Code # Enter text…

**Letter of Notifications**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Po-Lin Pan | 11/2/2019 |

**Department Curriculum Committee Chair** |

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**COPE Chair (if applicable)** |
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| Marceline Hayes | 11/2/2019 |

**Department Chair:**  |

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**Head of Unit (If applicable)**   |
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| Warren Johnson | 3/27/2019 |

**College Curriculum Committee Chair** |

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**Undergraduate Curriculum Council Chair** |
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| Gina Hogue | 3/27/2019 |

**College Dean** |

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**Graduate Curriculum Committee Chair** |
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**General Education Committee Chair (If applicable)**   |

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**Vice Chancellor for Academic Affairs** |

**If you require to fill out a Letter of Notification, please email** **curriculum@astate.edu** **or contact Academic Affairs and Research at (870) 972-2030 for guidance PRIOR TO submitting these through the curricular process.**

**1.Contact Person** (Name, Email Address, Phone Number)

Marceline Hayes, Dept. of Communication, mhayes@astate.edu, 972-2816

**Purpose:** Create Certificate in Debate and Forensics

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.**Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**Undergraduate Bulletin 2018-2019, p. 76-77**

A certificate in Debate & Forensics is awarded upon successful completion of 12 hours of specific coursework. This program requires admission. For more information, see the Department of Communication section of this bulletin.

**p. 214**

The College of Liberal Arts and Communication offers a wide range of undergraduate degree programs including a Bachelor of Arts in Art (emphasis in Art History), Communication Studies (and emphases in Interpersonal, Organizational, and Public Communication), Criminology, Digital Innovations, English, History, Music, Philosophy, Political Science, Sociology, Theatre (and emphases in Acting, Design Technology, Directing, and Musical Theatre), and World Languages and Cultures (emphases in French, Global Studies, and Spanish); a Bachelor of Fine Arts in Art (emphases in Art Education and Studio Art) and Graphic Design (and emphasis in Digital Design); a Bachelor of Music (emphases in Composition as well as Instrumental, Keyboard, and Vocal Performance); a Bachelor of Music Education (emphases in Instrumental and Vocal Music); a Bachelor of Science in Creative Media Production (emphases in Audio/Video Production, Graphic Communication, Narrative Media, and Sports Media), Multimedia Journalism (emphases in Broadcast Journalism, News Editorial, and Photojournalism), and Strategic Communication (emphases in Advertising, Public Relations, and Social Media Management); and a Bachelor of Science in Education in English, Social Science, and World Languages and Cultures (emphases in French and Spanish). Most degree programs offer minors. Minors are also available in the following fields: African-American Studies, Children’s Advocacy Studies, Cognitive Science, Folklore Studies, French, German, Graphic Communication, History and Philosophy of Science and Technology, Interdisciplinary Family Studies, International Studies, Medieval Studies, Modern European Studies, Religious Studies, Spanish, Sports Media, Women and Gender Studies, and Writing Studies. A minor in Homeland Security and Disaster Preparedness is offered in partnership with the College of Nursing and Health Professions. The College provides Associate of Applied Science degrees in Crime Scene Investigation, Law Enforcement Administration, and Law Enforcement and certificates in Debate and Forensics, Digital Humanities, Museum Studies, Nonprofit Communication, Social Media Management, Spanish for the Professions, and Swift Coding. It also provides pre-professional advisement for law school as part of its Political Science, Philosophy, History, and Criminology majors.

**p. 231**

The Department of Communication offers a Bachelor of Arts in Communication Studies and a Bachelor of Science in Strategic Communication. Students can emphasize in advertising or public relations in the Strategic Communication Program. Students may choose an optional emphasis in public communication, interpersonal communication, or organizational communication in the Communication Studies program. The Department of Communication also offers certificates in Debate and Forensics, Nonprofit Communication and Social Media Management.

