for this Outcome

Sum of rubric item "Technical Report" and rubric item "Technical Presentation" in Geology Seminar (GEOL4001). 

EXPECTATIONS/TARGET FOR THIS OUTCOME 75% of students achieve 75% or above

FINDINGS/RESULTS 100% of students (1/1) scored 75% or higher

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS Only one student was in the 4001-level seminar this year and they attained the desired level of achievement.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

#### 1.3.2 Measures

ABET/ANSAC Criterion 5

An ability to understand ethical and professional responsibilities common throughout the geologic profession.

METHODOLOGY\*

## SOURCE OF EVIDENCE

Homework assignment - Academic Direct

### 1.3.2.1 **Expectations/Target for this Outcome**

Students complete the American Geosciences Institute (AGI) short course on ethics.

Met

EXPECTATIONS/TARGET FOR THIS OUTCOME At least 75% of students will score 100%

FINDINGS/RESULTS There were eight students enrolled in the course. Seven of the eight turned in the assignment. Six of eight got a score of 100%, while one student got a score of 20/30. This student only partially completed the exercise.

REFLECTION ON FINDINGS AND RECOMMENDATIONS FOR NEXT STEPS Although it is easy for students to get 100% on this exercise because of the structure of the course, the feedback and conversation afterward is always positive. They like being exposed to different ethical situations and understanding how to approach solving them. It is evident they are learning about ethics in new ways from this exercise.

IMPROVEMENT TYPE Academic

IMPROVEMENT DESCRIPTION No Improvements Deemed Necessary

IMPROVEMENT

### 1.3.3 **Measures**

ABET/ANSAC Criterion 6

An ability to establish goals, meet deadlines, and function effectively as teams while maintaining safety in a field setting.

METHODOLOGY\*

SOURCE OF EVIDENCE

### 1.3.3.1 **Expectations/Target for this Outcome**

Sum of rubric sub-item in "Participation" in project grade/course grade section in Field Techniques (GEOL3023). Not Reported this Period

EXPECTATIONS/TARGET FOR THIS OUTCOME Students will score 75% or better

FINDINGS/RESULTS

This class was not offered in the 2023 calendar year. It will be next be offered in Fall 2024.




REFLECTION ON  
FINDINGS AND  
RECOMMENDATIONS  
FOR NEXT STEPS

IMPROVEMENT TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

### Project Attachments (3)

Attachments	File Size
 ATU Geology Program ABET Self Study S2023.pdf	4MB
 ATU Geology Program Readiness Review F2022.pdf	2MB
 GeologyProgramAssessmentMatrix-ABET.xlsx	16KB

# GEOSCIENCES - PROFESSIONAL OPTION, BACHELOR OF SCIENCE

**Dr. Michael Davis, Department Head**  
 McEver Hall, Room 34-D  
 (479) 964-0816  
 mdavis@atu.edu

The science of geology seeks to develop an understanding of the Earth's physical and chemical processes, environmental systems, and natural resources. Geologists work in a variety of areas, including discovering new sources of energy, and economically important minerals. Human impacts on the environment, volcanoes, earthquakes, landforms, surface and subsurface water, earth history, and fossils are all subjects for study.

Geologists may work as members of an interdisciplinary team in planning construction projects, landfills, mine reclamation, and other environmentally-oriented projects. Employment opportunities for geologists exist in private industry and both state and federal government agencies.

Geoscience students may follow programs designed to prepare them for entry into graduate school, employment in the geotechnical field, or secondary school earth science teaching. Excellent employment opportunities are available in the environmental geotechnical field, where geologists work with other scientists and engineers to solve complex environmental issues.

The geoscience major will study for a bachelor of science degree. This degree requires a minimum of 120 semester hours with a minimum of 36 semester hours in geoscience - environmental option. Strongly recommended are calculus and/or statistics.

The geoscience program is fully interdisciplinary allowing the student and their advisor to "build" an academic program through selection of appropriate electives to suit the special needs and interests of the student.

## Curriculum

Course	Title	Hours	Completed
Freshman <b>ENVS 1004</b>		<b>4</b>	
Fall <del>BIOL XXXX</del>	<del>Biological Science with Laboratory</del>	<del>4</del>	
ENGL 1013	Composition I <sup>1</sup>	3	
GEOL 1014 <b>or GEOL1004</b>	Physical Geology	4	
MATH 1113	College Algebra	3	
PHSC 1001 <b>or TECH 1001 or STEM 1001</b>	Orientation to Physical Science	1	
	<b>Hours</b>	<b>15</b>	

Spring <b>SS/FAH</b>	<del>CHEM 2124 &amp; CHEM 2120</del>	<del>General Chemistry I and General Chemistry I Lab</del>	<del>4</del>
ENGL 1023		Composition II <sup>1</sup>	3
GEOL 2024		Historical Geology	4
MATH 1203 <b>or MATH 2914<sup>2</sup></b>		Plane Trigonometry	3 <b>-4</b>
<del>PHSC 1011</del>		<del>Orientation to Physical Science II</del>	<del>1</del>
	<b>Hours</b>		<b>15</b> <b>(13) 14</b>

Sophomore			
Fall <b>STAT 2163 or MATH 2914<sup>2</sup></b>	<del>CHEM 2134 &amp; CHEM 2130</del>	<del>General Chemistry II and General Chemistry II Lab</del>	<del>4</del>
	<b>CHEM 2124 and 2120</b>		<b>4</b>
FW/GEOG 2833		Introduction to Geographic Information Systems	3
<del>GEOL 2001</del>		<del>Seminar</del>	<del>1</del>
GEOL 3014		Mineralogy	4
<del>USHG 1XXX</del>		<del>U.S. History and Government<sup>1</sup></del>	<del>3</del>
	<b>Hours</b>		<b>15</b> <b>(14) 15</b> 11-15

Spring <b>ENGL 2153</b>			
GEOL 3004		Structural Geology	4
<del>GEOL 3124</del>	<b>CHEM 2134 and 2130</b>	<del>Invertebrate Paleontology (or General Electives)</del>	<del>4</del>
GEOL 3164		Petrology	4
<del>SFAH 1XXX</del>		<del>Social Sciences/ Fine Arts/ Humanities Courses<sup>1</sup></del>	<del>3</del>
	<b>Hours</b>		<b>15</b> <b>(14) 15</b>

Junior <b>USHG 1XXB</b>			
Fall			
GEOL 3001		Seminar	1
GEOL 3023		Geologic Field Techniques	3
GEOL 3044		Geomorphology	4
<del>MATH/COMS Elective<sup>2</sup></del>			<del>3-4</del>
PHYS 2014 & PHYS 2000 <b>or PHYS 2114</b>		Algebra-Based Physics I and Physics Laboratory I	4
	<b>Hours</b>		<b>15</b> <b>(15)</b>

Spring			
<del>GEOL 3124</del>		<del>Invertebrate Paleontology (or General Electives)</del>	<del>4</del>

2 Geosciences - Professional Option, Bachelor of Science

SS/FAH/Comm  
Elective

3  
5

<del>GEOL 3174</del>	Computer Applications in Geology (or General Electives)	4	_____
PHYS 2024 & PHYS 2010	Algebra-Based Physics II and Physics Laboratory II	4	_____
SFAH 1XXX	Social Sciences/ Fine Arts/ Humanities Courses <sup>1</sup>	3	_____
<b>Hours</b>		<b>15</b>	
Senior Fall			
<del>GEOL 3153</del>	Environmental Geology	3	_____
GEOL 4001	Seminar	1	_____
GEOL 4023	Principles of Stratigraphy and Sedimentation	3	_____
SFAH 1XXX	Social Sciences/ Fine Arts/ Humanities Courses <sup>1</sup>	3	_____
<b>Hours</b>		<b>14</b>	
Spring			
<del>GEOL 3174</del>	Computer Applications in Geology (or General Electives)	4	_____
SFAH 1XXX	Social Sciences/ Fine Arts/ Humanities Courses <sup>1</sup>	3	_____
SFHS 1XXX	Social Sciences/ Fine Arts/ Humanities/ Communication Courses <sup>1</sup>	3	_____
<b>Hours</b>		<b>10</b>	
Fifth Year Summer			
GEOL 4006	Field Geology <sub>s</sub>	6	_____
<b>Hours</b>		<b>6</b>	
<b>Total Hours</b>		<b>120-121</b>	

GEOL 3083

Elective

13

<sup>3</sup> GEOL 4006 Field Geology (6 credit hours of field geology) must be completed during the summer after Junior or Senior year.

### Learning Outcomes

Students who complete the program will demonstrate:

#### GEOsciences - PROFESSIONAL OPTION

1. Students completing the baccalaureate program will be able to demonstrate competency and understanding of the basic concepts found in physical and historical geology, mineralogy, petrology, structure, geomorphology, paleontology, field geology and sedimentology/stratigraphy.
2. Baccalaureate graduates will be able to utilize the scientific method for formal investigation and to demonstrate competency with experimental methods that are used to discover and verify the concepts related to content knowledge.
3. Baccalaureate graduates will demonstrate skills necessary for conducting geological investigations and research related to content knowledge and laboratory skills.
4. Baccalaureate graduates will be employed in a geology related job or enrolled in a graduate program.
5. Baccalaureate graduates will have acquired the ability to effectively conduct geological investigations.
6. Baccalaureate graduates will be able to produce and present oral and written communication (including graphs, maps, stratigraphic sections, geological cross sections, and subsurface diagrams) of activities associated with the discipline.

MATH 1203 and STAT 2163  
OR MATH 2914

6 OR  
4

Term Hr  
Total

Freshman Spring  
MATH 1203

3

13

Sophomore Fall  
STAT 2163

3

14

Freshman Spring  
MATH 2914

4

14

Sophomore Fall

0

11

Freshman Spring

0

10

Sophomore Fall  
MATH 2914

4

15

<sup>1</sup> See appropriate choices, alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)". A specific general education core course does not have to be taken in the semester listed, any other part of the general education core at any time is acceptable as well.

