CURRICULUM COMMITTEE SEPTEMBER 26, 2023/FACULTY SENATE OCTOBER 10, 2023

College of Arts & Humanities – Department of Behavioral Sciences

1. Add SOC 3123: Sociology of Culture, to the course descriptions;
2. Add SOC 3141: Careers in Sociology, to the course descriptions;
3. Add SOC 3143: Qualitative Research Methods, to the course descriptions;
4. Add the Accelerated Bachelor of Arts in Criminal Justice to Master of Science in Student Affairs Administration;
5. Add the Accelerated Bachelor of Arts in Psychology to Master of Science in Student Affairs Administration; and
6. Add the Accelerated Bachelor of Arts in Sociology to Master of Science in Student Affairs Administration.

College of Arts & Humanities – Department of English and World Languages

1. Modify the Bachelor of Arts in World Languages – Spanish

College of Business & Economics – School of Business

1. Modify the Curriculum in Health and Information Management.

College of Education & Health – Department of Emergency Management, Professional Studies, & Student Affairs Administration

1. Add OL 3233: Volunteer Leadership and Development;
2. Modify the Curriculum in Bachelor of Arts in Organizational Leadership (all concentrations); and
3. Add the Accelerated Bachelor of Arts in Organization Leadership to Master of Arts in Organizational Development Learning.

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

1. Add RS 3063: Resiliency, Vulnerability, and Crisis, to the course descriptions;
2. Add RS 4243/CNSL 5243: Psychopathology, to the course descriptions;
3. Modify RS 3003 Medical and Psychosocial Aspects of Disability, as follows: change the course number to RS 4003; add the cross listing CNSL 5003; require a grade of C or better; and modify the course description;
4. Modify RS 3123: Ethics and Professional Development, as follows: change the course number to RS 4223; and add the cross listing CNSL 5223;
5. Modify RS 3133: Diversity and Inclusion in Human Service Settings, as follows: change the course number to RS 4233; add the cross listing CNSL 5233; require a grade of C or better; add a prerequisite; and modify the course description;
6. Modify the Curriculum in Rehabilitation Science;
7. Modify the Minor in Additions;
8. Modify the Minor in Child Welfare and Social Services;

9. Modify the Minor in Disability;
10. Modify the Minor in Recreation Services;
11. Modify the Minor in Rehabilitation Science; and
12. Delete the Minor in Aging.

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

1. Add CMPE 4191: Computer Engineering Design Project I, to the course descriptions;
2. Add CMPE 4192: Computer Engineering Design Project II, to the course descriptions:
3. Modify the Curriculum in Computer Engineering;
4. Modify the Curriculum in Information Technology Track 1: Programming, Database, and Web; and
5. Modify the Curriculum in Information Technology Track 2: Network and Security.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	06/22/2023

Title	Signature	Date
Department Head		6/27/23
Dean		6/29/23
Assessment		7.20.23
Registrar		7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
SOC	~~3143~~ 3123	◉ Spring ○ Summer I

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

Sociology of Culture

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

Sociology of Culture

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

○ Yes ◉ No

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

If so, list course subject and number. ○ Yes ◉ No

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

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

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. N/A
    1. Provide the program level learning outcome(s) it addresses.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
c. What is the rationale for adding this course? What evidence demonstrates this need?

The sociology of culture course has been taught as a seminar for the past 8 years. The course has consistently made and the Sociology faculty feel that the course should be added to the curriculum an offered as an elective. The course material also supports other courses by focusing on contemporary sociology and symbolic interactionism.

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 Hachel

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.

The Sociology of Culture
SOC ~~XXXX~~, Spring/Fall 202X

3123

Class Time:
Location:
Professor:
Office:
Office Hours:
Email:

Purpose and Format
Sociologists use the word "culture" to mean many things, some cognitive (e.g., ideas or schemata), some behavioral (e.g., rituals, speech), and some material (art works, clothing, buildings). We shall attend to all kinds, as long as they have something to do with meaning attached to social life. This seminar will expose you to major research traditions, themes, and areas of study in the sociology of culture. In so doing, it provides an overview for the curious and a platform for those who wish to do further work (research, comprehensive exam, teaching) in the sociology of culture.

Though the format for each class period will vary, the basic format of each class period will be part lecture, part discussion, and part in-class activities. The focus will be on the integration of theoretical ideas from the readings with our experiences of popular culture. Classes will be organized around the material and assignments that are to be completed for each class period. Lectures will supply theoretical perspectives and relevant information to set-up and compliment the discussions.

Students will do several things for this class: 1) read the material and complete the assignments *before* each class period; 2) come prepared to discuss readings and give insightful feedback on assignments.

Course Objectives
1. Understand the cultural turn in sociology
2. Develop the sociological imagination and the ability to think critically
3. Understand concepts such as culture, social constructions, and the production of culture

Textbooks and Reading Packets
Barker, Chris and Emma A. Jane. 2016. *Cultural Studies: Theory and Practice.* Sage.
(optional)

There will also be several PDF readings available on the Blackboard site for this course. These readings represent important theoretical pieces which students will need to be quite familiar with to complete the assignments adequately.

The Nature of the Work for this Course
Sociology provides the disciplinary framework for this course. However, all perspectives will be considered, and the main objective is to increase our understanding of popular music. As this is an upper-level course in sociology, some prior knowledge of sociology is a prerequisite.

As in most college courses, you should plan to spend about 2-3 hours on your own for every hour in class. This means about 6-9 hours of reading and studying per week, including time for reading and writing devoted to your assignments. This will of course vary - some weeks you will have more work, some weeks you will have less.

Reading, listening, and viewing are not passive activities!!! You must interact with the materials (i.e., readings, songs, videos, etc.) in order to understand them. That means underlining or highlighting, writing comments while you read, watch, etc., and keeping track of your questions about the material or anything you want to understand better. Good journaling skills will be a plus for this.

The nature of this subject will demand of the students far more than an ability to remember facts. It is vital that students challenge themselves to reflect on the many layers of meaning presented in each issue. The study of culture is primarily about the study of meaning(s).

A Guide to Reading

Since reading is not a passive activity, what does one look for when reading a piece of sociology for this class? Noting answers to the following questions (not all of them of course) both in your head as well as in your journals will help you prepare for class discussions and allow you to gain a deeper understanding of the material so that you can apply it more effectively in the assignments.

1. List words that are new to you. As you read, make note of terms that seem like sociological jargon or words that sociologists seem to be using in contexts that are not commonsensical. It may also be helpful to note the context in which the unknown word or usage was found.
2. Reflections on how the content relates to your experiences of popular music. What do you agree with or disagree with? How do the assignments and class discussions affect the personal, social, and musical YOU?
3. What is the central question the author is asking? How does it apply?
4. What new concepts and/or distinctions does the author introduce, and how does s/he use these concepts/distinction? Why?
5. What is his/her answer to the central question? How does this answer relate or not relate to popular music in general and your specific genre in particular?
6. What evidence does the author present for his/her answer?
7. What implications does the piece have for your thoughts on the topic of popular music and your personal involvement in such a system?

Class Procedure and Expectations

Attendance: Basically, attendance is a must! Any changes in assignment dates and/or material to be covered will be announced in class. It is the student's responsibility to be aware of these changes. If you are going to miss a class, it is your responsibility to go over the material from that day.

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

Expectations of the Instructors: Students can expect that the instructor will:

1. Arrive on time and be prepared for class.
2. Follow the written syllabus and communicate any changes in advance.
3. Take students' interests and experiences into considerations when preparing for class.
4. Respond in a timely fashion and as fully as possible to student work.
5. Be available to students as needed outside class.(We emphasize this! Feel free to see us!)
6. Evaluate the student's work fairly according to clearly communicated expectations.