**p. 239**

**Certificate in Debate and Forensics**

This program will prepare students for careers in debate and forensics.

|  |  |
| --- | --- |
| Required Courses: | Sem. Hrs. |
| COMS 2243, Principles of Argumentation | 3 |
| COMS 3211, Intercollegiate Debate (3 semesters) | 3 |
| COMS 3433, Communication Criticism | 3 |
| Select one of the following:COMS 3243, Principles of PersuasionCOMS 4203, Small Group CommunicationCOMS 431V, Special Problems  | 3 |
| Total Required Hours: | 12 |

**Certificate in Nonprofit Communication**

The Program will prepare students for communication roles within the nonprofit sector.

|  |  |
| --- | --- |
| **Required Courses:** | **Sem. Hrs.** |
| COMS 4263, Organizational Communication | 3 |
| PRAD 4213, Social Media in Strategic Communications | 3 |
| PRAD 3553, Strategic Visual Communication  | 3 |
| PRAD 4503, Seminar in Nonprofit Communication | 3 |
| **Total Required Hours:** | **12** |

|  |  |
| --- | --- |
| **Total Required Hours:** | **12** |

Assessment (not for Bulletin)

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Students will create messages appropriate to the audience, purpose, and context. |
| Assessment Measure | Exit Survey - Indirect Senior Knowledge Exam–DirectSenior Exit Exam-Direct  |
| Assessment Timetable | Annual (Once a year on fall study day) |
| Who is responsible for assessing and reporting on the results? | Communication Studies Assessment team, and department chair |

**LETTER OF NOTIFICATION – 8**

**UNDERGRADUATE CERTIFICATE PROGRAM**

(6-21 SEMESTER CREDIT HOURS)

1. Institution submitting request: Arkansas State University

1. Contact person/title: Marceline Hayes, Chair, Department of Communication
2. Phone number/e-mail address: 870-972-2816
3. Proposed effective date: Fall 2019
4. Name of proposed Undergraduate Certificate Program (Program must consist of 6-21 semester credit hours): Debate and Forensics
5. Proposed CIP Code: 09.0905
6. Reason for proposed program implementation:

Institutionally sponsored intercollegiate debate and forensics programs have existed in the US for more than 160 years (Northwestern, 2018). Today, the National Speech & Debate Association maintains a roster of over 1 million active members and member organizations in more than ten countries globally (NSDA, 2018). In the United States alone, more than 600 colleges and universities are known to facilitate debate and forensics programs (CFO, 2018). The number of new primary, secondary and postsecondary debate and forensics programs—as well as the need for trained coaches, judges, and administrators—is substantial and has increased exponentially since the early 2000’s (NSDA, 2018b). Factors that have apparently contributed to these increases include, but are not limited to, the dissemination of information on the internet (i.e. Wikipedia, organizational websites, videos, etc.), national media attention (Gurney, 2018), and dedicated practitioners helping to establish new programs in their local communities. As a result, facilitators have begun to require that judges be trained and certified prior to adjudicating events (MIFA, 2018; WHSFA, 2019). Directors of programs at a number of regional universities (outside and within Arkansas) have begun drafting proposals for similar regulations in their states.

Arkansas State Univ. has a long tradition of excellence in its debate teams. The courses selected for the certificate in Debate and Forensics build on these strengths and are chosen for their applicability in preparing students with the special skills, vocabularies, and skills necessary to be effective judges or other professionals in the field. Holders of the Debate and Forensics certificate will be able to more easily verify prior experience and training, a lack of which is a barrier to employment, not only as a tournament judge (MIFA, 2019b), but as a coach, director, camp facilitator, etc. (Gray, 2019). A number of outstanding A-State students and alumni have attested to the value of their participation in debate to their future success and made the point that a certificate would have been useful during their own application and interview processes for law school or to MA or PhD programs (see appendix for testimonials). Moreover, former students who have attended graduate school consistently report that the intense interdisciplinary education they received from years of debate curriculum was an essential feature in both their letters of intent and during their interview process. Study results also show a strong relationship between student participation in debate and higher standardized test scores as well as college admissions (Peters, 2009; Luong, 2010). Thus, employment as a hired or self-contracted tournament judge, coach, or program director is only part of the justification for a certificate in Debate and Forensics.