<sup>2</sup> ~~COMS 1003 Introduction to Computer-Based Systems, COMS 1013 Programming Foundations I and COMS 1011 Programming Foundations I Lab, MATH 2914 Calculus I, or STAT 2163 Introduction to Statistical Methods.~~ and MATH 1203



## DEGREE AUDIT CHECK LIST (BS-GEOL-PRO) Geology - Professional

2024-25- ~~2025-26~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
<b>TOTAL GEN ED HOURS</b>		<b>24</b>
Electives		
		<b>21</b>
<b>TOTAL ELECTIVE HOURS</b> (7 40)		<b><del>12</del></b>

Student's Name		
T# <span style="color: red; font-size: 1.2em;">OR GEOL 1004</span>		
Major Requirements		Hrs
GEOL	(1014) <del>2001</del> 2024 3001 3004 3014 3023 3044 <del>3124 3153</del> 3164 <del>3174</del> 4001 4006 4023 <span style="color: red; font-size: 1.2em;">3083</span>	   <b>41</b> <del>50</del>
<del>ENVS</del> <del>BIOL**</del>	<span style="color: red; font-size: 1.2em;">1004</span>	 <b>4</b> <del>4</del>
CHEM	2124 2120 2134 2130 (COMS 1003 or 1103) or (MATH 2163 or 2914) <span style="color: red;">(3-4 hrs)</span>	   <b>8</b> <del>3</del>
FW/GEOG	2833	   <b>3</b>
~MATH	(1113#** or 2914) 1203 <span style="color: red; font-size: 1.2em;">or STEM 1001</span>	   <b>3</b> <del>6</del>
~PHSC	(1001♦ or TECH 1001/1013 or BIOL 1011) <del>1011</del>	   <b>1</b> <del>2</del>
~PHYS	(2014 or 2114) 2000 (2024 or 2124) 2010	   <b>8</b>
ENGL	<span style="color: red; font-size: 1.2em;">2053</span>	   <b>3</b>
"C" or better in a MATH for Gen Ed		
<span style="color: red; font-size: 1.2em;">MATH 1203 and STAT 2163</span>		
<span style="color: red; font-size: 1.2em;">OR MATH 2914</span>		<b>4</b>
		<b>75</b>
<b>TOTAL MAJOR HOURS</b>		<b><del>84</del></b>
<b>TOTAL HOURS</b>		

**Final Check:**

Min. hours required	<u>120</u>	Earned Hrs	_____
40 hours upper level	_____ thru _____	minus P/C HRS	_____
# of "D" hours	_____ thru _____	to be completed	_____
Max activity hours 4	_____	<b>TOTAL</b>	_____

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

# DEGREE AUDIT CHECK LIST

## (BS-GEOL-PRO) Geosciences

2025-26

<b>Date</b>		
<b>Grade Point</b>	<b>Graduation Date</b>	
<b>General Education Requirements</b>		<b>Hrs</b>
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
<b>TOTAL GEN ED HOURS</b>		<b>24</b>
<b>Electives</b>		
<b>"C" or better in a MATH for Gen Ed</b>		
<b>TOTAL ELECTIVE HOURS (7UD)</b>		<b>21</b>

<b>Student's Name</b>		
<b>T#</b>		
<b>Major Requirements</b>		<b>Hrs</b>
GEOL	2024 3001 3004 3014 3023 3044 3083 3164 4001 4006 4023 1004** or 1014**	41
CHEM	2124 2120 2134 2130	8
ENGL	2053	3
ENVS	1004**	4
FW/GEOG	2833	3
~MATH	1113	3
	MATH 1203 AND STAT 2163 OR MATH 2914	4
Orientation	PHSC or STEM 1001 or BIOL 1011 or TECH 1001/1013	1
~PHYS	(2014 or 2114) 2000 (2024 or 2124) 2010	8
<b>TOTAL MAJOR HOURS</b>		<b>75</b>
<b>TOTAL HOURS</b>		

**Final Check:**

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

Earned Hrs \_\_\_\_\_  
 minus P/C HRS \_\_\_\_\_  
 to be completed \_\_\_\_\_  
**TOTAL** \_\_\_\_\_




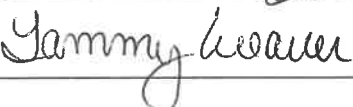
\*\* Satisfying Gen Ed  
 ♦ Satisfying Institutional Requirement  
 # C or better must be earned for Gen Ed



# ARKANSAS TECH UNIVERSITY

## Request for Title Change for Minor

Department Initiating Proposal	Date
Department of Biological and Earth Sciences	08/02/2024

Title	Signature	Date
Department Head Dr. Michael Davis		08/02/2024
Dean Dr. John Jackson		
Assessment Ms. Amanda Gardner		8/5/24
Registrar Ms. Tammy Weaver		8/5/24
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title:  
Minor in Geology

**Required information:**

**1. Current degree title**  
Minor in Geology

**2. Proposed title**  
Minor in Geosciences

**3. Effective catalog**  
2025-26 Catalog

**4. Reason for change**  
Title change is necessary to match change in major name (major name is now Geosciences).



# ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Department of Physical and Earth Sciences	6/25/2024

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6/25/2025
Dean Dr. John Jackson		6/25/2025
Assessment <del>Dr. Christine Austin</del>		7/22/24
Registrar Ms. Tammy Weaver		7/15/24
Graduate College (if appropriate)		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:  
Bachelor of Science in Geosciences-Environmental Option; Bachelor of Science in Geosciences-Petroleum Option; and Bachelor of Science in Geosciences-Professional Option

# LETTER OF NOTIFICATION

## Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

### Required Information:

**1. Current degree/certificate/option/unit title**

Delete the following options:

**Bachelor of Science in Geosciences-Environmental Option**

**Bachelor of Science in Geosciences-Petroleum Option**

**Bachelor of Science in Geosciences-Professional Option**

**NOTE: Will offer Bachelor of Science in Geosciences**

**2. Degree code**

**2660**

**3. CIP code**

**40.0601**

**2. Effective date, term, and academic year**

**August 2025, 2025 summer, 2025-26 year**

**4. Reason for deletion**

There are currently 16 students enrolled in the Geosciences programs. While the programs as a whole are able to satisfy ADHE requirements of sustainability, to increase enrollment, aid in retention, and better serve all stakeholders, the individual degree programs will be eliminated and consolidated into a single BS Geosciences degree. Individual graduation plans will be created for all individual students to assist with completing their degrees before the programs are eliminated in 2025 if they want to keep the program option upon graduation. All other students will be advised to change their major to the BS Geoscience degree as an alternative.



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/17/2024

Title	Signature	Date
Department Head		6/20/2024
Dean		6/20/24
Assessment		7/23/24
Registrar		7/15/24
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) <b>STEM</b>	Course Number: (e.g., 1003) <b>1001</b>	Effective Term: <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>Orientation to the College of STEM</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<b>Orientation to STEM</b>		

Will this course be cross-listed with another existing course? If so, list course subject and number.  
 Yes  No \_\_\_\_\_

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?  
If so, list course subject and number.  Yes  No \_\_\_\_\_

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

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type: \_\_\_\_\_

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

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

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.  
NA
- If this course is required for the major or minor, complete the following.
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?  
STEM 1001 is distinct from other orientation courses ATU offers because it is specifically tailored for all majors in the College of STEM. In addition to meeting the objectives of courses such as TECH 1001, this course aims to foster a sense of community among STEM majors by creating cohort bonds and exposing students to various STEM majors offered by ATU. This exposure is particularly beneficial for students considering switching majors or adding a second major, as it provides a broader

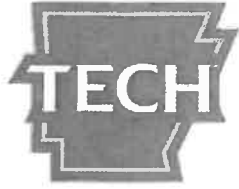


understanding of their options within STEM fields. The primary goal of STEM 1001 is to enhance retention rates within the College of STEM by supporting students in their academic journey and helping them make informed decisions about their majors.

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](http://www.atu.edu/registrar/curriculum_forms.php).



## **STEM 1001: Orientation to the College of STEM Fall 202X**

### **Instructor/Professor Information**

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**Instructor/Professor:**

**Office Location:**

**Phone:**

**Email:**

**Office Hours:** Include the hours and virtual hours you will be in your office. Also, include your WebEx personal meeting room ID.

### **Student Outcomes for the Course**

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In this course, students will:

1. Develop skills that promote life-long learning and academic success.
  - a. Students will...
    - i. Adapt academic strategies.
    - ii. Identify strategies to manage time and priorities.
    - iii. Identify academic resources and academic processes.
2. Engage with campus personnel, resources, and organizations to enhance a sense of belonging.
  - a. Students will...
    - i. Develop positive relationships with peers, faculty, and staff.
    - ii. Identify and use curricular and co-curricular campus resources.
    - iii. Describe what makes ATU unique (history, purpose, tradition).
3. Promote personal development and social responsibility.
  - a. Students will...
    - i. Identify cultural competency and the significance of diverse, equitable, and inclusive connections.
    - ii. Examine the relationship between well-being and holistic success, and establish strategies for enhancing well-being.
    - iii. Identify personal and professional goals and develop a protocol for goal attainment.

### **Catalog Description: STEM 1001 – Orientation to the College of STEM**

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This course is a student success skills course for first-year undergraduate students in the college of STEM. This course provides introduction to the various disciplines within STEM (Science, Technology, Engineering, Mathematics). It is designed to orient new students to the University and the ATU College of STEM, familiarize them with the resources and opportunities available, and build foundational skills necessary for success in their studies.

### **Course Rational**

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This course is designed to help new STEM students transition successfully into college life and their respective disciplines. It aims to equip students with the skills, knowledge, and resources necessary to excel in their academic and professional careers in STEM fields.

## **Textbook**

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“College Success Concise,” Amy Baldwin. ISBN-13: 978-1-951693-66-4

## **Methodology**

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Objectives will be achieved through textbook readings, video lectures, class discussions, reading quizzes, and assignments.