Email Policy
Email will serve as the primary means of communication for the course. Therefore, it is up to you to check your email and stay current with the course announcements. All email is sent through the university email system. If you use a personal email address it is your responsibility to see that it is forwarded to your university account.

Participation
In a class like this, participation is critical! Come prepared having read the material, written down points, questions, things you don't understand, things you don't agree with, neat applications you see for the material, news items you have read or heard about relating to our topic, cool insights that the class might find interesting and useful in our determination to understand popular music and culture, etc. This class is a *group effort* - it will work best when everyone is involved and interacting with each other and the material.

Course Requirements and Assignments
Exams (400 points total): Students will take four exams in this course. Exams will be made up of multiple-choice questions. The last exam will take place during the final exam time. Each exam is worth 100 points for a total of 400 possible points. Exams will consist of question from reading assignments, videos, lectures, and class discussions.

Writing Assignments (200 points total): Each week you will complete a short (250-500 word) writing assignment that will focus on the theories and concepts from the class discussion. These assignments will be used to assess how well you are keeping up with the readings and engaging the material. Each assignment is worth 20 points for a total of 200 possible points. These assignments will be completed online in Blackboard and CANNOT be made up.

Film Analysis (300 points total): Following each exam, you will write a 2–3-page sociological analysis of a film. After the viewing the film in class, you will be given a writing prompt and series of questions to answer. These assignments are designed to demonstrate the various ways in which sociological theory can be applied to everyday life, as well as the ways in which we can see theory in action.

Missed exams– Students who miss an exam will be permitted to make-up that exam only with a documented, verifiable excuse for missing the exam. If you miss an exam without a documented excuse, you will not be allowed to make the exam up. I do not drop the lowest exam grade at the end of the semester, so it is very important that you complete each exam.

No extra credit will be given on an individual basis. If a unique, course-related program arises during the semester, I may offer the whole class the chance to earn extra credit by participating.

Academic Honesty and Cheating Policy
Academic honesty and integrity are very important to me and the University. ANY and ALL suspected violations of the academic honesty policy will be reported. Sharing, copying, or doing work together is *not* permitted unless explicitly stated. Ignorance is not a defense against academic dishonesty. No forms of cheating or plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

Students with Disabilities
Any student who has special needs or requires accommodations, should contact the Office of Disability Services and supply me with the proper documentation. Please let me know what I can do to help you throughout the semester while also understanding that it is the student's responsibility to make testing arrangements with the Learning Center and remind me to get his/her test to the Learning Center on-time.

Electronic Device Usage Policy (unless required to assist those with special needs)
Please turn all of these items *off* before class. Even if your phone is on silent or vibrate, the use of these items can be very distracting to other students and the instructor. It is essential that cell phones be turned OFF at the beginning of class. Students using cell phones for any reason during class will not be tolerated. I reserve the right to ban all electronics if it becomes a problem.

Civility in the Classroom
Classroom civility is necessary to ensure that all students have the opportunity to learn without distractions. This means no cell phones, TEXTING, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. If you must have a cell phone to receive emergency calls about kids or other family members, keep it on vibrate. Entering and leaving is distracting to your instructor and other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please take the seat nearest an exit and enter or leave as quietly as possible. Please make sure the door does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your final grade. Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly.

(1) Scholarly comments are
Respectful of diverse opinions and open to follow-up questions and/or disagreement; related to the class and course material; advance the discussion about issues related to the course and/or course material rather than personal beliefs; are delivered in normal tones and a non-aggressive manner.

(2) Unacceptable behaviors in the classroom are
(a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. Raise your hand and wait to be called on by myself to prevent this problem. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors (see above). (d) Using raised tones, yelling, engaging in arguments with other students, and being physically aggressive. (e) Ignoring your instructor's authority to protect the integrity of the classroom. Anyone who violates these guidelines will be asked to cease and desist and may be asked to leave the classroom and/or drop the course.

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

Tentative Class Schedule: Please note syllabus may change throughout the semester at the discretion of the instructor

Jan 14 – Welcome and go over syllabus

What is Culture?: The Social Construction of Reality, Culture and Cognition, Culture in Action

Jan 16 Berger, Peter L. and Thomas Luckman. 1967. *The Social Construction of Reality.*

Garden City, NY: Doubelday & Company.

Jan 21 DiMaggio, Paul. 1997. "Culture and Cognition." *Annual Review of Sociology*

Vol. 23: 263-287.

Jan 23 Swidler, A. 1986. "Culture in action: symbols and strategies." *American Socioliogical Review* Vol. 51:273.

Jan 28 Grindstaff, L. 2008. Culture and Popular Culture: A Case for Sociology. *The Annals of the American Academy of Political and Social Science*, **619**(1), 206-222.

Jan 30 Schudson, Michael. 1989. "How Culture Works: Perspectives from Media Studies on The Efficacy of Symbols." *Theory and Society* Vol. 18:153-180

Feb 4 Skretyny, J. D.. 2008. "Culture and Race/Ethnicity: Bolder, Deeper, and Broader." *The Annals of American Academy of Political and Social Science* Vol. 619(1): 59-77.

Feb 6 Ben-Yehuda, Nachman. 1980. "The European Witch Craze of the 14th to 17th Centuries: A Sociologist's Perspective." *The American Journal of Sociology* Vol. 86: 1-31

Feb 11 Peterson, Richard A., 1979. "Revitalizing the Culture Concept." *Annual Review of Sociology* Vol. 5: 137-166

The Production of Culture

Feb 13 Peterson, Richard A. 1990. "Why 1955? Explaining the advent of rock music." Popular Muic 9: 97-116

Feb 18 Hisano, Ai. 2016. "The Rise of Synthetic Colors in the American Food Industry, 1870-1940." *Business History Review* Vol. 90: 483-504

McLeod, Kembrew. 2005. "How Copyright Change Hip Hop." *Stay Free Magazine*

Feb 20 Carducci, Vince. 2006. "Culture Jamming: A Sociological Perspective." *Journal of Consumer Culture* Vol. 6: 116-138

Feb 25 **Film – *All Things Must Pass***

Feb 27 **Film – *All Things Must Pass***

Reception, Evaluation, and Cultural Taste

Mar 3 Prior, Nick. 2005. "A Question of Perception: Bourdieu, Art and the Postmodern." *The British Journal of Sociology* Vol. 56(1): 123-139

Mar 5 Hennion, Antoine. 2007. "Those Things that Hold Us Together: Taste and Sociology." Pp. 97-114 in *Cultural Sociology.* Vol. 1(1).

Mar 10 Maguire, Jennifer Smith. 2014. "Bourdieu on Cultural Intermediaries." Pp 13-24 in *The Cultural Intermediaries Reader.* Edited by Jennifer Smith Maguire and Julian Matthews. Sage.

Mar 12 Peterson, R. A. and R. Kern. 1996. "Changing highbrow taste: from snob to omnivore." *Am. Sociol. Rev.* 61:900.

Mar 17 DiMaggio, Paul. 1987. "Classification in Art." *American Sociological Review* Vol. 52: 440-454

Mar 19 Frow, John. 1987. "Accounting for Tastes: Some Problems in Bourdieu's Sociology Of Culture." *Cultural Studies* Vol. 1(1): 59-73

Mar 24-26 **No Class – Spring Break**

Authenticity and Group Identity

Mar 31 Bielby, William T. and Denise D. Bielby. 1994. ""All Hits Are Flukes": Institutionalized Decision Making and the Rhetoric of Network Prime-Time Program Development." *American Journal of Sociology* 99:1287-1313.