References: (1) Northwestern University Debate Society, 2018; https://communication.northwestern.edu/learn/student\_activities/debate/faq.php. (2) NSDA, 2018; retrieved from: https://www.speechanddebate.org/international-programs/ and https://www.speechanddebate.org/history/. (3) Council of Forensic Organizations, 2018. College and university forensic programs; retrieved from: https://www.collegeforensics.org/colleges-and-universities-with-forensics-programs. (4) NSDA, 2018; retrieved from: <https://www.speechanddebate.org/judge-training/>. (5) Kyra Gurney, 2018; Miami Herald: <https://www.miamiherald.com/news/local/education/article201678544.html>. (6) Michigan Interscholastic Forensic Association, 2019; retrieved from: <http://www.themifa.org/ie-judge-certification.html> & WHSFA, 2019: <https://www.whsfa.org/adjudicator-judge-training/>. (7) Michigan Interscholastic Forensic Association, 2019; retrieved from: <http://www.themifa.org/ie-judge-certification.html>. (8) The DoD at A-State points out that no coach, assistant coach, or graduate assistant has or will ever receive a leadership position with the team without verifying a minimum level of actual experience. (9) Tammie L. Peters, 2009. An investigation into the relationship between participation in competitive forensics and standardized test scores; retrieved from: https://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1118&context=etds & Minh Loung, 2010. Forensics and college admission; retrieved from: https://debate.uvm.edu/NFL/rostrumlib/Luong%20AdmissionsNov%2700.pdf.
7. Provide the following:
	* 1. Curriculum outline - List of courses in new program – Underline required courses

Core Requirements: 9 hours

COMS 2243, Principles of Argumentation

COMS 3211, Intercollegiate Debate (3 semesters)

COMS 3433, Communication Criticism

Electives: (3 hours)

COMS 3243, Principles of Persuasion

COMS 4203, Small Group Communication

COMS 431V, Special Problems

* + 1. Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours)

		12
		2. New courses and new course descriptions

None

* + 1. Program goals and objectives

To prepare students for careers in debate and forensics–such as hired judge, coach, or director of forensics–who have expertise in field-specific literature, methodologies, and administration.

Expected student learning outcomes:

 Employ communication theories, perspectives, principles, and concepts

 Engage in communication inquiry

 Create messages appropriate to the audience, purpose, and context

 Critically analyze messages

* + 1. Documentation that program meets employer needs

As not only one of the oldest, but also one of the fastest-growing competitive academic activities in the US, debate and forensics represent a specialized national and international job market. Many facilitators already require that judges be trained and certified (MIFA, 2018). Specialized training in debate and forensics qualifies individuals to access diverse and unique primary and secondary employment opportunities from hired tournament judge earning as much as $450 per day ($45 per hour and 10-hour workdays are not uncommon at the national level) to field-specific tenure-track faculty positions (Glenbrooks, 2016; NSDA, 2018; SimplyHired, 2018). A number of organizations in debate and forensics already require that all judges, whether volunteer, hired, or independently contracted, be trained and certified, a trend that is spreading. Schools in A-State’s service area have expressed interest in creating or expanding their debate and forensics programs, and are keen on recruiting those with appropriate training, such as would be provided by this certificate (see documentation in appendix).

References: https://www.tabroom.com/index/tourn/index.mhtml?webpage\_id=2107&tourn\_id=6158 and https://www.speechanddebate.org/jobs/, and https://www.simplyhired.com/search?q=speech+and+debate+coach&job=7kNdXQzbw5PqvknPu5C9GGGoVScDRrGYlB3iqN10xVGtW58dBIocUA.