## **Academic Integrity**

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The ATU Code of Academic Integrity. The highest standards of integrity and ethical conduct will be maintained in this course. Behavior that violates academic integrity or infringes on the rights of other students or faculty will be reported according to university procedures. Students who violate the Code of Academic Integrity face penalties such as failure of the assignment and/or class (up to and including expulsion from the university).

## **Academic Honesty**

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Academic honesty is an expectation of all students. To provide meaningful feedback requires trusting that the submitted work is the students. Thus, all work should be original. When you use the ideas or language from others, you must cite your source(s). To use the work of others (even their ideas) without citing the source is plagiarism (a severe academic offense). Students will receive no credit for plagiarized work and an F for the course.

## **Title IX**

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ATU 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 discrimination or harassment, including sexual misconduct, we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they must notify ATU’s Title IX Coordinator. For more information, please visit [Title IX](#).

## **Accessibility & Accommodations**

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

## **Students Expectations**

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- ✓ **Engagement:** You are expected to engage in the weekly discussion board conversations. You should have read the weekly materials before the class week starts. You must ask questions, state your opinion, provide suggestions, and work diligently with classmates and your instructor. Communication is crucial to your overall success.
- ✓ **Positivity:** You are expected to maintain a positive attitude during class. The information being shared with you has been studied and found to be critical in enhancing your holistic success. As the instructor of this course, I want to see you succeed, starting with providing the resources you need. In addition, developing a sense of value for why you are learning about the topics in this course will enhance your positive attitude.
- ✓ **Growth Mindset:** You are expected to start each week with a passion for learning and the resilience to overcome challenges. There is always something new to learn, and it is essential that through

communication, we take advantage of new opportunities to learn from our classmates and instructors. The college transition can be difficult. Know that you are not alone and that I want to see you excel.

- ✓ **Ask Questions:** You are expected to ask questions. Ask your classmates and instructors questions. As an advocate for your success, I want to assist you in any way I can. I am happy to help with any questions you have regarding college life. If I do not have an answer, I will work to connect you to someone who does. Asking questions is an essential piece of communication and relationship building.
- ✓ **Late Work Policy:** You must submit all assignments by their due date. If you cannot submit your work by the due date, you must notify your instructor and develop a plan for completion. If you do not communicate with your instructor, you can submit your assignment up to 1-week late for 50% credit.

## Grading Scale

Percentages:	Grade:
90% or higher	A
80-89%	B
70-79%	C
60-69%	D
59% or less	F

## Assignments

**Assignments will be posted on Blackboard. You will find a summary of the week, including objectives for the week and assignments, in weekly folders. Most assignments will be submitted on Blackboard.**

### Reading Quizzes:

Each week you will be asked to complete a reading quiz on the chapter assigned. The first week will consist of a syllabus quiz. The reading quizzes will consist of 5-question in the format of true/false, matching, ordering, multiple choice, and multiple answers. You will have 30 minutes to complete the quiz, and once it is opened, you must complete it. Quizzes will not be allowed to be made up.

### Campus Involvement:

Points are awarded for attendance at any **TWO** peer activities. Eligible activities include **club meetings, activity (cook-out, civic service project), or seminar**, sponsored by one of the science student organizations (IEEE, Tri-Beta, Pre-Med Club, Physics Club, Chemistry Club, Geology Club, National Science Teachers Association, Student Environmental Coalition, or Fisheries and Wildlife Association). If you have difficulty scheduling an activity, you may turn in an **“Interview for Success”** assignment or **“Step up to Success”** assignment. To obtain these points, you must fill out and submit the appropriate form provided on Blackboard. A total of two reports must be handed in during the semester (at any time up to DATE [twelfth class meeting]). Any combination of the two can be used to fulfill this assignment.

### In-Class assignments:

Class attendance and participation is mandatory. In-class assignments/activities will be announced during class time. You must attend class to earn the points associated with these assignments. In-class assignments will be partially or fully completed during class time and will be submitted on Blackboard. If you miss class due to a University excused absence, you must contact your instructor for alternate arrangements.

### Journal Club:

The class will analyze a scientific journal article this semester. The assignments are designed to walk you through the process of reading a scientific article. You are expected to participate in the in-class discussions

about the article. You must complete the Journal Club assignments before their due dates so you can participate in the discussion.

**Lab report assignment:**

In this assignment, you will critically assess how you wrote up your first formal lab report (BIOL1114, PHYS 2000/2010, or CHEM1114/2124). IF YOU ARE NOT IN A SCIENCE CLASS with lab, you must see me at the end of class on [date of second class meeting], so an alternative assignment can be issued to you.

**Final Exam (5-3-1 Paper):**

For your final exam, you will be completing a 5-3-1 Reflection. This includes a discussion of 5 things you think all incoming freshmen should know, 5 things you wish the university would do better, 5 things you think the university is doing well, 5 things you wish TECH faculty would do better, 5 things you think TECH faculty are doing well, 3 ways you directly benefitted from taking this course, 3 improvements you recommend for this course, 3 changes you made as a direct result of this course, and one thing you like Dr. Jones (University President) to know.

<b>Assignment Category:</b>	<b>Percentage</b>
Reading quizzes	20%
Campus Involvement	10%
In-Class Assignments	25%
Journal Club	20%
Lab Report Assignment	10%
Final Exam	15%
<b>TOTAL</b>	<b>100%</b>

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## STEM 1001 Course Outline

<u>Weeks:</u>	<u>Topics:</u>	<u>Assignments:</u>
<b>Week 1:</b>	Introductions & Syllabus Overview	<ul style="list-style-type: none"> <li>• Science in the News discussion board post</li> <li>• Syllabus quiz</li> <li>• Federal attendance module</li> </ul>
<b>Week 2:</b>	Exploring College	<ul style="list-style-type: none"> <li>• reading quiz</li> <li>• Comment on “Science in the News” posts</li> <li>• List of Campus Resources</li> </ul>
<b>Week 3:</b>	Knowing Yourself as a Learner	<ul style="list-style-type: none"> <li>• reading quiz</li> </ul>
<b>Week 4:</b>	Managing Your Time and Priorities	<ul style="list-style-type: none"> <li>• reading quiz</li> <li>• Concept map of journal club article (JCA) intro</li> <li>• Lab report assignment assigned</li> </ul>
<b>Week 5:</b>	Planning Your Academic Pathways	<ul style="list-style-type: none"> <li>• reading quiz</li> <li>• Cartoon diagram of JCA methods</li> </ul>
<b>Week 6:</b>	Reading and Notetaking	<ul style="list-style-type: none"> <li>• reading quiz</li> <li>• JCA Results – annotate cartoon</li> </ul>
<b>Week 7:</b>	Studying, Memory, & Test Taking	<ul style="list-style-type: none"> <li>• reading quiz</li> <li>• JCA Analysis Template</li> </ul>
<b>Week 8:</b>	Thinking	<ul style="list-style-type: none"> <li>• Chapter 7 reading quiz</li> <li>• JCA Conclusion – do the conclusions from the template match the author’s conclusions?</li> <li>• Lab report assignment due</li> </ul>
<b>Week 9:</b>	Articles & Review	<ul style="list-style-type: none"> <li>• Library Worksheet</li> <li>• 2<sup>nd</sup> concept map of JCA</li> </ul>
<b>Week 10:</b>	Communicating	<ul style="list-style-type: none"> <li>• reading quiz</li> <li>• Peer evaluation Criteria for JC proposals</li> </ul>
<b>Week 11:</b>	Understanding Civility and Cultural Competence	<ul style="list-style-type: none"> <li>• reading quiz</li> <li>• JC Propose “What is Next”</li> </ul>
<b>Week 12:</b>	Understanding Financial Literacy	<ul style="list-style-type: none"> <li>• reading quiz</li> <li>• Peer evaluation of JC proposals</li> </ul>
<b>Week 13:</b>	Engaging in a Healthy Lifestyle	<ul style="list-style-type: none"> <li>• reading quiz</li> <li>• Discussion board 13</li> <li>• Healthy relationships assignment</li> </ul>
<b>Week 14:</b>	Panning for Your Future	<ul style="list-style-type: none"> <li>• reading quiz</li> <li>• JC – When Science Goes Bad</li> </ul>
<b>Week 15:</b>	Conclusions and Final	<ul style="list-style-type: none"> <li>•</li> </ul>

## Campus Resources

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## Student Success Services: Freshmen Checklist for Success

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- **Academic Calendar**
  - Keep track of important dates!
- **TECH Learning Center**
  - The TECH Learning Center helps students plan to meet their academic goals. Their services include Academic Coaching, Peer Tutoring, Online Tutoring, Group Study Sessions, and more. They are located on the first floor of the Ross Pendergraft Library and Technology Center.
  - Schedule an online tutoring session today: [Click here for an appointment](#).
- **Jerry Cares!**
  - Help keep the campus safe and gain knowledge about how to report sexual misconduct, hazing, alcohol, and drug abuse incidents to the Care Team.
- **Health & Wellness Center**
  - If you are feeling blue, make an online appointment to visit the nurse or counselor in the Health and Wellness Center. Stay healthy so you can be on top of your classes.
  - Schedule an appointment today: [Click here for an appointment](#).
- **Ross Pendergraft Library & Technology Center**
  - Use the “Ask Us” tab on the homepage of the library website for inquiries. Additional resources available include: lending you a textbook, headphones, calculators, fax machines, scanners, scantrons, DVDs, printing services, media and audio labs, and study rooms ([click here to reserve a room](#)).
    - If you need assistance with any technological programs and/or logging in, please contact Campus Support: PH: (479) 968-0646; Toll-free: (866) 400-8022; Email: [campussupport@atu.edu](mailto:campussupport@atu.edu)
- **Disability Services**
  - The Disability Services office serves as the campus liaison for students who may experience barriers in their learning environment due to a disability. We value disability as an aspect of diversity and are committed to moving our campus toward an equitable and inclusive environment for all students.
  - If you need an accommodation, please contact Disability Services at (479) 968-0302 or apply for disability services on their homepage.
    - Once the office has approved you of Disability Services, notify your instructors immediately of your accommodations and be prepared to provide your instructors/professors with documentation from the Disability Services office.
- **Housing Assistance**
  - If you need housing assistance, here is a list of local resources: [Local Resources](#)

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## Get Involved

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Arkansas Tech University on [Facebook](#), [Instagram](#), [theLink](#), and [Twitter](#) to know about all the latest upcoming events and news.