Apr 2 **No Class – SSS Annual Meeting**

Apr 7 Bennett, Andy. "Subcultures or Neotribes? Rethinking the Relationship Between Youth, Style and Musical Taste"

Apr 9 Moor, Ryan. 2005. "Alternative to what?: Subcultural Capital and the Commercialization Of a Music Scene." *Deviant Behavior* Vol. 26: 229-252.

Apr 14 Koontz, Amanda and Nathaniel G. Chapman. 2019. "About Us: Authenticating Identity Claims in the Craft Beer Industry." *Journal of Popular Culture* Vol. 52(2): 351-372.

Apr 16 Campbell, Colin. 2007. "When the Meaning is not a Message: A Critique of the Consumption as Communication Thesis." Pp 159-169 in *Fashion Theory: A Reader.* Edited by Malcolm Barnard. Routledge.

Apr 21	**Final Projects/Presentations**
Apr 23	**Final Projects/Presentations**

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	06/22/2023

Title	Signature	Date
Department Head		6/27/23
Dean		6/29/23
Assessment		7.20.23
Registrar		7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
SOC	**3141**	(•) Spring ( ) Summer I

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

Careers in Sociology

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

Careers in Sociology

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

○ Yes ◉ No

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

If so, list course subject and number. ○ Yes ◉ No

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

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

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

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

Careers in Sociology is designed to help students choose a career path in the social sciences or other related field. The course will utilize appropriate readings, alumni, community partners, employers and recruiters to demonstrate the wide variety of careers available to students with a social science background. Additionally, this course will identify career paths in other fields and demonstrate to students how sociology can be adapted to a wide range of careers. Senter (2020) demonstrates the need for programs to include one-credit-hour courses focusing on career development.

Senter, Mary Scheuer. 2020. "Implementing a Careers and Professional Development Course for Sociology Students." *Teaching Sociology* 48(1):28-39.

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 Hachel

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.

CAREERS IN SOCIOLOGY (SOC 3141)

Spring xxxx
Section: M01
CRN: xxx

Dr. Julie Mikles-Schluterman

COURSE CATALOG DESCRIPTION:
This course provides students with an overview of the practicality of a degree in sociology and assists students with career preparations.

(https://www.atu.edu/catalog/descriptions/courses.php?catalog=U&subj=SOC)

CONTACT INFORMATION:
Office Hours: TR and W 8-10 am OR by Webex appointment
Office: WPN 344
Telephone: 498-6050
Email: jmiklesschluterman@atu.edu

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

TEXTS and READINGS:

- American Sociological Association. 2014. *21st Century Careers with an Undergraduate Degree in Sociology*, 2nd edition. American Sociological Association
- Bornstein, David. 2007. *How to Change the World: Social Entrepreneurs and the Power of New Ideas.* New York, NY: Oxford University Press.
- Spalter-Roth, Roberta & Nicole Vooren. 2008. *What are they doing with a bachelor's degree in sociology?* American Sociological Association – Department of Research and Development.

COURSE OBJECTIVES: There are two major objectives of this course. These are:

1. To provide an overview of what you can do with a sociology degree
2. To assist you with making career preparations

The major goal of this course will be met by informing you about the practicality of your degree in sociology. I want you to understand how you can use your degree and in particular, the value of the sociological perspective to solving social problems. This will involve an introduction to applied sociology. Applied sociology is the practice of sociology outside of the traditional academic setting, with the goal of producing positive social change through community outreach, consultation, and human resources management. More specifically, an applied sociologist actively applies sociological theories and methods to specific problems in the community or workplace, typically at the request of a client or community group (e.g., businesses and private organizations, interest groups, community service organizations, and occasionally partnerships with universities). An additional goal of the course is to assist you with career preparations. This will be accomplished with a Career Preparations Portfolio that will include such activities as creating a resume, LinkedIn Account and writing career plans.

Student Expectations (what I expect of you)

- Clear understanding of the objective.
- Excellent participation
- Excellent attendance
- Development of team work skills
- Professionalism
- Excellent verbal and written communication
- Participate in ALL assignments
- Demonstrate initiative and drive

Professor Expectations (what you can expect of me)

- Clear understanding of the objective.
- Excellent participation
- Excellent attendance
- Development of team work skills
- Professionalism
- Excellent verbal and written communication
- Participate in ALL assignments
- Demonstrate initiative and drive

EVALUATION:

Grading is based on performance. If you would like any advice or help, please feel free to contact me. Further instructions for each will be provided.

In this course, each of you can earn up to 300 points:

Attendance/Participation	100pts
Reflection Report	100pts
Career Preparations Portfolio	200pts
	400pts

Attendance/Participation (100 pts): It is students' responsibility to build the intellectual and personal skills that are being offered in this course. The good participation includes:

- Timeliness
- Collaboration skills
- Interpersonal skills
- Attendance
- Being prepared
- Critical thinking skills
- Communicating

Attendance will be taken every day and you will be asked to come to class prepared to answer questions and discuss. If you are called upon and demonstrate that you are not prepared, points will be deducted. If an assignment is turned in late, points will be deducted. For every day that you do not attend class (unless it is a school sponsored event) and for every Project and Reflection Report you miss, 3 points will be deducted from the 100 attendance points

Reflection Report (100 pts): The purpose of this report is twofold. First it is to make sure that you are on task with your assignments and not getting behind. Secondly, it is to provide a reflection opportunity that is so important to learning. Reflection is "the practice of documenting, articulating, and reviewing the learning process and progression of individual learning." Throughout the semester you will be asked to submit a reflection report in which you describe the assignments and tasks you have completed so far in the semester in this course and then to reflection on what you have learned. You will be asked to address the following questions:

- What did you learn this week?
- How do you feel about the tasks you have completed?
- How can you see yourself using these experiences in the future?
- How has your life plans changed or not changed this semester?

Career Preparations (CP) (200 pts): This component of the course includes a series of assignments. All of these will be turned in a CP Portfolio. It includes:

- Creation of resume
- Creation of LinkedIn Account
- Write short term career plan
- Write long term career plan
- Attend one or more of the virtual career prep events (see Norman Career Services website.)
- Write one page describing Graduate School options and plans (more instructions provided later).

MANDATORY FEDERAL ATTENDANCE POLICY: ***You MUST complete the attendance assignment.*** It is part of the federal initiative to account for student attendance. Take the following steps:

1. http://blackboard.atu.edu/
2. Login using your ONETECH username and password
3. Click on this course
4. Click on the tab labeled "Federal Attendance Module" located to the left of the screen
5. Click on "Policy Agreements"
6. Answer the three questions.

