

Summary November 24, 2020 Curriculum Committee/November 30, 2020 Faculty Senate

1. College of Arts & Humanities – Department of English and World Languages
 - a. Accelerated Bachelor of Fine Arts in Creative Writing to Master of Arts in English
 - b. Accelerated Bachelor of Arts in English to Master of Arts in English
2. College of Arts & Humanities – Department of History and Political Science
 - a. Accelerated Bachelor of Arts in History to Master of Arts in History
3. College of eTech – Department of Professional Studies
 - a. Modify the Curriculum in Bachelor of Professional Studies, as follows:
 - (1) delete PS3013: Professional Studies Seminar, OL/PS 3143: Applied Professional Research, OL/PS 4943: Applied Leadership Project, six hours of Professional Studies Professional Core Electives, and Footnote 3; and
 - (2) add OL/PS 4443: Professional Leadership, OL/PS 4543: Workplace Supervision, OL/PS 4643: Organizational Globalization and Diversity, and six hours of electives.



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Literature	10/12/20

Title	Signature	Date
Department Head	<i>Carl Bamber</i>	10-19-20
Dean	<i>Jeffrey Cass</i>	10/20/2020
Assessment Christine Austin	<i>Christine Austin</i>	10/21/20
Registrar	<i>Gammy Weaver</i>	10/21/20
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title:
Accelerated BA in English Plus MA in English

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

Curriculum Matrix for Catalog Curriculum in Accelerated Bachelor's Plus Master's Degree Program (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: ³At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in Creative Writing Plus MA in English Program should substitute two of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723, 6003, 6013, 6023. 6033, 6083, 6213, 6283.</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: ³At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in Creative Writing Plus MA in English Program should substitute two of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723, 6003, 6013, 6023. 6033, 6083, 6213, 6283.</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
English and World Literature	10/12/20

Title	Signature	Date
Department Head	<i>Carl Bamber</i>	10-19-20
Dean	<i>Jeffrey Cass</i>	10/20/20
Assessment Christine Austin	<i>Christ Austin</i>	10/21/20
Registrar	<i>Yammy Weaver</i>	10/21/20
Graduate Dean (Graduate Proposals Only)		
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Curriculum Committee (Undergraduate Proposals Only)	
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Graduate Council (Graduate Proposals Only)	

Program Title:
Accelerated BA in Creative Writing Plus MA in English

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

The program will allow senior undergraduates majoring in creative writing to take four courses in the MA in English program. Seniors must have completed a minimum of 90 credit hours towards their bachelor's degree and have earned a minimum grade point average of 3.25 or better in those undergraduate courses. They can choose from any 5000-level course offered in the MA in English for a total of 12 credit hours that count towards both the BA and MA degrees.

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

none

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This program will provide an opportunity for "progressive intellectual development" by bringing access to the Master's degree to more students.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The program change will allow creative writing undergraduates to get a head start towards a Master's Degree in English during their senior year, thus saving them time and money on both BA and MA. Seniors currently enroll in 4000-level electives which are cross-listed as 5000-level graduate classes, so simply changing the level at which they enroll will allow them to get both undergraduate and graduate credit for these courses and therefore a strong start towards an MA in English.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The program change fits in to the new policy approved by the Board of Trustees on June 18, 2020, authorizing the creation of Accelerated Bachelor's Degree Plus Master's Degree Programs.
- 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.
Arkansas universities offer accelerated programs in other fields but not specifically in English. However, universities in other states have created such programs (for example, Texas Christian University, George Mason University, and Arizona State University).
- 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.)

Measurements for assessment: (1) the required MA English Examination; (2) CPGE assessment embedded in ENGL 6003 Introduction to English Graduate Study.

Students who complete the program will be able to do the following:

- Demonstrate mastery of significant American and British literary works.
- Generate writing that exhibits advanced analysis and synthesis.
- Conduct original research.
- Show familiarity with a variety of interdisciplinary critical approaches.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. This program change will not affect other departments.