- **On-Track**

- This program encourages students to network socially and experiences traditional Tech events. Complete all seven tracks and earn a chance to attend a free trip!
- **Student Activities Board**
  - Exciting FREE events, such as movies, carnivals, comedians, singers, etc., for all Tech students.
  - Events: [Click here for event opportunities.](#)
- **Go Greek!**
  - Recruitment offers an opportunity to meet chapter members and peers while learning what each fraternity provides. Participating in the recruitment process does not require a person to join a chapter but enables them to explore and learn about the campus and Greek community. This is a great way to meet new people and learn about different ways to get involved on campus. This process is intended to be a positive, fun, and enriching experience for everyone who participates.
- **Tech Traditions**
  - Download the Arkansas Tech Traditions app on your phone. Complete the required traditions and earn a green cord for graduation.
- **Veterans Office**
  - If you or your family member are a Veteran, check out the benefits you have. Also, get involved by joining Service Members and Veterans of America (SMVA).
- **Global Connect Program**
  - This program assists you in learning more about other cultures and provides you with the opportunity to serve as a mentor to international students.
- **Career Services**
  - If you need help perfecting your resume, preparing for an interview, or choosing a major and/or career perfect for you, make an appointment on [Handshake](#) (use your OneTech login information). Career Services also can assist you in finding a part-time job, summer job, and/or on-campus job.






# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal, Mathematical and Physical Sciences	Date 06/20/2024
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Title	Signature	Date
Department Head		6/20/2024
Dean		6/21/24

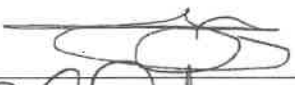

Course Subject: (e.g., ACCT, ENGL) <b>CHEM</b>	Course Number: (e.g., 1003) <b>2134</b>
Official Catalog Title: <b>General Chemistry II</b>	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) Modify the prerequisite: A grade of C or better in CHEM 2124 or equivalent, or approval of the instructor.	
Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.  b. Explain the rationale for the cosmetic course change. A C grade is the minimum grade required for chemistry majors. The prerequisite grade requirement should not apply to non-majors. Non-majors enrollment in the course can be decided by the instructor.	
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 <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	06/20/2024

Title	Signature	Date
Department Head		6/20/2024
Dean		6/21/24

Course Subject: (e.g., ACCT, ENGL) <b>CHEM</b>	Course Number: (e.g., 1003) <b>3245</b>
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Official Catalog Title:  
**Quantitative Analysis**

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)

Modify the prerequisite: A grade of C or better in CHEM 2134, or approval of the instructor.

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  
- b. Explain the rationale for the cosmetic course change.  
A C grade is the minimum grade required for chemistry majors. The prerequisite grade requirement should not apply to non-majors. Non-majors enrollment in the course can be decided by the instructor.

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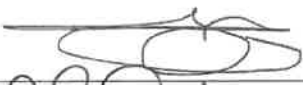



# ARKANSAS TECH UNIVERSITY

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## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	06/20/2024

Title	Signature	Date
Department Head		6/20/2024
Dean		6/21/24


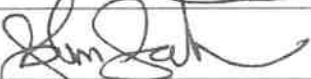
Course Subject: (e.g., ACCT, ENGL) <b>CHEM</b>	Course Number: (e.g., 1003) <b>3254</b>
Official Catalog Title: <b>Fundamentals of Organic Chemistry</b>	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) Modify the prerequisite: A grade of C or better in CHEM 2134 or equivalent, or approval of the instructor.	
Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.  b. Explain the rationale for the cosmetic course change. A C grade is the minimum grade required for chemistry majors. The prerequisite grade requirement should not apply to non-majors. Non-majors enrollment in the course can be decided by the instructor.	
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# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	06/20/2024

Title	Signature	Date
Department Head		6/20/2024
Dean		6/21/24



Course Subject: (e.g., ACCT, ENGL) <b>CHEM</b>	Course Number: (e.g., 1003) <b>3264</b>
Official Catalog Title: <b>Mechanistic Organic Chemistry</b>	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) Modify the prerequisite: A grade of C or better in CHEM 3254 or equivalent, or approval of the instructor.	
Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.  b. Explain the rationale for the cosmetic course change. A C grade is the minimum grade required for chemistry majors. The prerequisite grade requirement should not apply to non-majors. Non-majors enrollment in the course can be decided by the instructor.	
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# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	06/20/2024

Title	Signature	Date
Department Head		6/20/2024
Dean		6/21/24


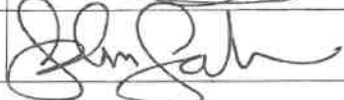
Course Subject: (e.g., ACCT, ENGL) <b>CHEM</b>	Course Number: (e.g., 1003) <b>3344</b>
Official Catalog Title: <b>Principles of Biochemistry</b>	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) Modify the prerequisite: A grade of C or better in CHEM 3264 and BIOL 1014 or 1114.or approval of the instructor.	
Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.  b. Explain the rationale for the cosmetic course change. A C grade is the minimum grade required for chemistry majors. The prerequisite grade requirement should not apply to non-majors. Non-majors enrollment in the course can be decided by the instructor.	
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 <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	06/20/2024

Title	Signature	Date
Department Head		6/20/2024
Dean		6/21/24

Course Subject: (e.g., ACCT, ENGL) <b>CHEM</b>	Course Number: (e.g., 1003) <b>3363</b>
---------------------------------------------------	--------------------------------------------

Official Catalog Title:  
**Metabolic Biochemistry**

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)

Modify the prerequisite: A grade of C or better in CHEM 3344 or approval of the instructor.

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- Explain the rationale for the cosmetic course change.  
A C grade is the minimum grade required for chemistry majors. The prerequisite grade requirement should not apply to non-majors. Non-majors enrollment in the course can be decided by the instructor.


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# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	06/20/2024

Title	Signature	Date
Department Head		6/20/2024
Dean		

Course Subject: (e.g., ACCT, ENGL) <b>CHEM</b>	Course Number: (e.g., 1003) <b>3423</b>
---------------------------------------------------	--------------------------------------------

Official Catalog Title:  
**Descriptive Inorganic Chemistry**

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)

Modify the prerequisite: A grade of C or better in CHEM 2134. or approval of the instructor.

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
  
- b. Explain the rationale for the cosmetic course change.  
A C grade is the minimum grade required for chemistry majors. The prerequisite grade requirement should not apply to non-majors. Non-majors enrollment in the course can be decided by the instructor.


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](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	8/5/2024

Title	Signature	Date
Department Head		8/5/2024
Dean	<i>John Jackson</i>	8/6/2024

Course Subject: (e.g., ACCT, ENGL) <b>MATH</b>	Course Number: (e.g., 1003) <b>3203</b>
Official Catalog Title: Introduction to Analysis	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) Remove MATH 3003 as the pre-req and add MATH 2703 and MATH 2924 as pre-req courses	
<p>Answer the following Assessment questions:</p> <p>a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA</p> <p>b. Explain the rationale for the cosmetic course change. In the new mathematics curriculum, MATH 3003 is not a required course anymore and it may not be offered. MATH 3003 is not a common course in other institutions either and math faculty agreed that it was an unnecessary course. Students who need to take MATH 3203 will gain the required knowledge to start this course in MATH 2703 and MATH 2924.</p>	

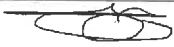




# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	8/5/2024

Title	Signature	Date
Department Head		8/5/2024
Dean	<i>John Jackson</i>	8/6/2024

Course Subject: (e.g., ACCT, ENGL) <b>MATH</b>	Course Number: (e.g., 1003) <b>4033</b>
---------------------------------------------------	--------------------------------------------

Official Catalog Title:  
Abstract Algebra I

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)  
Remove MATH 3003 as the pre-req and add MATH 2703 as pre-req course

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.  
NA
- Explain the rationale for the cosmetic course change.  
In the new mathematics curriculum, MATH 3003 is not a required course anymore and it may not be offered. MATH 3003 is not a common course in other institutions either and math faculty agreed that it was an unnecessary course. Students who need to take MATH 3203 will gain the required knowledge to start this course in MATH 2703.


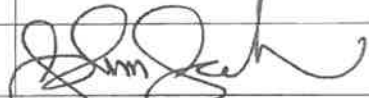
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Mathematical and Physical Sciences	6/20/2024

Title	Signature	Date
Department Head		6/20/2024
Dean		6/21/24

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>PHYS</b>	<b>2114</b>

Official Catalog Title:

**Calculus-Based Physics I**

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)

Change the pre/co-requisites

**From:**

Prerequisite or co-requisite: MATH 2924 (calculus II) and Co-requisite: PHYS 2000

**To:**

Prerequisite or co-requisite: MATH 2914 (calculus I) and Co-requisite: PHYS 2000

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.  
NA
- Explain the rationale for the cosmetic course change.

The rationale for the proposed corequisite change is that the change will align with pre/corequisite standards for courses similar to Calculus-Based Physics I at other

institutions. Over the years, it has been proven to us that students taking calculus I alongside Physics I is helping students more to be connected to the class and this change will improve retention and recruitment efforts for Physics and programs that require two semesters of Calculus-based Physics.

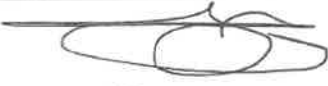
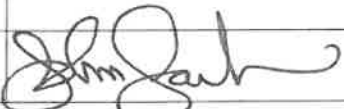
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at [http://www.atu.edu/registrar/curriculum\\_forms.php](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/20/2024

Title	Signature	Date
Department Head		6/20/2024
Dean		6/21/24

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>PHYS</b>	<b>2124</b>

Official Catalog Title:

### Calculus-Based Physics II

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)

Change the pre/co-requisites

**From:**

Prerequisite or co-requisite: MATH 2934 (calculus III) and Co-requisite: PHYS 2010

**To:**

Prerequisite or co-requisite: MATH 2924 (calculus II) and Co-requisite: PHYS 2010

Answer the following Assessment questions:

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

NA

- Explain the rationale for the cosmetic course change.