MAKE-UP POLICY: ***All work is due on the specified dates.***

If your absence from class is required on a day when an assignment is due you should notify me in advance so that arrangements can be made. **Assignments will NOT be accepted late!** If it is an unexpected absence, you should make *every effort to email the assignment to me or send it with a friend.*

CLASS SCHEDULE (Subject to change)

	Reading & Assignments	TOPICS
WEEK 1: Jan 10	Introduction & Syllabus	What It Means to Major in Sociology: Skills Applied Sociology
WEEK 2: Jan 17	MLK Holiday	
WEEK 3: Jan 24	DISCUSSION: How to Change…Ch1-3; assigned research articles **Reflection Report due**	
WEEK 4: Jan 31	DISCUSSION: How to Change…Ch4-6; Sociology Survey	Is Sociology for You? Administer Sociology Survey Examination
WEEK 5: Feb 7	DISCUSSION: How to Change…Ch7-9; assigned research articles	
WEEK 6: Feb 14	DISCUSSION: 21st Century Careers with an Undergraduate Degree in Sociology **Reflection Report due**	What Can I Do with a Sociology Degree?
WEEK 7: Feb 21	DISCUSSION: How to Change…Ch10-12; assigned research articles	
WEEK 8: Feb 28	DISCUSSION: How to Change…Ch14, 16, 18; assigned research articles **Reflection Report due**	
WEEK 9: Mar 7	Discussion of AmeriCorps Programs and other options	Planning for My Career
WEEK 10: Mar 14	Resume due LinkedIn Account due	
WEEK 12: Mar 28	Short- and Long-Term Career Plans due	
WEEK 13: Apr 4	Graduate School Plan due	
WEEK 14: Apr 11	Career Preparations Portfolio Presentations	
WEEK 15: Apr 18	Career Preparations Portfolio Presentations	
WEEK 16: Apr 25	**ATU Undergraduate Research Symposium**	
FINAL EXAM May 2nd 8am	**Reflections due**	

UNIVERSITY POLICIES

Important to Know:

Campus Security
https://www.atu.edu/psafe/
479.968.0222

Campus IT Support
https://ois.atu.edu/contact-us/
479.968.0646

Registrar
https://www.atu.edu/registrar/
479.968.0272

Financial Aid
https://www.atu.edu/finaid/
479.968.0399

Residence Life
https://www.atu.edu/reslife/
479.968.0376

Health and Wellness
https://www.atu.edu/hwc/
479.968.0329

Jerry Cares
https://www.atu.edu/jerrycares/

Covid Considerations
https://www.atu.edu/pandemicrecovery/

Code of Academic Integrity

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

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

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

University Services

Office of 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 in Doc Bryan Suite 141 by calling (479)968-0302 or visit their website at **http://www.atu.edu/disabilities/index.php** in order to initiate a request for accommodations.

Tutoring Center: Tutoring services are provided at the Doc Bryan Tutoring Center (Doc Bryan 153). For more information, feel free to call (479) 880-4324. Or click here: **https://www.atu.edu/tutoring/**

Student Needs Statement

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

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

Tolerance & Diversity Statement

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

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

Privacy and Accessibility

The webpage presents a comprehensive list of all Privacy and Accessibility policies for software and services on Arkansas Tech's Blackboard server. While this information is currently accurate, links and policies will change over time.

Below is a single-source webpage linking to the available privacy and accessibility policies of the following:

- Course Management Systems (e.g., Blackboard, ShareStream, Turnitin, etc.)
- Publishers (e.g., Cengage, Pearson, Elsevier, etc.)
- Barnes & Noble
- Software (e.g., Adobe, Google, Java, Matlab, R Studio, etc.)

Third-Party Privacy and Accessibility Policies or **https://www.atu.edu/etech/privacy_accessibility.php**

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Behavioral Sciences	06/22/2023

Title	Signature	Date
Department Head		6/27/23
Dean		6/29/23
Assessment		7.20.23
Registrar		7/26/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
SOC	**3143**	◉ Spring ○ **Summer I**

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

Qualitative Research Methods

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

Qualitative Research Methods

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

○ Yes ◉ No

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

If so, list course subject and number. ○ Yes ◉ No

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

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

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

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

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

Answer the following Assessment questions:

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. N/A
    1. Provide the program level learning outcome(s) it addresses.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
c. What is the rationale for adding this course? What evidence demonstrates this need?

Sociology provides the disciplinary framework for this course. The main objective of this course is to increase our understanding of qualitative research methods and their applications in a variety of fields. Qualitative research skills are highly marketable and can be applied to a wide variety of fields. This course will provide students with valuable skills in interviewing, focus groups, survey design, and content analysis. This course will also benefit students in other departments and colleges such as, business and finance, marketing, engineering, and emergency management.

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)** attached

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.

Qualitative Research Methods
SOC ~~3XXX~~, Spring/Fall 202X

343

Class Time:
Location:
Professor:
Office:
Office Hours:
Email:

Purpose and Format
This course is designed to provide a broad overview of qualitative research methods – "an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world" (Van Maanen, 1983, p. 9) – used in the social sciences.

Over the semester, we will explore the aims, theoretical frameworks, and methods of qualitative research. We will focus on the tools, approaches and methodologies that will help prepare you to conduct qualitative research in your graduate program and beyond. The course begins with a review of the philosophical assumptions and interpretive frameworks associated with qualitative research. Then we will focus on different data collection methods, including participant observation, interviews, focus groups. We will also look at ways to analyze media texts and other forms of discourse. We will read theoretical, logistical, and exemplary materials.

Course Objectives
1. Demonstrate an understanding of the aims and philosophical frameworks of qualitative research.
2. Recognize the theoretical and practical considerations behind the range of techniques, including interviewing, focus groups, and participant observation.
3. Design and conduct in-depth interviews, participant observation, and textual analysis.
4. Conceptualize and design projects, collect data, and make wise choices in qualitative research projects.
5. Use appropriate techniques for analyzing and reporting qualitative research.

Textbooks and Reading Packets
Mills, Jane and Melanie Birks (eds). 2014. *Qualitative Methodology: A Practical Guide.* Sage Publications: Los Angeles, CA.

ISBN: 978-1-4462-4898-0

There will also be several PDF readings available on the Blackboard site for this course. These readings represent important theoretical pieces which students will need to be quite familiar with to complete the assignments adequately.

The Nature of the Work for this Course
Sociology provides the disciplinary framework for this course. However, all perspectives will be considered, and the main objective is to increase our understanding of qualitative research methods and their applications in a variety of fields.

As in most college courses, you should plan to spend about 2-3 hours on your own for every hour in class. This means about 6-9 hours of reading and studying per week, including time for reading and writing devoted to your assignments. This will of course vary - some weeks you will have more work, some weeks you will have less. We will read an extensive amount in this course. This large volume of reading may take some adjustment.

However, reading a large amount of text in a short amount of time is a skill that you should develop in any graduate program. Do not get discouraged. Some of the readings may offer more to you personally than others. Learn to read those texts more heavily and to skim quickly the text that doesn't interest you as much. Reaction posts due each week will help you organize your thoughts around the subject matter.

Reading, listening, and viewing are not passive activities!!! You must interact with the materials (i.e., readings, songs, videos, etc.) in order to understand them. That means underlining or highlighting, writing comments while you read, watch, etc., and keeping track of your questions about the material or anything you want to understand better. Good journaling skills will be a plus for this.

The nature of this subject will demand of the students far more than an ability to remember facts. It is vital that students challenge themselves to reflect on the many layers of meaning presented in each issue. The study of culture is primarily about the study of meaning(s).

A Guide to Reading

Since reading is not a passive activity, what does one look for when reading a piece of sociology for this class? Noting answers to the following questions (not all of them of course) both in your head as well as in your journals will help you prepare for class discussions and allow you to gain a deeper understanding of the material so that you can apply it more effectively in the assignments.

1. List words that are new to you. As you read, make note of terms that seem like sociological jargon or words that sociologists seem to be using in contexts that are not commonsensical. It may also be helpful to note the context in which the unknown word or usage was found.
2. Reflections on how the content relates to your experiences of popular music. What do you agree with or disagree with? How do the assignments and class discussions affect the personal, social, and musical YOU?
3. What is the central question the author is asking? How does it apply?
4. What new concepts and/or distinctions does the author introduce, and how does s/he use these concepts/distinction? Why?
5. What is his/her answer to the central question? How does this answer relate or not relate to popular music in general and your specific genre in particular?
6. What evidence does the author present for his/her answer?
7. What implications does the piece have for your thoughts on the topic of popular music and your personal involvement in such a system?