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

The program will allow senior undergraduates majoring in English to take four courses in the MA in English program. Seniors must have completed a minimum of 90 credit hours towards their bachelor's degree and have earned a minimum grade point average of 3.25 or better in those undergraduate courses. They can choose from any 5000-level course offered in the MA in English for a total of 12 credit hours that count towards both the BA and MA degrees.

What impact will the change have on staffing, on other programs and space allocation?
none

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This program will provide an opportunity for "progressive intellectual development" by bringing access to the Master's degree to more students.
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable.
- c. What is the rationale for this program change?
 1. How will the program change impact learning for students enrolled in this program?
The program change will allow English undergraduates to get a head start towards a Master's Degree in English during their senior year, thus saving them time and money on both BA and MA. Seniors currently enroll in 4000-level electives which are cross-listed as 5000-level graduate classes, so simply changing the level at which they enroll will allow them to get both undergraduate and graduate credit for these courses and therefore a strong start towards an MA in English.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
The program change fits in to the new policy approved by the Board of Trustees on June 18, 2020, authorizing the creation of Accelerated Bachelor's Degree Plus Master's Degree Programs.
- 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.
Arkansas universities offer accelerated programs in other fields but not specifically in English. However, universities in other states have created such programs (for example, Texas Christian University, George Mason University, and Arizona State University).
- 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.)

Measurements for assessment: (1) the required MA English Examination; (2) CPGE assessment embedded in ENGL 6003 Introduction to English Graduate Study.

Students who complete the program will be able to do the following:

- Demonstrate mastery of significant American and British literary works.
- Generate writing that exhibits advanced analysis and synthesis.
- Conduct original research.
- Show familiarity with a variety of interdisciplinary critical approaches.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. This program change will not affect other departments.

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

Curriculum Matrix for Catalog Curriculum in Accelerated Bachelor's Plus Master's Degree Program (enter title for program changing)	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change: ⁴At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in English Plus MA in English Program should substitute two of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723.</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Senior Spring Semester</p> <p>Add/Change: ⁴At least 40 of the 120 hours required for graduation must be earned in 3000-4000 level courses. Seniors enrolled in the Accelerated BA in English Plus MA in English Program should substitute two of the following courses as electives: ENGL 5023, 5083, 5093, 5103, 5173, 5213, 5283, 5383, 5483, 5683, 5703, 5713, 5723.</p> <p>Delete:</p> <p>Total Hours:</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Dr. Guolin Yi
gyi@atu.edu

Department of History and Political Science

Department Initiating Proposal	Date
History Accelerated Bachelor's Plus Master's Degree	10/5/2020

Title	Signature	Date
Department Head David Blanks		11/17/20
Dean		11/17/2020
Assessment Christine Austin		11/17/2020
Registrar		11/17/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title: History Accelerated Bachelor's Plus Master's Degree

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. This program partners with a BA degree in history.
2. A maximum of six graduate level credit hours can be double counted towards the Bachelor's degree and the Master's degree in history.
3. Two graduate-level courses, HIST 6033 Readings in US History and HIST 6543 Readings in World History, can be used to replace two upper-division undergraduate electives, either US history, or world history, to fulfill the requirements for a BA degree in history.
4. Students may apply in their Junior year for admission into the Accelerated Bachelor's Plus Master's Degree Program; however they must complete a minimum of 90 credit hours towards their Bachelor's degree and have earned a minimum grade point average of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus Master's Degree Program. Once approved the student will be conditionally admitted into the graduate program.
5. An undergraduate student who wishes to take a graduate course for graduate credit must obtain approval of the faculty advisor, course professor, graduate director, and the Graduate Dean
6. Two graduate-level courses, HIST 6033 Readings in US History and HIST 6543 Readings in World History, can be used to replace two upper-division undergraduate electives, either US history, or world history, to fulfill the requirements for a BA degree in history.
7. Only courses with grades B or better will be eligible to count toward graduate credit.
8. The curriculum will follow the existing curriculum in the undergraduate and graduate degree programs comprising the Accelerated Bachelor's Plus Master's Degree Program.
9. All other general requirements for the Bachelor's and Master's degree programs that comprise an Accelerated Bachelor's Plus Master's Degree Program apply and must be satisfied.
10. Upon the completion of Bachelor's degree requirements, students will be accepted into the Graduate College at a status consistent with the Graduate College and individual program guidelines. Students must meet all the graduate requirements for dual credit courses to receive graduate credit for these courses to contribute toward their Master's degree.
11. Students in Accelerated Bachelor's Plus Master's Degree Programs will apply for graduation with the Bachelor's degree on the schedule delineated in the undergraduate catalog and will receive their bachelor's degree upon completion of all the requirements for the undergraduate degree. The Master's degree will be awarded when the student has completed the remaining requirements for the graduate degree.