The rationale for the proposed corequisite change is that it will align with the standard for courses similar to Calculus-Based Physics II at other institutions. Over the years, it has been proven to us that students taking calculus II alongside Physics II is helping students more to be connected to the class and this change will improve retention and

recruitment efforts for Physics and programs that require two semesters of Calculus-based Physics.

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](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6-24-2024

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6-24-2024
Dean Dr. John Jackson		7/9/24
Assessment Ms. Amanda Gardner		7/23/24
Registrar Ms. Tammy Weaver		7/15/24
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:  
Bachelor of Science in Mathematics

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

- (1) Delete COMS 2803, MATH 3003
- (2) Move STAT 3153 and MATH 4003 from semester 5 to semester 3 and 4, respectively.
- (3) Add COMS 1013, 1011, 2203, 2213, 2323, MATH 4273, STAT 3113
- (4) Change the MATH electives in 7<sup>th</sup> and 8<sup>th</sup> semester to UD MATH or STAT elective
- (5) Change 41 hours of elective to 28 hours of elective hours. 9 hours of those should be UD classes.

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

None

Answer the following Assessment questions:

- a. How does the program change align with the university mission?  
The proposed changes to the BS mathematics curriculum align closely with the Arkansas Tech University mission, which emphasizes student success, access, and excellence through a responsive campus community. We are introducing more computer programming and statistics courses in the curriculum to help prepare students for a future career in different fields. Students also will have the flexibility to tailor their educational pathways according to their goals. This flexibility enhances access to education by enabling students to stack existing certificates and associate degrees with the BS in mathematics, thus providing a more personalized and efficient route to degree completion.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.  
Not Applicable
- c. What is the rationale for this program change?
  1. How will the program change impact learning for students enrolled in this program?  
There will be no change to the learning outcome of the program and hence the current and future students will not be adversely affected by the changes.
  2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.  
These changes are driven by student access and success and they are not the result of the program assessment findings.
- 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.  
Several students who major in mathematics need additional skills to be able to be in the workforce in the future. That is why we are ensuring that students in this major have enough exposure to computer programming, data structure, and statistical analysis. Besides, the flexibility in the curriculum helps students personalize their program of study and obtain other degrees or certificates to enhance their learning and experience. Because we are eliminating other degrees in mathematics (data science, actuarial science, math education), the new curriculum helps those who want to continue in any of the above-mentioned fields. Those who want to teach also can benefit from this by joining the Master of Arts in Teaching program at ATU.

Arkansas Institutional comparison:

- 1- University of Arkansas offers several different concentrations for math degree. We are going to be the closest to the "applied" concentration, even though our new curriculum

requires specific courses that they don't. We also require more computer programming and statistics courses for our graduates. They also have about 30 hours of electives, which reflects that they also want to create flexibility for their students.

- 2- Arkansas State University also offers a BS in mathematics. Theirs have less flexibility with just about 18 hours of electives. However, they include several hours of statistics and probability in their curriculum. Our new curriculum is comparable to theirs in terms of rigor, but it provides more flexibility and more computer programming experience for students.
- 3- The University of Arkansas in Little Rock also offers BS and BA in mathematics and mathematics education. Their BS in mathematics is very similar to the proposed curriculum. They have a similar number of electives for students to increase flexibility, but they don't require nearly as many computer programming and data science-related courses as we do, which will give our new curriculum an edge.

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.)

- **Knowledge of Mathematics:** Students will demonstrate an understanding of calculus, linear algebra, and other areas of mathematics.
- **Problem Solving:** Students will demonstrate an ability to formulate, analyze, and solve problems through analytical techniques.
- **Mathematical Reasoning:** Students will be able to reason and use logic to develop and write valid mathematical proofs.
- **Communication in Mathematics:** Students will be able to communicate mathematics in both written and oral forms.
- **Application of Mathematics:** Students will understand how to apply modeling methods and technology to solve real-world problems.

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](http://www.atu.edu/registrar/curriculum_forms.php).



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

Curriculum Matrix for Catalog	
Curriculum in _____ (enter title for program changing )	
<p>Freshman Fall Semester</p> <p>Add/Change: Add COMS 1013/1011</p> <p>Delete: elective 4 hrs.</p> <p>Total Hours: 15</p>	<p>Freshman Spring Semester</p> <p>Add/Change: Add COMS 2203</p> <p>Delete: elective 2 hrs.</p> <p>Total Hours: 16</p>
<p>Sophomore Fall Semester</p> <p>Add/Change: Add STAT 3153 (moved from 5<sup>th</sup> semester)</p> <p>Delete: MATH 3003, Elective 1 hour</p> <p>Total Hours: 14</p>	<p>Sophomore Spring Semester</p> <p>Add/Change: MATH 4003 (moved from fifth semester)</p> <p>Delete: COMS 2803</p> <p>Total Hours: 15</p>
<p>Junior Fall Semester</p> <p>Add/Change: MATH 4033 or MATH 4273. COMS 2213 or COMS 2323.</p> <p>Delete: STAT 3153, MATH 4003</p> <p>Total Hours: 15</p>	<p>Junior Spring Semester</p> <p>Add/Change: MATH 3203 or MATH 4123. STAT 3113. COMS 2213 or COMS 2323, Change 6 hours of elective to 3 hours</p> <p>Delete: MATH 3203 and MATH 4123 will alternate.</p> <p>Total Hours:15</p>
<p>Senior Fall Semester</p> <p>Add/Change: MATH 4033 or MATH 4273. UD MATH or STAT.</p> <p>Delete: 3 hrs MATH elective</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change: MATH 3203 or MATH 4123. UD MATH or STAT. Change 11 hours of elective to 8 hours</p> <p>Delete: 3 hrs Math elective</p> <p>Total Hours: 15</p>

Mathematics (BS) – Program Learning Outcomes Curriculum Map

Learning Outcomes / Classes Assessed	Knowledge of Mathematics	Problem Solving	Mathematical Reasoning	Communication of Mathematics	Application of Mathematics
MATH 2703			X	X	
MATH 2914	X	X			
MATH 2924	X	X			
MATH 2934	X	X			
<del>MATH 3003</del>			<del>X</del>	<del>X</del>	
STAT 3153					X
MATH 3203	X		X	X	
MATH 3243	X	X			X
MATH 4003	X	X			X
MATH 4033	X			X	
MATH 4123	X	X			X
MATH 4971	X	X		X	
MATH 4273 (NEW)					
STAT 3113 (NEW)					

# MATHEMATICS, BACHELOR OF SCIENCE

Student interested in Mathematics for Teacher Licensure, click here.

## Curriculum

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

Course	Title	Hours	Completed
<b>Freshman</b>		<b>1</b>	
Fall		<b>3</b>	
ENGL 1013	Composition I <sup>1</sup>	3	
MATH 1001	Orientation to Mathematics	1	
MATH 2914	Calculus I	4	
USHG 1XXX	U.S. History and Government <sup>1</sup>	3	
Elective <sup>2</sup>		<del>4</del>	
<b>Hours</b>		<b>15</b>	
<b>Spring</b>		<b>3</b>	
ENGL 1023	Composition II <sup>1</sup>	3	
MATH 2703	Discrete Mathematics	3	
MATH 2924	Calculus II	4	
SS 1XXX	Social Science Courses <sup>1</sup>	3	
Elective <sup>2</sup>		<del>2</del>	
<b>Hours</b>		<del>15</del> <b>16</b>	
<b>Sophomore</b>		<b>3</b>	
Fall		<b>3</b>	
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	
MATH 2934	Calculus III	4	
<del>MATH 3003</del>	<del>Foundations of Advanced Mathematics</del>	<del>3</del>	
PHYS 2114 & PHYS 2000	Calculus-Based Physics I and Physics Laboratory I	4	
Elective <sup>2</sup>		<del>1</del>	
<b>Hours</b>		<del>15</del> <b>14</b>	
<b>Spring</b>		<b>3</b>	
COMS 2803	Programming in C	<del>3</del>	
MATH 3243	Differential Equations I	3	
PHYS 2124 & PHYS 2010	Calculus-Based Physics II and Physics Laboratory II	4	
SS 1XXX	Social Science Courses <sup>1</sup>	3	
Elective <sup>2</sup>		2	
<b>Hours</b>		<b>15</b>	

<b>Junior</b>		<b>3</b>	
Fall		<b>3</b>	
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	
<del>MATH 4003</del>	<del>Linear Algebra I</del>	<del>3</del>	
<del>STAT 3153</del>	<del>Applied Statistics</del>	<del>3</del>	
Elective <sup>2</sup>		6	
<b>Hours</b>		<b>15</b>	
<b>Spring</b>		<b>3</b>	
MATH 3203	Introduction to Analysis	3	
<del>MATH 4123</del>	<del>Mathematical Modeling</del>	<del>3</del>	
SFHS 1XXX	Social Sciences/ Fine Arts/ Humanities/ Communicative Courses <sup>1</sup>	3	
<del>MATH 3203 or 4123</del>		<del>3</del>	
<del>COMS 2323 or 2213</del>		<del>3</del>	
Elective <sup>2</sup>		<del>6</del> <b>3</b>	
<b>Hours</b>		<b>15</b>	
<b>Senior</b>		<b>3</b>	
Fall		<b>3</b>	
<del>MATH 4033</del>	<del>Abstract Algebra I</del>	<del>3</del>	
MATH Elective <sup>3</sup> or STAT Elective		3	
Elective <sup>2</sup>		9	
<b>Hours</b>		<b>15</b>	
<b>Spring</b>		<b>3</b>	
MATH 4971	Mathematics Senior Seminar	1	
MATH Elective <sup>3</sup> or STAT Elective		3	
Elective <sup>2</sup>		<del>11</del> <b>8</b>	
<b>Hours</b>		<b>15</b>	
<b>Total Hours</b>		<b>120</b>	

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

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

<sup>3</sup> MATH 3033 Methods of Teaching Elementary Mathematics and MATH 4703 Special Methods in Mathematics may not be used to satisfy this requirement the 3000-4000 level mathematics elective. MATH 4993 Special Problems in Mathematics may not be used without prior approval of the department head.