Class Procedure and Expectations

Attendance: Basically, attendance is a must! Any changes in assignment dates and/or material to be covered will be announced in class. It is the student's responsibility to be aware of these changes. If you are going to miss a class, it is your responsibility to go over the material from that day.

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

Expectations of the Instructors: Students can expect that the instructor will:

1. Arrive on time and be prepared for class.
2. Follow the written syllabus and communicate any changes in advance.
3. Take students' interests and experiences into considerations when preparing for class.
4. Respond in a timely fashion and as fully as possible to student work.
5. Be available to students as needed outside class.(We emphasize this! Feel free to see us!)

6. Evaluate the student's work fairly according to clearly communicated expectations.

Email Policy
Email will serve as the primary means of communication for the course. Therefore, it is up to you to check your email and stay current with the course announcements. All email is sent through the university email system. If you use a personal email address it is your responsibility to see that it is forwarded to your university account.

Participation
In a class like this, participation is critical! Come prepared having read the material, written down points, questions, things you don't understand, things you don't agree with, neat applications you see for the material, news items you have read or heard about relating to our topic, cool insights that the class might find interesting and useful in our determination to understand popular music and culture, etc. This class is a *group effort* - it will work best when everyone is involved and interacting with each other and the material.

Course Requirements and Assignments
Exams (400 points total): Students will take four exams in this course. Exams will be made up of multiple-choice questions. The last exam will take place during the final exam time. Each exam is worth 100 points for a total of 400 possible points. Exams will consist of question from reading assignments, videos, lectures, and class discussions.

Writing Assignments (200 points total): Each week you will complete a short (250-500 word) writing assignment that will focus on the theories and concepts from the class discussion. These assignments will be used to assess how well you are keeping up with the readings and engaging the material. Each assignment is worth 20 points for a total of 200 possible points. These assignments will be completed online in Blackboard and CANNOT be made up.

Film Analysis (300 points total): Following each exam, you will write a 2–3-page sociological analysis of a film. After the viewing the film in class, you will be given a writing prompt and series of questions to answer. These assignments are designed to demonstrate the various ways in which sociological theory can be applied to everyday life, as well as the ways in which we can see theory in action.

Missed exams– Students who miss an exam will be permitted to make-up that exam only with a documented, verifiable excuse for missing the exam. If you miss an exam without a documented excuse, you will not be allowed to make the exam up. I do not drop the lowest exam grade at the end of the semester, so it is very important that you complete each exam.

No extra credit will be given on an individual basis. If a unique, course-related program arises during the semester, I may offer the whole class the chance to earn extra credit by participating.

Academic Honesty and Cheating Policy
Academic honesty and integrity are very important to me and the University. ANY and ALL suspected violations of the academic honesty policy will be reported. Sharing, copying, or doing work together is *not* permitted unless explicitly stated. Ignorance is not a defense against academic dishonesty. No forms of cheating or plagiarism will be tolerated. Please see your student handbook if you have questions about the meaning of these terms or the consequences of violating the Student Code of Conduct.

Students with Disabilities
Any student who has special needs or requires accommodations, should contact the Office of Disability Services and supply me with the proper documentation. Please let me know what I can do to help you throughout the semester while also understanding that it is the student's responsibility to make testing arrangements with the Learning Center and remind me to get his/her test to the Learning Center on-time.

Electronic Device Usage Policy (unless required to assist those with special needs)
Please turn all of these items *off* before class. Even if your phone is on silent or vibrate, the use of these items can be very distracting to other students and the instructor. It is essential that cell phones be turned OFF at the beginning of class. Students using cell phones for any reason during class will not be tolerated. I reserve the right to ban all electronics if it becomes a problem.

Civility in the Classroom
Classroom civility is necessary to ensure that all students have the opportunity to learn without distractions. This means no cell phones, TEXTING, talking during lectures (unless recognized by the professor or discussion leader), reading newspapers, etc. during class. If you must have a cell phone to receive emergency calls about kids or other family members, keep it on vibrate. Entering and leaving is distracting to your instructor and other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please take the seat nearest an exit and enter or leave as quietly as possible. Please make sure the door does not 'bang' as you enter or leave. Repeated disruption of class may lead to penalties that reduce your final grade. Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly.

(1) Scholarly comments are
Respectful of diverse opinions and open to follow-up questions and/or disagreement; related to the class and course material; advance the discussion about issues related to the course and/or course material rather than personal beliefs; are delivered in normal tones and a non-aggressive manner.

(2) Unacceptable behaviors in the classroom are
(a) Personal attacks. This includes attacks on a person's appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. Raise your hand and wait to be called on by myself to prevent this problem. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors (see above). (d) Using raised tones, yelling, engaging in arguments with other students, and being physically aggressive. (e) Ignoring your instructor's authority to protect the integrity of the classroom. Anyone who violates these guidelines will be asked to cease and desist and may be asked to leave the classroom and/or drop the course.

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

Tentative Class Schedule: Please note syllabus may change throughout the semester at the discretion of the instructor

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Behavioral Sciences	3 – 15-2023

Title	Signature	Date
Department Head Dr. David Ward	David Ward	June 15, 2023
Dean Dr. Jeffrey Cass	Jeffrey Cass	June 15, 2023
Assessment Dr. Christine Austin		6.19.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/5/23
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) approved GC	7/18/23

Program Title:
Accelerated BA Criminal Justice to MS Student Affairs Administration

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

This change would allow Behavioral Studies majors in Criminal Justice to complete a Master's degree in accelerated fashion.

Students would substitute up to 12 cr. hours of graduate level Student Affairs Administration courses for an equivalent number of upper division electives in fall and spring semesters of the senior year.

The admission criteria include completing 90 hours toward the Bachelor's degree with an earned GPA of 3.2 or higher at the time of application to the program. If a student is enrolled in one of these courses at the time of application, the student may be conditionally admitted until grades are submitted for that semester. If a B or better was earned, they may begin the program. If not, their admission will be deferred until the required grade is obtained.

Applications must be submitted to the Student Affairs Administration Graduate Program Director no later than October 15 or March 15 of the semester prior to beginning the program

What impact will the change have on staffing, on other programs and space allocation?
It should have no impact on other programs other than potentially decreasing enrollment in upper division elective courses.

Answer the following Assessment questions:

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

   This will allow the SAA program to become stackable with other university degrees, provide for progressive intellectual development, and provide another employment option for graduates of the undergraduate 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 to adjust to graduate-level work more quickly than they might otherwise. However, only those students who meet the admission criteria will be accepted into the accelerated program. This should lead to students having an adequate level of preparation.

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

      There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a graduate degree during the senior year of their undergraduate degree.

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.

ATU is beginning accelerated programs. This would be the first accelerated program providing streamlined entry into a graduate Student Affairs Administration degree in the United States. This is a natural pairing since many behavioral science bachelor's students find the Student Affairs Admin masters to be a good fit to their undergraduate education.

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

The assessment plan would not change.

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 BA in Criminal Justice (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
`	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add the following footnote to Upper Division Elective (up to 6 cr.): Students in the accelerated program will substitute SAA 6023: Intro to Student Affairs Administration and/or SAA 6043 College Students and Diversity Total Hours: 15	Senior Spring Semester Add/Change: Add the following footnote to Upper Division Electives (up to 6 cr.): Students in the accelerated program will substitute SAA 6033 Student Development Theory and/or SAA 6073 Counseling Theories and Helping Skills Total Hours: 15

DOWNLOAD PDF

General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Arts in Criminal Justice and Criminology

DEPARTMENT HOMEPAGE

The curriculum in Criminal Justice and Criminology is designed to prepare students for occupations in a wide variety of industries. This includes policing, security, corrections, social services, and transportation security. The requirements are innovative and designed to meet policing needs in the 21st century. These include a Spanish language requirement, a Geographic Information Systems (GIS) option, and a curriculum that encourages a second minor or major in diverse and impactful areas, including Cybersecurity and Emergency Management. The program affords a transition opportunity for students who have completed an AAS in Law Enforcement Certification or Associate's Degree in Criminal Justice. It gives a strong base for graduate study in law, criminal justice, or criminology. Also, completion of the program provides a foundation for the Behavioral Sciences' Master's Degree in Applied Sociology, which has an emphasis in criminal justice studies.