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

None.

Answer the following Assessment questions:

- a. How does the program change align with the university mission?
This program contributes to Tech's dedication to "student success." By offering more opportunities for students to access an MA degree, this program "inspires and empowers members of the community." Training more people with advanced degrees also serves for the betterment of "Arkansas, the nation, and the world"
- 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?
For undergraduate students who plan to go to the graduate program at Tech, having six credit hours that count toward both BA and MA degrees would save them one semester of study time and a portion of their tuition. It also gives senior-level undergraduate students access to the graduate study without delaying their graduation schedule.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
This is a new program. We do not have any learning assessment evidence yet.
- 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.

Arkansas State University Jonesboro (ASUJ) offers many accelerated Masters programs and the History MA program is one of them. ASUJ allows up to 12 hours of graduate credit that can also apply toward completion of the undergraduate degree requirements. Under their accelerated master's degree option, a student will be fully admitted to the graduate program upon completion of the baccalaureate degree. This dual counting of a course for both undergraduate and graduate credit will occur only after the student completes the baccalaureate degree. Only courses with grades B or better will be eligible to count toward graduate credit.

ASUJ's MA history program requires 33 hours of graduate history credit, has no foreign language requirement, relies heavily on 6000-level "readings" and "seminar" courses, offers both a thesis option (27 hours of coursework and 6 hours of thesis) and a non-thesis option (33 hours of coursework and comprehensive exams), and offers

three areas of study: United States, global, and public history. ATU's History MA program is similar to ASUJ's in size, role, and scope. We can introduce this program to increase our own competitiveness in graduate recruiting.

- 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.)

We will make the following changes to the Undergraduate Catalogue

1. To the existing 6 footnotes, no. 7 is added with the following wording:
"Students can take up to 6 credit hours at the 5000-level and 6000-level that can count as 4000-level courses."
2. In the degree matrix of the senior year, footnote no.2 that goes with "elective" in both spring and fall semesters would be changed to "2,7."

Students who enrolled in the BA/MA accelerated program will get their BA and MA degrees at the same time. This change will not substantially affect the graduation rate of the BA degree because starting from the third year, the number of students who get both degrees will be counted into the BA degree graduation rate, which will stabilize after that. Also, we are expecting 2-3 undergraduate students per year to choose the BA/MA accelerated program, which is less than 5% of our 70 total BA graduates annually. Moreover, since students who choose this track would be among the strongest, they would have no problem graduating.

We will continue to assess the two programs separately because their requirements are different.

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

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

Curriculum Matrix for Catalog Curriculum in History	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Junior Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Junior Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Senior Fall Semester</p> <p>Add/Change:</p> <p>Add Footnote 7 to HIST Elective (3000-4000 level)³</p> <p>Change Elective² from 9 hours to 12 hours</p> <p>Delete:</p> <p>HIST Elective (3000-4000 level)⁴ (move to senior spring semester)</p> <p>Total Hours: 15</p>	<p>Senior Spring Semester</p> <p>Add/Change:</p> <p>Add HIST Elective (3000-4000 level)⁴ and add Footnote 7</p> <p>Change Elective² from 9 hours to 6 hours</p> <p>Delete:</p> <p>Total Hours:15</p>



ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Professional Studies	9/24/2020