## Learning Outcomes

Students who complete the program will:

- Demonstrate sufficient knowledge of mathematics and critical thinking/reasoning skills to be successful in a graduate degree in mathematics or related field or in a career in industry.
- Effectively read, verbalize, understand, and write mathematics and mathematical proofs.
- Identify and use appropriate technology and modeling methods to solve problems that arise in mathematics and other related disciplines.

# DEGREE AUDIT CHECK LIST

## (BS-MATH) Mathematics

2024-25 ~~2025-26~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
<b>TOTAL GEN ED HOURS</b>		<b>24</b>
Electives		
(940)		28
<b>TOTAL ELECTIVE HOURS</b>		<del>41</del>

Student's Name		
T#		
Major Requirements		Hrs
MATH	1001 ♦ 2703#** 2914 2924 2934	
	<del>3005</del> 3203 3243 4003 4033	
	4123 4971 <span style="color: red;">4273</span>	
<span style="color: red;">STAT/</span> MATH EL	(6ud)*	41
STAT	3153 <span style="color: red;">5113</span>	<del>5</del> <span style="color: red;">6</span>
	*3033,3173,4703,4772,4993 may not be used	
COMS	<del>2803</del> 1011 1013 2203	<del>3</del> <span style="color: red;">13</span>
	2213 2323	
PHYS **	2114 2000 2124 2010	8
"C" or better in a MATH for Gen Ed		
<b>TOTAL MAJOR HOURS</b>		<del>55</del> <span style="color: red;">68</span>
<b>TOTAL HOURS</b>		

**Final Check:**

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

Earned Hrs \_\_\_\_\_  
 minus P/C HRS \_\_\_\_\_  
 to be completed \_\_\_\_\_  
**TOTAL** \_\_\_\_\_

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

# DEGREE AUDIT CHECK LIST

## (BS-MATH) Mathematics

2025-26

<b>Date</b>		
<b>Grade Point</b>	<b>Graduation Date</b>	
<b>General Education Requirements</b>		<b>Hrs</b>
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
<b>TOTAL GEN ED HOURS</b>		<b>24</b>
<b>Electives</b>		
<b>TOTAL ELECTIVE HOURS (9UD)</b>		<b>28</b>

<b>Student's Name</b>		
<b>T#</b>		
<b>Major Requirements</b>		<b>Hrs</b>
MATH	1001♦ 2703#** 2914 2924 2934	
	3203 3243 4003 4033 4123	
	4273 4971	
MATH/ STAT EL	(6ud)*	41
STAT	3113 3153	6
	*3033,3173,4703,4772,4993 may not be used	
COMS	1011 1013 2203 2213 2323	13
PHYS **	2114 2000 2124 2010	8
<b>"C" or better in a MATH for Gen Ed</b>		
	<b>TOTAL MAJOR HOURS</b>	<b>68</b>
	<b>TOTAL HOURS</b>	

**Final Check:**

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

Earned Hrs \_\_\_\_\_  
 minus P/C HRS \_\_\_\_\_  
 to be completed \_\_\_\_\_  
**TOTAL** \_\_\_\_\_

\*\* Satisfying Gen Ed

♦ Satisfying Institutional Requirement

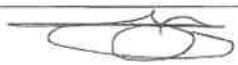
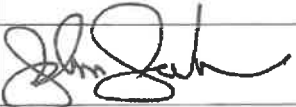


# C or better must be earned for Gen Ed



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/20/2024

Title	Signature	Date
Department Head		6/20/2024
Dean		6/21/24
Assessment Ms. Amanda Gardner		7/23/24
Registrar Ms. Tammy Weaver		7/15/24
Graduate College (if appropriate)		
Executive Vice President for Academic Affairs and Provost Dr. Adolfo Santos		

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

Program Title:  
Bachelor of Science in Physics and Accelerated Bachelor of Science in Physics to Master of Arts in Teaching

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

#### BS Physics

- (1) Delete the following courses: CHEM 2130 General Chemistry II Lab, CHEM 2134 General Chemistry II, ELEG 2113 Electric Circuits II, ELEG 2111 Electric Circuits Laboratory, MATH 4003 Linear Algebra I, and PHYS 4213 Advanced Topics in Physics and Astronomy or upper division mathematics; and
- (2) Add 14 hours of electives

#### Accelerated BS Physics to MAT Master of Arts in Teaching

- a. This program would allow students seeking the BS in Physics to substitute 12 hours of graduate MAT coursework for 12 hours of undergraduate requirements during the fall and spring semesters of the senior year. Students can select from the following: EDFD 6003 Educational Research, MAMS 5333 Teaching Literacy in the Content Areas, MTL 6123 Instructional Leadership for the Master Teacher, and MTL 6133 Basic Elements of Curriculum;
- b. Admission criteria include completing 90 hours toward the bachelor's degree with an earned grade point average of 3.2 or higher at the time of application to the accelerated program. If the student is enrolled in one of these courses at the time of application, the student may be conditionally admitted until grades are submitted for the semester. If a B or better is earned, the student may begin the program. If not, the admission will be deferred until the required grade is obtained; and
- c. Applications must be submitted to the MAT Graduate Program Director no later than October 15 or March 15 of the semester prior to the beginning of the program.

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

N/A

Answer the following Assessment questions:

- a. How does the program change align with the university mission?  
The proposed changes to the BS physics curriculum align closely with the Arkansas Tech University mission, which emphasizes student success, access, and excellence through a responsive campus community. By introducing a more flexible degree structure, this program change directly supports student success by allowing students to tailor their educational pathways according to their individual goals and interests. This flexibility enhances access to education by enabling students to stack existing certificates and associate degrees with the BS in physics, thus providing a more personalized and efficient route to degree completion.  
  
The creation of an accelerated Bachelor to Master's in Teaching (MAT) degree pathway not only prepares students for careers in teaching but also addresses the growing need for qualified physics educators in Arkansas.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.  
Not applicable
- c. What is the rationale for this program change?
  1. How will the program change impact learning for students enrolled in this program?

These curriculum changes will not affect student learning outcomes for the BS Physics or MAT programs. However, it is anticipated that integrating existing certificates and associate degrees into the BS physics curriculum will allow students to build a solid interdisciplinary foundation, fostering critical thinking, problem-solving, and analytical skills essential for success in various professional contexts. Additionally, these changes will enhance the employability of our graduates by equipping them with a broader skill set and more diverse qualifications. Whether they pursue careers in physics, education, or other related fields, our graduates will be better prepared to meet the demands of a competitive job market.

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

The decision to implement the proposed changes to the BS physics curriculum is primarily driven by the goal of enhancing students' employability and career readiness.

- 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.

#### **How the Proposed Curriculum Fits in the Current State of the Discipline:**

The field of physics is diverse and ever-evolving. To meet students' diverse career goals, including preparation for medical school, industry roles, and graduate studies, physics programs increasingly emphasize flexibility in accommodating these varied pathways. By allowing students to tailor their curriculum, the program aligns with this trend and ensures our graduates are well-prepared for their chosen careers.

There are no programs in Arkansas that offer an AB2M program that allows students to earn a BS in physics and a MAT in five years. The requirements for teacher certification have recently changed in the state of Arkansas. The new requirement and institutional restrictions make offering a BS in Physics Education that leads to physics teacher licensure impossible. Offering students the option to complete a BS in Physics and a MAT in 5 years will put ATU in the position to produce graduates highly qualified for a career in secondary education teaching physics.

#### **Arkansas Institutional Comparisons:**

1. University of Arkansas, Fayetteville: Physics B.S. majors must complete all the requirements for one of seven available concentration areas. All concentrations consist of 16 credit hours except for the Geophysics concentration, which requires 24. With an additional 11-19 hours of general electives. U of A Fayetteville offers concentrations not as interdisciplinary as ATU can provide with these changes. The U of A concentration areas include astronomy, biophysics, computational, electronic, geophysics, optics, and professional. University of Arkansas offers a MAT but not an accelerated BS physics to MAT program.
2. University of Central Arkansas: Physics B.S. students choose from one of the following tracks: traditional, Biophysics, Chemical Physics, Mathematical Physics, or Physical Science. UCA offers a MAT but not an accelerated BS physics to MAT program.
3. Other institutions in Arkansas, such as Arkansas State University, Hendrix, and the University of Arkansas at Little Rock, do not advertise different BS physics tracks or specializations but leave many hours of electives that would allow students to tailor their degrees, as proposed here.

The examples above indicate the direction the field is moving, with increasingly flexible career and post-bachelorette preparation physics programs.



**Regional Institutional Comparisons (AB2M BS Physics + MAT):**

There are no Arkansas or regional institutional comparisons for an accelerated BS Physics to MAT program.

- e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) These proposed curriculum changes will not affect the physics BS or MAT assessment plans.