1) Basic Requirements

- SPAN 1013 Beginning Spanish I
- SOC 2053 Statistics for the Behavioral Sciences/PSY 2053 Statistics for the Behavioral Sciences or GEOG 2833 Introduction to Geographic Information Systems
- SOC 2063 Research Design for the Behavioral Sciences/PSY 2063 Research Design for the Behavioral Sciences or EAM 4033 Emergency Management Research Methods/Analysis or POLS 2513 Research Design
- CJ 2003 Introduction to Criminal Justice/SOC 2003 Introduction to Criminal Justice
- CJ 2033 Social Problems/SOC 2033 Social Problems
- CJ 2043 Crime and Delinquency/SOC 2043 Crime and Delinquency
- 12 Hours of 3000-4000 level Criminal Justice courses

(2) Policing: Choose 3 hours from:

- CJ 3153 Prison and Corrections/SOC 3153 Prison and Corrections
- CJ 3103 The Juvenile Justice System/SOC 3103 The Juvenile Justice System
- CJ 4033 Policing and Society

(3) Courts: Choose 3 hours from:

- CJ 3023 Judicial Process/POLS 3023 Judicial Process
- CJ 4023 Law and the Legal System

(4) Society: Choose 3 hours from:

- CJ 3083 Social Deviance/SOC 3083 Social Deviance
- SOC 4003 Minority Relations
- SOC 4023 Sociology of Gender
- SOC 4063 Social Stratification

(5) SOC 1003 Introductory Sociology, ANTH 2003 Cultural Anthropology or ANTH 1213 Introduction to Anthropology, and POLS 2003 American Government

(6) Complete a minor, an associate's degree or a second degree in one of the following: Sociology, Cybersecurity, Emergency Management, Political Science, Psychology, Pre-Law, Cybersecurity, or Law Enforcement

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SS 1XXX Social Science Courses [1]	3	SS 1XXX Social Science Courses [1]	3
POLS 2003 American Government	3	SCIL 1XXX Science with Laboratory [1]	4
TECH 1001 Orientation to the University	1	MATH XXXX Mathematics [1]	3
Elective [2,3]	6	CJ 2003 Introduction to Criminal Justice/SOC 2003 Introduction to Criminal Justice	3
Total Hours	**16**	**Total Hours**	**16**

Sophomore

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	6	PSY 2053 Statistics for the Behavioral Sciences/SOC 2053 Statistics for the Behavioral Sciences or GEOG 2833 Introduction to Geographic Information Systems	3
SCIL 1XXX Science with Laboratory [1]	4	PSY 2063 Research Design for the Behavioral Sciences/SOC 2063 Research Design for the Behavioral Sciences, EAM 4033 Emergency Management Research Methods/Analysis, or POLS 2513 Research Design	3
SPAN 1013 Beginning Spanish I	3	Elective [2,3]	9
Total Hours	**13**	**Total Hours**	**15**

Junior

Fall	Credits	Spring	Credits
SOC 1003 Introductory Sociology	3	ANTH 1213 Introduction to Anthropology or ANTH 2003 Cultural Anthropology	3
CJ 2033 Social Problems/SOC 2033 Social Problems	3	CJ 2043 Crime and Delinquency/SOC 2043 Crime and Delinquency	3
CJ Policing (3000-4000 level) [4]	3	CJ Courts (3000-4000 level) [4]	3
Elective [2,3]	6	Elective [2,3]	6
Total Hours	**15**	**Total Hours**	**15**

Senior

Fall	Credits	Spring	Credits
CJ Society (3000-4000 level) [4]	3	CJ Elective (3000-4000 level)	6
CJ Elective (3000-4000 level)	6	Elective [2,3,5]	9
Elective [2,3,5]	6	**Total Hours**	**15**
Total Hours	**15**		

[1] See appropriate alternatives or substitutions in "General Education Requirements".

[2] A minor or second degree must be completed.

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

[4] See appropriate options in "Policing", "Courts", & "Society" areas:

Policing: Choose 3 hours (UD) from:

CJ 3153 Prison and Corrections/SOC 3153 Prison and Corrections

CJ 3103 The Juvenile Justice System/SOC 3103 The Juvenile Justice System

CJ 4033 Policing and Society/SOC 4033 Policing and Society

Courts: Choose 3 hours (UD) from:

CJ 3023 Judicial Process/POLS 3023 Judicial Process

CJ 4023 Law and the Legal System

Society: Choose 3 hours (UD) from:

CJ 3083 Social Deviance/SOC 3083 Social Deviance

SOC 4003 Minority Relations

SOC 4023 Sociology of Gender

SOC 4063 Social Stratification

5 Accelerated footnote

Accelerated BA-CJC to MS-SAA

DEGREE AUDIT CHECK LIST
(BA-CJC) Criminal Justice and Criminology
~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		0
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		0
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		27
Electives up to		
12 hrs SAA 6023, 6033,		
6043, 6073		
TOTAL ELECTIVE HOURS		45

Major Requirements		Hrs
CJ/SOC	2003 2033 2043	9
CJ Elective	12 UD HRS	12
CJ Poilicing	CJ/SOC 3103 3153 4033	3
CJ Courts	CJ/POLS 3023 CJ 4023	3
CJ Society	CJ/SOC 3083 SOC 4003 4023 4063	3
ANTH	1213 or 2003	3
POLS	2003**	3
SOC	1003**	3
	~(SOC/PSY 2053, BUAD 2053, or STAT 2163) or GEOG 2833	3
	SOC/PSY 2063 EAM 4033 or POLS 2513	3
SPAN	1013**	3
MUST COMPLETE MINOR OR 2ND DEGREE		
	TOTAL MAJOR HOURS	48
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Behavioral Sciences	3 – 15-2023

Title	Signature	Date
Department Head Dr. David Ward	David Ward	June 15, 2023
Dean Dr. Jeffrey Cass	Jeffrey Cass	June 15, 2023
Assessment Dr. Christine Austin		6.19.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/5/23
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) approved GW	7/18/23

Program Title:
Accelerated BA Psychology to MS Student Affairs Administration

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

This change would allow Behavioral Studies majors in Psychology to complete a Master's degree in accelerated fashion.

Students would substitute up to 12 cr. hours of graduate level Student Affairs Administration courses for an equivalent number of classes in fall and spring semesters of the senior year as follows: SAA 6113 can substitute for PSY 4003 or 4103 or 4203: SAA 6023 and/or 6043 can substitute for 6 hours Upper Division Psychology Electives; and SAA 6033 or 6073 can substitute for Electives.

The admission criteria include completing 90 hours toward the Bachelor's degree with an earned GPA of 3.2 or higher at the time of application to the program. If a student is enrolled in one of these courses at the time of application, the student may be conditionally admitted until grades are submitted for that semester. If a B or better was earned, they may begin the program. If not, their admission will be deferred until the required grade is obtained.

Applications must be submitted to the Student Affairs Administration Graduate Program Director no later than October 15 or March 15 of the semester prior to beginning the program

What impact will the change have on staffing, on other programs and space allocation?
It should have no impact on other programs other than potentially decreasing enrollment in upper division elective courses.