Title	Signature	Date
Department Head Dr. Jeremy Schwehm		9/24/2020
Dean Dr. Jeff Aulgur		10.7.2020
Assessment Dr. Christine Austin		10/17/20
Registrar Mrs. Tammy Weaver		11/18/20
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

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 Professional Studies – Interdisciplinary Studies

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

Delete: PS 3013: Professional Studies Seminar; PS 3143: Applied Professional Research; PS 4943: Applied Leadership Project, six hours of PS/OL electives, delete Footnote 3

Add: PS/OL 4443: Professional Leadership, PS/OL 4543: Workplace Supervision; PS/OL 4643: Organizational Globalization and Diversity, six hours of electives

What impact will the change have on staffing, on other programs and space allocation? The proposed changes will not impact staffing in the Department of Professional Studies and do not impact other programs.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? The proposed program change will transition the Bachelor of Professional Studies – Interdisciplinary Studies (BPS-IDS) into a true degree completion option for the University. The proposed changes provide students with more choice in course selection, which aligns with increased student access and success in attaining educational goals. In addition, the revised core for the BPS-IDS includes the Certificate of Proficiency in Professional Leadership. This will increase credentialing opportunities for students enrolled in the BPS-IDS 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? The primary rationale for this program change is to create a streamlined degree-completion pathway for students that incorporates the Certificate of Proficiency in Professional Leadership credential. The removal of the PS 3013 – PS 3143 – PS 4943 sequence will allow students with sufficient credit hours to meet degree requirements in two semesters. This change will benefit students internal to Tech who change majors late in their program, as well as students who transfer into Tech with a significant amount of earned credit hours at other institutions. The change to course selection in courses with similar content will increase student access while continuing to meet learning outcomes in oral and written communication, problem solving, global understanding, ethical decision-making, and teamwork. Each course serves to reinforce outcomes that are introduced in 3000-level courses. Based on assessment data (see item 2), outcome mastery can still be attained through the revised course selection.
 2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. Providing students with a selection of courses covering similar content will not impact content mastery. Each course selection provides similar reinforcement for various program outcomes. For example, students are introduced to program learning outcomes 1, 2 and 3 in PS/OL 3023: Professional Communication. The concepts introduced in PS/OL 3023 are reinforced throughout the curriculum. Mastery is demonstrated in PS/OL 4963. Program assessment procedures (see attached), with student learning outcome attainment in the capstone course, are consistent across Professional Studies programs.

Additionally, each academic year the Department of Professional Studies receives approximately 40- 50 inquiries for internal change of majors with significant earned credit hours and an additional 40 – 50 inquiries from individuals transferring into the

institution with a significant amount of earned credit hours. The revised BPS-IDS core will provide maximum flexibility for these students and an efficient pathway for degree completion while providing an additional credential in Professional Leadership.

d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Central Arkansas offers a Bachelor of Professional Studies with a focus on Healthcare Technology. The University of Arkansas – Fort Smith has a degree completion option in the Bachelor of Science in Organizational Leadership.

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

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

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Professional Studies – Interdisciplinary Studies	
<p>Freshman Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Freshman Spring Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>
<p>Sophomore Fall Semester</p> <p>Add/Change:</p> <p>Delete:</p> <p>Total Hours:</p>	<p>Sophomore Spring Semester</p> <p>Change: Electives² from 6 hours to 9 hours</p> <p>Delete: PS 3013: Professional Studies Seminar</p> <p>Total Hours:15 hours</p>
<p>Junior Fall Semester</p> <p>Change: Electives² from 6 hours to 12 hours</p> <p>Delete: 6 hours Professional Studies Professional Core Electives³</p> <p>Total Hours:15 hours</p>	<p>Junior Spring Semester</p> <p>Add: PS/OL 4443: Professional Leadership</p> <p>Delete: PS/OL 3143: Applied Professional Research</p> <p>Total Hours:12 hours</p>
<p>Senior Fall Semester</p> <p>Add: PS/OL 4543: Workplace Supervision</p> <p>Delete: PS/OL 4943 Applied Leadership Project</p> <p>Total Hours: 15 hours</p>	<p>Senior Spring Semester</p> <p>Add: PS/OL 4643: Occupational Globalization and Diversity</p> <p>Delete: Electives² from 12 hours to 9 hours</p> <p>Total Hours: 15 hours</p>