* + 1. Student demand (projected enrollment) for proposed program

		15
		2. Program approval letter from licensure/certification entity, if required

		*N/A*
		3. Name of institutions offering similar programs and List the institution(s) used as model to develop proposed program

		*Carson-Newman University
		National Speech & Debate Association
		Howard University School of Communication

		Modeled using courses from Arkansas State University B.A. in Communication Studies program*
		4. Scheduled program review date (within 10 years of program implementation)

		Spring 2022
1. Institutional curriculum committee review/approval date:
2. Will this program be offered on-campus, off-campus, or via distance delivery? If yes, indicate mode of distance delivery. Mark \*distance technology courses.

Both on-campus and

Distance Delivery – Distance Technology (Blackboard Learn)

1. Identify off-campus location. Provide a copy of email notification to other institutions in the area of the proposed off-campus program offering.

*N/A*
2. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer: Date:

**Appendix**

**Supplemental Justification: A-State Alumni Feedback**

To whom it may concern:

The Arkansas State University Debate and Forensics program is an excellent program that engages students in the meticulous work of dissecting theory and the rewarding practice of presenting a well-polished speech.

When speaking of my experience in the program, I often tell people that I wish that I’d spent more time under the leadership of Michael Gray. My time on the team may have been short, but I believe that the benefits thereof are everlasting. After I graduated from Arkansas State University, I completed a Fulbright Grant as an English Teaching Assistant at the National University of Colombia. Of the 9 cohort members at the university, I was chosen as one of three ETA’s that would teach independent courses in the Advanced Intensive English Program. When speaking of the selection process, the director of the program explicitly stated that because I was involved in programs like Debate and Forensics, my professional profile was compatible with facilitating curriculum that incorporates creative ways to utilize English in extemporaneous situations. Of course, I did include debating in my curriculum, and I designed the coursework using the styles of debate that I’d learned from my time on the team.

Beyond the academic rigor of learning debate theory, my soft skills were improved overall as a result of being in the program. In the classroom, I found it easier to present complex materials to my students in a relatable way because I was confident speaking in front of an audience and adjusting my presentation style based on nonverbal cues. While I personally am still experiencing vacillation in my career choices, I am confident that the skills that I practiced while being a part of the Debate and Forensics Program will enhance my ability to excel in the career path that I choose. However, I recognize that if these skills were quantified and endorsed with a certification, my marketability as an applicant would only be amplified. I hope that in the future Arkansas State University can equip the members of the program with an accolade that embodies the fact that debate training produces leaders with transferable skills that impact any industry.

**Arnelle Jones** (former A-State Debater)

--

Debate and forensics taught me a number of skills that have helped me succeed outside the classroom and introduced me to material that I believe was integral to my growth after college. Debate was the only activity in which I participated on campus that taught me in-depth public speaking skills, confidence, and logical thinking. These skills were undoubtedly helpful in my pursuit of a law degree. For example, the critical thinking skills I learned in competitive debate gave me an advantage when studying for the Law School Admissions Test; the ability to speak publicly and advocate for a position prepared me for interviews with the top law schools in the nation; and finally, the ability to think, speak, and write in a concise manner helped me when applying for competitive law programs. These are skills that I learned through competitive debate and forensics during my four-year tenure on the A-State Team.

I also believe that having a background in debate and forensics gave me an edge in the eyes of the various admissions committees reviewing my application. A certificate in debate and forensics would give students an advantage, because employers and institutions of higher education prefer candidates who possess the skills only debate and forensics can offer. I was able to use my debate experience to market myself to institutions like Harvard Law School by pointing out that, although I did not attend an Ivy League institution for an undergraduate education, I had nonetheless learned advanced critical thinking skills, honed my ability to explain difficult concepts to diverse audiences, and developed leadership and teamwork skills unique to competitive academic environments. I firmly believe that these experiences helped me reach the next step in my career and opened the door to opportunities I may not have had otherwise.

**Reagan Williams**, Former A-State Debater

Family Crisis Center, Inc.