Answer the following Assessment questions:

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

   This will allow the SAA program to become stackable with other university degrees, provide for progressive intellectual development, and provide another employment option for graduates of the undergraduate 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 to adjust to graduate-level work more quickly than they might otherwise. However, only those students who meet the admission criteria will be accepted into the accelerated program. This should lead to students having an adequate level of preparation.

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

      There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a graduate degree during the senior year of their undergraduate degree.

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.

ATU is beginning accelerated programs. This would be the first accelerated program providing streamlined entry into a graduate Student Affairs Administration degree in the United States. This is a natural pairing since many behavioral science bachelor's students find the Student Affairs Admin masters to be a good fit to their undergraduate education.

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

The assessment plan would not change.

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 BA in Psychology (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add the following footnote to PSY Electives (up to 6 cr.): Students in the accelerated program will substitute SAA 6023: Intro to Student Affairs Administration and/or SAA 6043 College Students and Diversity. Add the following footnote to Upper Division Electives (3 cr). Students in the accelerated program will substitute SAA 6023: Intro to Student Affairs Administration and/or SAA 6043: College Students and Diversity.	Senior Spring Semester Add/Change: Add the following footnote to PSY 4003 Capstone: Advanced Research Method and Lab for Psychology: Students in the accelerated program will substitute SAA 6113 Research Design and Analysis. Add the following footnote to Upper Division Electives (3 cr.): Students in the accelerated program will substitute SAA 6033 Student Development Theory or SAA 6073 Counseling Theories and Helping Skills. Total Hours: 15

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General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Arts in Psychology

DEPARTMENT HOMEPAGE

The Psychology curriculum is designed to (1) prepare students for advanced study in psychology; (2) support, through electives, programs of study in other disciplines; (3) give a basis for entry into the job market; (4) arouse the curiosity of all students regarding human behavior; (5) provide opportunities for experiences outside the classroom by way of field programs and practical experiences.

The student majoring in psychology must, in addition to meeting the general education requirements:

Basic Core (13 hours):

- PSY 2003 General Psychology [5]
- PSY 2053 Statistics for the Behavioral Sciences/SOC 2053 Statistics for the Behavioral Sciences [5]
- PSY 2063 Research Design for the Behavioral Sciences/SOC 2063 Research Design for the Behavioral Sciences [5]
- PSY 3191 Careers in Psychology
- Capstone (choose one of the following courses):
  - PSY 4003 Capstone: Advanced Research Method and Lab for Psychology [5]
  - PSY 4103 Capstone: Advanced Psychological Science
  - PSY 4203 Capstone: Psychology in the Community

Topical Core (15 hours must be chosen from these classes):

- PSY 3003 Abnormal Psychology OR PSY 3153 Personality Psychology
- PSY 3053 Behavioral Neuroscience OR PSY 4053 Sensation and Perception
- PSY 3063 Developmental Psychology: Childhood OR PSY 3183 Development Psychology: Adolescence
- PSY 3073 Psychology of Learning OR PSY 4073 Cognitive Psychology
- PSY 4043 Social Psychology/SOC 4043 Social Psychology OR PSY 3123 Evolutionary Psychology

Other:

- Upper Division Elective, PSY 6 hours
- ANTH 2003 Cultural Anthropology or ANTH 1213 Introduction to Anthropology and SOC 1003 Introductory Sociology

- Minor or Second Major

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
USHG 1XXX U.S. History and Government [1]	3	SCIL 1XXX Science with Laboratory [1]	4
MATH XXXX Mathematics [1]	3	PSY 2003 General Psychology [5]	3
TECH 1001 Orientation to the University	1	Elective [2,3]	6
Elective [2,3]	6	**Total Hours**	**16**
Total Hours	**16**		

Sophomore

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	6	PSY Topical Core [4]	3
SCIL 1XXX Science with Laboratory [1]	4	PSY 2063 Research Design for the Behavioral Sciences/SOC 2063 Research Design for the Behavioral Sciences [5]	3
PSY 2053 Statistics for the Behavioral Sciences/SOC 2053 Statistics for the Behavioral Sciences [5]	3	PSY 3191 Careers in Psychology	1
Total Hours	**13**	Elective [2,3]	8
		Total Hours	**15**

Junior

Fall	Credits	Spring	Credits
SOC 1003 Introductory Sociology	3	ANTH 1213 Introduction to Anthropology or ANTH 2003 Cultural Anthropology	3
PSY Topical Core [4]	6	PSY Topical Core [4]	6
Elective [2,3]	6	Elective [2,3]	6
Total Hours	**15**	**Total Hours**	**15**

Senior

Fall	Credits	Spring	Credits
PSY (3000-4000 level) 6	6	CAPSTONE: PSY 4003 Capstone: Advanced Research Method and Lab for Psychology or PSY 4103 Capstone: Advanced Psychological Science or PSY 4203 Capstone: Psychology in the Community [5,6]	3
Elective [2,3], 6	9	Elective [2,3], 6	12
Total Hours	**15**	**Total Hours**	**15**

[1] See appropriate alternatives or substitutions in "General Education Requirements".

[2] A minor or second degree must be completed.

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

[4] See appropriate options in "Topical Core" above.

[5] Psychology majors must earn a grade of 'C' or higher.

6 Accelerated footnote

Accelerated BA-Psy to MS-SAA

DEGREE AUDIT CHECK LIST
(BA-PSY) Psychology
~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		27
Electives		
up to 12 hrs		
SAA 6033 6073		
TOTAL ELECTIVE HOURS		53

Major Requirements		Hrs
*PSY	2003**	3
*PSY/SOC	~(2053, BUAD 2053, or STAT 2163) 2063	6
PSY	3191	1
*PSY	4003 or 4103 or 4203 OR SAA6113	3
PSY	15 HRS FROM (Topical Core): (3053 or 4053) (3073 or 4073) (3003 or 3153) (3063 or 3183) (PSY/SOC 4043 or PSY 3123)	15
PSY ELEC	6 HRS UD OR SAA 6023 and/or 6043	6
*MUST EARN C OR BETTER		
ANTH	1213 OR 2003**	3
SOC	1003**	3
**Must declare a minor or 2nd degree		
	TOTAL MAJOR HOURS	40
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Behavioral Sciences	3 – 15-2023

Title	Signature	Date
Department Head Dr. David Ward	David Ward	June 15, 2023
Dean Dr. Jeffrey Cass	Jeffrey Cass	June 15, 2023
Assessment Dr. Christine Austin		6.19.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/5/23
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) approved GW	7/18/23

Program Title:
Accelerated BA Sociology to MS Student Affairs Administration

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

This change would allow Behavioral Studies majors in Sociology to complete a Master's degree in accelerated fashion.

Students would substitute up to 12 cr. hours of graduate level Student Affairs Administration courses for an equivalent number of upper division electives or 9 hours upper division elective and 3 hours in fall and spring semesters of the senior year.

The admission criteria include completing 90 hours toward the Bachelor's degree with an earned GPA of 3.2 or higher at the time of application to the program. If a student is enrolled in one of these courses at the time of application, the student may be conditionally admitted until grades are submitted for that semester. If a B or better was earned, they may begin the program. If not, their admission will be deferred until the required grade is obtained.

Applications must be submitted to the Student Affairs Administration Graduate Program Director no later than October 15 or March 15 of the semester prior to beginning the program

What impact will the change have on staffing, on other programs and space allocation?
It should have no impact on other programs other than potentially decreasing enrollment in upper division elective courses.