**Learning Outcomes for the MAT**

*Upon completion of the program, students will be able to:*

- understand and utilize instructional planning and design learning
- use a variety of instructional strategies to encourage student's development of critical thinking, problem-solving, and performance skills
- understand individual and group motivation and behavior and student's developmental levels, and will create learning environments that encourage positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem
- plan effective teaching and learning for diverse learners.
- understand and apply various forms of formal and informal assessment strategies
- demonstrate effective integration of technology
- apply effective teaching and learning experiences during clinical practice (Internship) in their specific teaching/licensure field

**Learning Outcomes for the BS in Physics**

*Students who complete the program will demonstrate:*

1. **Problem solving Skills - An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline**
2. **Design - An ability to formulate or design a system, process, procedure or program to meet desired needs.**
3. **Communication - An ability to communicate effectively with a range of audiences.**
4. **Ethics - An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts.**
5. **Teamwork - An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.**

**6. Experiment - An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.**

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

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

Curriculum Matrix for Catalog Curriculum in __BS Physics _____ (enter title for program changing )	
<p><b>Freshman Fall Semester</b></p> <p><b>Add/Change:</b> No change</p> <p><b>Delete:</b></p> <p><b>Total Hours:</b> 16</p>	<p><b>Freshman Spring Semester</b></p> <p><b>Add/Change:</b> 4 hours elective</p> <p><b>Delete:</b> CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab</p> <p><b>Total Hours:</b> 16</p>
<p><b>Sophomore Fall Semester</b></p> <p><b>Add/Change:</b> No change</p> <p><b>Delete:</b></p> <p><b>Total Hours:</b> 14</p>	<p><b>Sophomore Spring Semester</b></p> <p><b>Add/Change:</b> No change</p> <p><b>Delete:</b></p> <p><b>Total Hours:</b> 16</p>
<p><b>Junior Fall Semester</b></p> <p><b>Add/Change:</b> 4 hours elective</p> <p><b>Delete:</b> ELEG 2113 Electric Circuits II and ELEG 2111 Electric Circuits Laboratory</p> <p><b>Total Hours:</b> 16</p>	<p><b>Junior Spring Semester</b></p> <p><b>Add/Change:</b> 3 hours (3000-4000 level) elective</p> <p><b>Delete:</b> PHYS 4213 Advanced Topics in Physics and Astronomy or an upper-division mathematics course.</p> <p><b>NOTE:</b> Should read "3 hours (3000-4000 level) elective or PHYS 4003 Thermodynamics and Statistical Mechanics" (PHYS 4003 offered spring odd)</p> <p><b>Total Hours:</b> 14</p>
<p><b>*Senior Fall Semester</b></p> <p><b>Add/Change:</b> 3 hours elective (3000-4000)</p> <p><b>Delete:</b> MATH 4003 Linear Algebra</p>	<p><b>**Senior Spring Semester</b></p> <p><b>Add/Change:</b> 3 hours (3000-4000 level) elective</p> <p><b>Delete:</b> PHYS 4213 Advanced Topics in Physics and Astronomy or an upper-division mathematics course</p>

<p><b>Total Hours: 15</b></p> <p><b>*Students that plan to complete the accelerated BS physics to MAT program should take MTL 6123 Instructional Leadership and EDFD 6003 Educational and Action Research to satisfy the 6 hours of electives this semester.</b></p>	<p><b>NOTE: Should read "3 hours (3000-4000 level) elective or PHYS 4003 Thermodynamics and Statistical Mechanics" (PHYS 4003 offered spring odd)</b></p> <p><b>Total Hours: 13</b></p> <p><b>**Students that plan to complete the accelerated BS physics to MAT program should take MTL 6133 Elements of Curriculum and MAMS 5333 Teaching Reading and Study Strategies in the Content Area to satisfy the 6 hours of electives this semester.</b></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Students seeking a BS in Physics may wish to double major, earn a certificate, or an associate's degree. By choosing electives that count towards these additional conditionals, students can do so with little to no additional credit hours required. The proposed curriculum will have 23 hours of electives for students to tailor their degree. Figure 1 illustrates possible career paths for different options. Table 1 lists the hours required to fulfill each credential not already earned toward the BS in Physics.

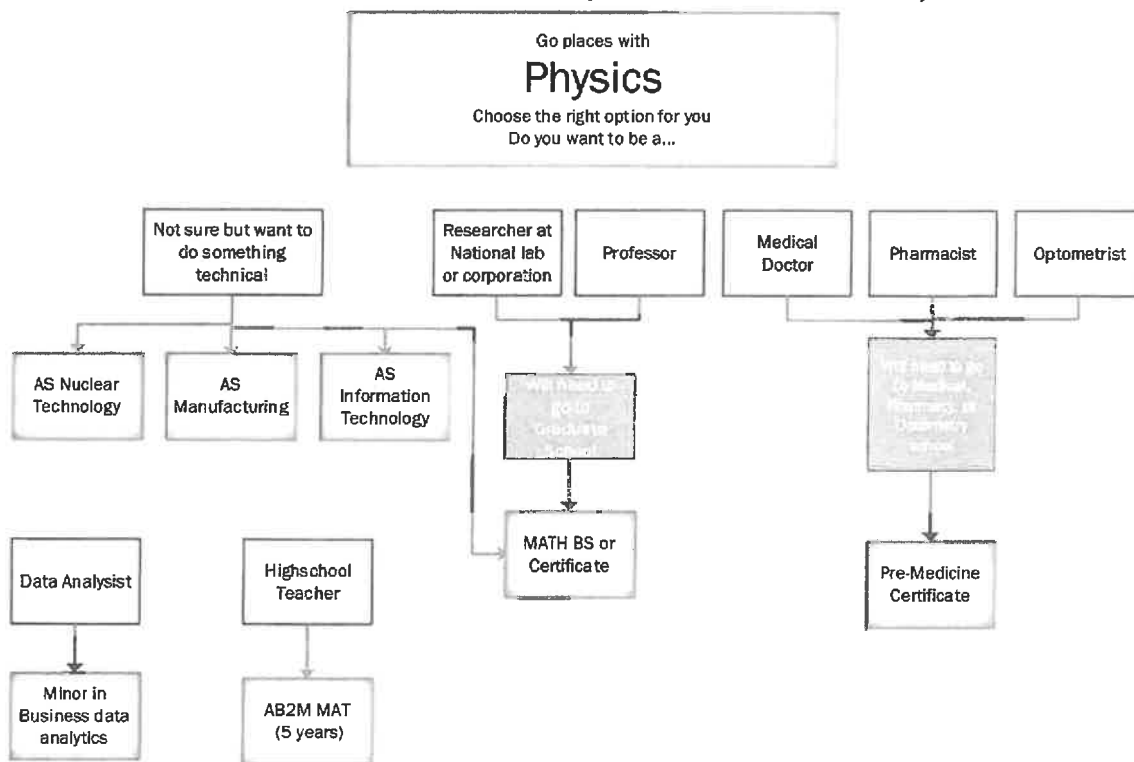


Figure 1: Flow chart showing possible career paths and credentials stackable with the BS in Physics.

Credential	Additional hours
BS in Mathematics	25
Certificate of Proficiency in Mathematics	5
Pre-Health Profession Advanced Certificate in Biology	23
Associate of Science in Nuclear Technology	18
Associate of Science in Information Technology	21
Associate of Science in Manufacturing Engineering	20
Minor in Business Data Analytics	18
MAT	33 hours total. 12 hours may be taken during senior year. Students will be eligible for nontraditional licensure and can be working as a teacher while they complete the remaining requirements for the MAT.

Table 1: Hours required beyond the courses required to earn a BS in Physics to earn various credentials

# PHYSICS, BACHELOR OF SCIENCE

The physics curriculum is designed to serve the needs of students in the fields of engineering, medicine, and other sciences. The junior and senior courses are tailored for students who desire a concentration in physics for a bachelor of science degree in physical science and/or wish to pursue graduate study in areas such as physics, meteorology, and astronomy. Also, with obtaining proper licensure, physics graduates can teach at high schools.

To qualify for a bachelor of science degree in physical science, the student must take eight (8) hours in chemistry, nine (9) hours in computer and information science, at least twenty-one (21) hours in mathematics and statistics, and at least thirty-six (36) hours in physics.

## Curriculum

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

Course	Title	Hours	Completed
<b>Freshman</b>			
<b>Fall</b>			
ENGL 1013	Composition I <sup>1</sup>	3	_____
CHEM 2124 & CHEM 2120	General Chemistry I and General Chemistry I Lab	4	_____
COMS 1011 & COMS 1013	Programming Foundations I Lab and Programming Foundations I	4	_____
MATH 2914	Calculus I	4	_____
PHSC 1001	Orientation to Physical Science	1	_____
<b>Hours</b>		<b>16</b>	
<b>Spring</b>			
<del>CHEM 2134 &amp; CHEM 2130</del>	<del>General Chemistry II and General Chemistry II Lab</del>	<del>4</del>	_____
ENGL 1023	Composition II <sup>1</sup>	3	_____
MATH 2924	Calculus II	4	_____
PHSC 1011	Orientation to Physical Science II	1	_____
PHYS 2114 & PHYS 2000	Calculus-Based Physics I and Physics Laboratory I	4	_____
<b>Hours</b>		<b>16</b>	
<b>Sophomore</b>			
<b>Fall</b>			
COMS 2203	Programming Foundations II	3	_____

MATH 2934	Calculus III	4	_____
PHYS 2124 & PHYS 2010	Calculus-Based Physics II and Physics Laboratory II	4	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
<b>Hours</b>		<b>14</b>	
<b>Spring</b>			
BIOL XXXX	Biological Science with Laboratory <sup>1</sup>	4	_____
ELEG 2103	Electric Circuits I	3	_____
MATH 3243	Differential Equations I	3	_____
PHYS 3213	Modern Physics	3	_____
USHG 1XXX	U.S. History and Government <sup>1</sup>	3	_____
<b>Hours</b>		<b>16</b>	
<b>Junior</b>			
<b>Fall</b>			
COMS 2323	Programming in Python	3	_____
<del>ELEG 2111</del>	<del>Electric Circuits Laboratory</del>	<del>1</del>	_____
<del>ELEG 2113</del>	<del>Electric Circuits II</del>	<del>2</del>	_____
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____
PHYS 3023 or PHYS 4013	Mechanics or Quantum Mechanics	3	_____
PHYS 3133 or PHYS 4023	Theory of Electricity and Magnetism or Computational Physics	3	_____
<b>Hours</b>		<b>16</b>	
<b>Spring</b>			
FAH 1XXX	Fine Arts and Humanities Courses <sup>1</sup>	3	_____
PHYS 3003 or PHYS 4113	Optics or Advanced Physics Laboratory	3	_____
<del>PHYS 4213</del> or PHYS 4003	<del>Advanced Topics in Physics and Astronomy (or an upper division Mathematics course)</del>	<del>3</del>	_____
	OR		
	Thermodynamics and Statistical Mechanics		