Rape Crisis Program Coordinator

--

Debate taught me how to think, argue, and speak critically. It taught me to approach a problem from every angle and to immerse myself completely in the nuances of an issue before formulating an opinion or advocacy. Debate gave me unique opportunities to practice implementing these skills until they became part of not only my skill set as a debater, but part of my core identity as a person.

The skills debate taught me have prepared me, not only to be in the top of my class, but to become one of the first year-one students at the UALR William H. Bowen School of Law to ever make the National Trial Competition Team. This is an unprecedented opportunity for and it is just one example of how an education in debate goes above and beyond or is different than just a college degree.

A background in debate and forensics exposes people to new ideas and new approaches to the world they interact with every single day. Training in debate and forensics forces individuals to get comfortable with ambiguity. It helps them to get used to arguing positions that stand in direct opposition with their own worldview, which helps them to understand others in a way that no other class can. It also teaches students to connect and care about their world and the issues it faces, not just know about them. People with training in debate and forensics would not only thrive in careers where exploring new mediums of communication is a primary function of their daily work, but also in careers where the primary goal is to connect with individuals through communication, such as counseling, psychology, and therapy. A certificate showing these skills would definitely be valuable.

**Nate Johnson**, Former A-State Debater

William H. Bowen School of Law, UALR

--

A University recognized certificate in debate/forensics would provide opportunities for individuals, not only within the debate and forensics community, but also for marketing oneself in any virtually field of study. Well-developed skills in public speaking and argumentation indicate to an employer that your social/communicative skills are specialized beyond the average student. In my time coaching, I have seen participation in debate and forensics be the catalyst for student’s admission into law school, competitive graduate programs, and direct job placement following a four-year degree. Not only are there directly transferrable skills from competing in the activity, the very participation in the event indicates to an employer a level of competency that gives a student with debate and forensics background a competitive edge. A certificate in these areas would be tangible/material evidence of that background. While all students who participate in debate may not want to pursue a lifelong career in the activity, a certificate in debate and would help further student's education. Most competitive debate programs offer graduate assistantships to qualified individuals who can assist in debate and forensics programs, even if they never want to judge or coach after leaving graduate school. We need something like a degree that recognizes the proficiency and unique skills of students, while solidifying the role of communication studies, rhetoric, and argumentation in the larger University structure.

Since good communication skills and the ability to advocate are the most important skills in any job market these days, this move is also a strong strategic move for the university as a whole. Combined with hosting tournaments that bring hundreds of students to A-State’s campus, a certificate like this can help with recruitment efforts too.

**Baker Weilert,** M.A. (former A-State Debater)

Assistant Director of Debate

Whitman College

**Supplemental Justification: Local Programs / Schools**

\*\*emphasis added\*\*

Mike,

Thank you for sharing the details of your certificate proposal with me.  I am glad to see that the numerous conversations we have had within the Debate and Forensics community are being heard.  There is such a need within Debate/Forensics for this certificate.  Applicants and current teaching professionals will now have a way to make themselves even more marketable within our profession.  I also see opportunities to make adjustments to meet the changing needs of our community.  Thank you for your research based assessment and response.  It is appreciated.

**Dawn Tucker**
Director of Debate and Forensics
Jonesboro High School

--

Mr. Gray,

May I bring my small class of 15-30 just to observe during the Friday competitions? We do not have an official Debate class, since we have nobody qualified to teach or coach; however, I would really like to start a Debate Club (out of my AP English Language and Composition class). I need to observe and learn along with my students before I pitch this to my principal.

Thank you,

**Rita Shettles**

Harrisburg High School

--

Hello,

My name is Nicole Johnson and I teach AP Language at Valley View High School. For several years my AP Language class has participated in a classroom debate based on their research paper topics. I have always been interested in debate, but have no experience or knowledge about high school debates other than what I have learned from Google and Youtube. Is it possible that a few of your debaters would be willing to help my students this year?
Thank you for your time,

**Nicole Johnson**
Valley View High School