BPS LEARNING OUTCOMES

COURSE	LO1	LO2	LO3	LO4	LO5	LO6
PS/OL 3023	I	I	I			
PS/OL 3133		R			I	I
PS/OL 4443	R		R	I	R	R
PS/OL 4543	R		R			R
PS/OL 4643		R		R	R	
PS/OL 4963	M	M	M	M	M	M

I – Introduced, R – Reinforced, M – Mastery

- **Learning Outcome 1 (LO1 – Written Communication) – Student will demonstrate competency in written communication skills. (Written Communication VALUE Rubric)**
 - Proficiency Criteria 1 – ability to produce junior/senior level academic writing that addresses the assigned task
 - Proficiency Criteria 2 – present and analyze complex ideas supported with relevant evidence and authoritative sources
 - Proficiency Criteria 3 – communicate with organization or agency stakeholders in an organized and professional manner
 - Proficiency Criteria 4 – awareness of basic communication theory, the communication process, and organizational models
 - Proficiency Criteria 5 – develop error-free prose that meets the standards of style set by the American Psychological Association

- **Learning Outcome 2 (LO2 – Oral Communication) – Student will demonstrate competency in oral communication skills. (Oral Communication VALUE Rubric)**
 - Proficiency Criteria 1 – demonstrate the use of organizational pattern (introduction, supporting material, transitions, conclusion) to present a clear, cohesive presentation
 - Proficiency Criteria 2 – exhibit appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
 - Proficiency Criteria 3 – demonstrate the use of language that is appropriate in a professional setting
 - Proficiency Criteria 4 – demonstrate the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies

- **Learning Outcome 3 (LO3 – Problem Solving) – Student will apply empirical research to recommend relevant strategies for solving problems. (Problem Solving VALUE Rubric)**
 - Proficiency Criteria 1 – demonstrate the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors
 - Proficiency Criteria 2 – identify multiple approaches for solving complex problems that apply within a specific context

- Proficiency Criteria 3 – evaluate solutions using logic and reasoning supported by consideration of the history of the problem, the context, and the feasibility of implementation
 - Proficiency Criteria 4 – implement solutions in a manner that thoroughly addresses all contextual factors of the problem
- **Learning Outcome 4 (LO4 – Global Understanding) – Students will demonstrate an understanding of the importance of cultural diversity in the global and local community. (Intercultural Knowledge and Competence VALUE Rubric)**
 - Proficiency Criteria 1 – articulate insights into own cultural rules and biases and how to recognize and respond to cultural biases
 - Proficiency Criteria 2 – demonstrate an understanding of the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices
 - Proficiency Criteria 3 – articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
 - Proficiency Criteria 4 – develop complex questions about other cultures and consider questions from multiple cultural perspectives
- **Learning Outcome 5 (LO5 – Ethical Reasoning) – Students will demonstrate the ability to assess their own ethical values and the social context of problems, and recognize ethical issues in a variety of settings. (Ethical Reasoning VALUE Rubric)**
 - Proficiency Criteria 1 – recognize ethical issues when presented in a complex, multilayered context
 - Proficiency Criteria 2 – present assumptions and implications of different ethical perspectives and concepts
 - Proficiency Criteria 3 – apply ethical concepts to an ethical question accurately and considers full implications of the application
- **Learning Outcome 6 (LO6 – Teamwork) – demonstrate the ability to effectively function in multiple roles as part of a team. (Teamwork VALUE Rubric)**
 - Proficiency Criteria 1 – engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
 - Proficiency Criteria 2 – fosters a constructive team climate by a) treating team members with respect, b) exhibiting positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
 - Proficiency Criteria 3 – addresses destructive conflict directly and constructively, helps manage/resolve conflict in a way that strengthens overall team cohesiveness
 - Proficiency Criteria 4 – identify difficulties and benefits of working in groups