*Elective*

*4*

*Elective*

*4*

STAT 3153	Applied Statistics	3	_____
Electives <sup>2</sup>		2	_____
		<b>Hours</b>	<b>14</b>
<b>Senior</b>			
<b>Fall</b>			
<del>MATH 4003</del>	<del>Linear Algebra I</del>	<del>3</del>	_____
PHYS 3023 or PHYS 4013	Mechanics or Quantum Mechanics	3	_____
PHYS 3133 or PHYS 4023	Theory of Electricity and Magnetism or Computational Physics	3	_____
SS 1XXX	Social Science Courses <sup>1</sup>	3	_____
Elective (3000-4000 level) <sup>2</sup> <b>3</b>		<del>3</del> <b>6</b>	_____
		<b>Hours</b>	<b>15</b>
<b>Spring</b>			
PHYS 3003 or PHYS 4113	Optics or Advanced Physics Laboratory	3	_____
<del>PHYS 4213</del> <del>or PHYS 4003</del>	<del>Advanced Topics in Physics and Astronomy (for an upper division Mathematics course)</del> or <del>Thermodynamics and Statistical Mechanics</del>	<del>3</del>	_____
<b>Elective (3000-4000) <sup>3</sup> or PHYS 4003</b>			
PHYS 4951	Physics or Engineering Physics Capstone	1	_____
SFHS 1XXX	Social Sciences/ Fine Arts/ Humanities/ Communicative Courses <sup>1</sup>	3	_____
Electives (3000-4000 level) <sup>2</sup> <b>3</b>		<del>3</del> <b>3</b>	_____
		<b>Hours</b>	<b>13</b>
		<b>Total Hours</b>	<b>120</b>

Excluding MATH 3003 Foundations of Advanced Mathematics, MATH 3033 Methods of Teaching Elementary Mathematics, and MATH 4113 History of Mathematics.

Must complete both the PHYS 4113 Advanced Physics Laboratory and 3 hours PHYS electives (PHYS course offered in alternating years).

## Learning Outcomes

Students who complete the program will demonstrate:

1. Problem-solving skills: An ability to identify, formulate, and solve broadly-defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline.
2. Design: An ability to formulate or design a system, process, procedure or program to meet desired needs.
3. Communication: An ability to communicate effectively with a range of audiences.
4. Ethics: An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts.
5. Teamwork: An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.
6. Experiment: An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.

**3 Accelerated BS Physics to MAT Master of Arts in Teaching**

**MTLL 6123  
EDFD 6003**

**MTLL 6133  
MAMS 5333**

<sup>1</sup> See appropriate alternatives or substitutions in "General Education Requirements (<https://catalog.atu.edu/undergraduate/general-education-requirements/>)". A specific general education core course does not have to be taken in the semester listed, any other part of the general education core at any time is acceptable as well.

<sup>2</sup> Seven hours of electives must be from physical sciences, biology, engineering, computer science.

# DEGREE AUDIT CHECK LIST

## (BS-PHYS) - Physics

2024-25 ~~2025-26~~

Date		
Grade Point	Graduation Date	
General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
<b>TOTAL GEN ED HOURS</b>		<b>24</b>
Electives		
		16
<b>TOTAL ELECTIVE HOURS</b>		<del>2</del>

Student's Name		
T#		
Major Requirements		Hrs
PHYS	2000 2010 2114 2124 3003 3023	
	3133 3213 4003 4013 4023 4113	
PHYS	4951	
	<del>PHYS 4213 or 3 hrs UD MATH</del>	33 <del>36</del>
	*exclude Math 3003, 3033, 4113	
BIOL		4
CHEM	2124 2120 <del>2134 2136</del>	4 <del>8</del>
COMS	1011 1013 2203 2323	10
ELEG	2103 <del>2111 2113</del>	3 <del>7</del>
MATH	2914###** 2924 2934 3243 <del>4003</del>	15 <del>18</del>
PHSC	1001♦ 1011	2
STAT	3153	3
ELEC	BIOL, CHEM, COMS, ELEG, GEOL, MCEG, PHSC, PHYS	6
		80
<b>TOTAL MAJOR HOURS</b>		<del>94</del>
<b>TOTAL HOURS</b>		

**Final Check:**

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

Earned Hrs \_\_\_\_\_  
 minus P/C HRS \_\_\_\_\_  
 to be completed \_\_\_\_\_  
**TOTAL** \_\_\_\_\_

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



# DEGREE AUDIT CHECK LIST

## (BS-PHYS) - Physics

2025-26

<b>Date</b>		
<b>Grade Point</b>	<b>Graduation Date</b>	
<b>General Education Requirements</b>		<b>Hrs</b>
<b>ENGL #</b>	1013/1043 & 1023/1053	6
<b>MATH #</b>		0
<b>SCIENCE</b>		0
<b>US HIST/GOVT</b>		3
<b>SOC SCI</b>	(6-9)	
<b>SOC SCI</b>		
<b>SOC SCI</b>		
<b>FINE ART/HUM</b>	(6-9)	
<b>FINE ART/HUM</b>		
<b>FINE ART/HUM</b>		
<b>COMM</b>	(0-3)	15
<b>TECH 1001 ♦</b>		0
<b>TOTAL GEN ED HOURS</b>		<b>24</b>
<b>Electives</b>		
<b>TOTAL ELECTIVE HOURS</b>		<b>16</b>

<b>Student's Name</b>		
<b>T#</b>		
<b>Major Requirements</b>		<b>Hrs</b>
<b>PHYS</b>	2000 2010 2114 2124 3003 3023	
	3133 3213 4003 4013 4023 4113	
<b>PHYS</b>	4951	33
	*exclude Math 3003, 3033, 4113	
<b>BIOL</b>		4
<b>CHEM</b>	2124 2120	4
<b>COMS</b>	1011 1013 2203 2323	10
<b>ELEG</b>	2103	3
<b>MATH</b>	2914###** 2924 2934 3243	15
<b>PHSC</b>	1001♦ 1011	2
<b>STAT</b>	3153	3
<b>ELEC</b>	BIOL, CHEM, COMS, ELEG, GEOL, MCEG, PHSC, PHYS	6
<b>TOTAL MAJOR HOURS</b>		<b>80</b>
<b>TOTAL HOURS</b>		

**Final Check:**

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

Earned Hrs \_\_\_\_\_  
 minus P/C HRS \_\_\_\_\_  
 to be completed \_\_\_\_\_  
**TOTAL** \_\_\_\_\_

\*\* Satisfying Gen Ed

♦ Satisfying Institutional Requirement

# C or better must be earned for Gen Ed



# ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/19/2024

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6/19/2024
Dean Dr. John Jackson		6/21/24
Assessment Ms. Amanda Gardner		7/23/24
Registrar Ms. Tammy Weaver		7/15/24
Graduate College (if appropriate)		
Executive Vice President for Academic Affairs and Provost Dr. Adolfo Santos		

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

Program Title:  
Bachelor of Science in Applied Statistics (Actuarial Science, Data Science)

# LETTER OF NOTIFICATION

## Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

### Required Information:

1. Current degree/certificate/option/unit title

**Bachelor of Science in Applied Statistics (Actuarial Science and Data Science Options)**

2. Degree code

**4565**

3. CIP code

**27.0599**

2. Effective date, term, and academic year

**End of Fall 2026 semester, 12-31-2026**

4. Reason for deletion

**These new programs did not have enough students to be considered viable. The number of students enrolled did not justify the special classes that are required for those students and hence we are requesting to eliminate these degrees. There are about 10 students in these programs. We will work with them to create a teach-out plan for those who choose to stay or help them change to a different major.**



# ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/19/2024

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6/19/2024
Dean Dr. John Jackson		6/21/24
Assessment Ms. Amanda Gardner		7/23/24
Registrar Ms. Tammy Weaver		
Graduate College (if appropriate)		
Executive Vice President for Academic Affairs and Provost Dr. Adolfo Santos		

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

Program Title:  
Bachelor of Science in Chemistry, Environmental Option

# LETTER OF NOTIFICATION

## Program Deletion

**Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.**

### Required Information:

**1. Current degree/certificate/option/unit title**

**Bachelor of Science in Chemistry Environmental Option (We will continue to offer the Bachelor of Science in Chemistry Biochemistry, General, and Professional Options)**

**2. Degree code**

**2350**

**3. CIP code**

**40.0501**

**2. Effective date, term, and academic year**

**End of Fall 2026 semester, 12-31-2026**

**4. Reason for deletion**

**There are other possibilities for students to study environmental sciences at ATU and as a result, students usually do not consider this option. Currently there is one student enrolled in this program. He will complete the requirements by the end of Fall 2026 semester.**



# ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/19/2024

Title	Signature	Date
Department Head Dr. Hamed Shojaei		6/19/2024
Dean Dr. John Jackson		6/21/24
Assessment Ms. Amanda Gardner		7/23/24
Registrar Ms. Tammy Weaver		7/15/24
Graduate College (if appropriate)		
Executive Vice President for Academic Affairs and Provost Dr. Adolfo Santos		

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

Program Title:  
Bachelor of Science in Mathematics Education for Teacher Licensure

# LETTER OF NOTIFICATION

## Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

### Required Information:

1. Current degree/certificate/option/unit title

Bachelor of Science in Mathematics Education for Teacher Licensure

2. Degree code

9870

3. CIP code

13.1311

2. Effective date, term, and academic year

End of Fall 2026 semester, 12-31-2026

4. Reason for deletion

The number of enrolled students has decreased significantly in the past few years and as a result some of the classes that are unique for students enrolled in this major to be very small. There are about 15 students enrolled in this major now and we are preparing a teach-out plan for those who decide to stay in. We will also encourage these students to switch to other majors. One possibility is to earn a degree in mathematics and then get a master's degree in teaching.