Answer the following Assessment questions:

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

   This will allow the SAA program to become stackable with other university degrees, provide for progressive intellectual development, and provide another employment option for graduates of the undergraduate 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 to adjust to graduate-level work more quickly than they might otherwise. However, only those students who meet the admission criteria will be accepted into the accelerated program. This should lead to students having an adequate level of preparation.

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

      There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a graduate degree during the senior year of their undergraduate degree.

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.

ATU is beginning accelerated programs. This would be the first accelerated program providing streamlined entry into a graduate Student Affairs Administration degree in the United States. This is a natural pairing since many behavioral science bachelor's students find the Student Affairs Admin masters to be a good fit to their undergraduate education.

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

The assessment plan would not change.

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 BA in Sociology (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Change: Elective from 9 hours to 12 hours Delete: 3 hours SOC Elective (3000-4000 level) Total Hours:	Junior Spring Semester Change: Elective from 9 hours to 12 hours Delete: 3 hours SOC Elective (3000-4000 level) Total Hours:
Senior Fall Semester Change: SOC Elective (3000-4000 level) from 3 hours to 6 hours and add footnote 4 Change: Elective from 12 to 9 hours and add footnote 4. Add the following footnote to SOC elective (up to 3): Students in the accelerated program will substitute SAA 6023: Intro to Student Affairs Administration and/or SAA 6043: College Students and Diversity. Total Hours: 15	Senior Spring Semester Change: Elective from 12 hours to 9 hours and add footnote 4 Add: 3 hours SOC Elective (3000-4000 level) and add footnote 4. Add the following footnote to SOC Electives (up to 3): Students in the accelerated program will substitute SAA 6033: Student Development Theory and/or SAA 6073: Counseling Theories and helping Skills. Total Hours: 15

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General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Arts in Sociology

DEPARTMENT HOMEPAGE

The Sociology curriculum is designed to prepare students for employment in a range of careers or for advanced study in sociology, law, criminology, criminal justice, counseling, education, research, population, social work or other related fields. Sociology prepares majors to deal with the constant social change that is today's world.

In addition to understanding the organization of social groups and the human behaviors that comprise everyday social life, sociologists remain important contributors to the collection of data pertaining to these levels of human behavior. The undergraduate sociology major learns to identify problems, formulate appropriate questions, search for answers, analyze data, organize information, and express themselves in written and spoken communication.

The undergraduate major provides a strong liberal arts degree for entry-level positions throughout the business, social service, and government worlds. In addition to the general education requirements, a student majoring in sociology must complete:

(1) 30 hours of sociology including:

- SOC 1003 Introductory Sociology
- SOC 2053 Statistics for the Behavioral Sciences/PSY 2053 Statistics for the Behavioral Sciences
- SOC 2063 Research Design for the Behavioral Sciences/PSY 2063 Research Design for the Behavioral Sciences
- SOC 2073 Classical Theories of Sociology
- SOC 2083 Contemporary Theories of Sociology
- SOC 3163 Introduction to Social Research
- SOC 4283 Sociology Capstone
- 9 credit hours of 3000-4000 level Sociology courses

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

(3) PSY 2003 General Psychology

(4) RS 2003 Introduction to Rehabilitation Science; or CJ 2003 Introduction to Criminal Justice/SOC 2003 Introduction to Criminal Justice

(5) ANTH 1213 Introduction to Anthropology or ANTH 2003 Cultural Anthropology.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SCIL 1XXX Science with Laboratory [1]	4	FAH 1XXX Fine Arts and Humanities Courses [1]	3
TECH 1001 Orientation to the University	1	ANTH 1213 Introduction to Anthropology or ANTH 2003 Cultural Anthropology	3
SOC 1003 Introductory Sociology	3	MATH XXXX Mathematics [1]	3
Elective [2,3]	3	Elective [2,3]	3
Total Hours	**14**	**Total Hours**	**15**

Sophomore

Fall	Credits	Spring	Credits
PSY 2003 General Psychology	3	USHG 1XXX U.S. History and Government [1]	3
SCIL 1XXX Science with Laboratory [1]	4	FAH 1XXX Fine Arts and Humanities Courses [1]	3
PSY 2053 Statistics for the Behavioral Sciences/SOC 2053 Statistics for the Behavioral Sciences	3	SOC 2083 Contemporary Theories of Sociology	3
PSY 2063 Research Design for the Behavioral Sciences/SOC 2063 Research Design for the Behavioral Sciences	3	Elective [2,3]	6
		Total Hours	**15**

Fall	Credits
SOC 2073 Classical Theories of Sociology	3
Total Hours	**16**

Junior

Fall	Credits	Spring	Credits
RS 2003 Introduction to Rehabilitation Science or CJ 2003 Introduction to Criminal Justice/SOC 2003 Introduction to Criminal Justice	3	SOC 3163 Introduction to Social Research	3
SOC Elective (3000-4000 level)	3	SOC Elective (3000-4000 level)	3
Elective [2,3]	9	Elective [2,3]	9
Total Hours	**15**	**Total Hours**	**15**

Senior

Fall	Credits	Spring	Credits
SOC Elective (3000-4000 level) [4]	3	SOC 4283 Sociology Capstone	3
Elective [2,3], [4]	12	Elective [2,3], [4]	12
Total Hours	**15**	**Total Hours**	**15**

[1] See appropriate alternatives or substitutions in "General Education Requirements".

[2] A minor, an associate's degree or a second degree must be completed.

[3] To be chosen in consultation with advisor. Students are strongly encouraged to pursue a foreign language. At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

4 Accelerated footnote

Accelerated BA-SOC to MS-SAA

DEGREE AUDIT CHECK LIST

(BA-SOC) Sociology

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		27
Electives		
up to 12hrs		
Any SAA		
TOTAL ELECTIVE HOURS		54

Major Requirements		Hrs
SOC	1003** 2073 2083 3163 4283	15
SOC/PSY	~(2053, BUAD 2053, or STAT 2163) 2063	6
SOC	(9 HRS UD) OR (6 HRS UD and	9
	3hrs SAA 6023, 6043, 6037, 6073)	
ANTH	1213 or 2003**	3
PSY	2003**	3
	(RS 2003 or CJ/SOC 2003)	3
MUST COMPLETE MINOR OR 2ND DEGREE		
	TOTAL MAJOR HOURS	39
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of English & World Languages	06-16-23

Title	Signature	Date
Department Head Dr. Emily Hoffman	Emily Hoffman	06-16-23
Dean Dr. Jeff Cass	Jeffrey Cass	06-16-23
Assessment Dr. Christine Austin		6.19.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/26/23
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:
Bachelor of Arts World Languages - Spanish

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 the following required courses:
SPAN 3133: Spanish-American Civilization and Culture;
SPAN 3123: Spanish Civilization and Culture;
SPAN 3233: Introduction to Literature;
SPAN 4023: Introduction to Spanish Linguistics;
SPAN 4213: Spanish Literature; and
SPAN 4223: Spanish-American Literature;

Delete the 6 hours of upper division Spanish electives;

Allow 6 hours from the following:
SPAN 3113: Business Spanish;
SPAN 3143: Study Abroad;
SPAN 3163: Community Internship Experience;
SPAN 3383: Principles of Interpretation; and

Add the following new courses:
SPAN 3173: Hispanic Civilizations and Culture;
SPAN 4003: Oral Communication; and
SPAN 4233: Hispanic Literature

What impact will the change have on staffing, on other programs and space allocation?
No changes to current staffing and space allocation will be necessary. No programs will be negatively impacted.

Answer the following Assessment questions:

a. How does the program change align with the university mission?
Goal 2 of Arkansas Tech's ATU 2025: Strategic Plan is "Student Success and Support."

More specifically, Item 1 says ATU will "[i]ncrease student persistence, retention, and graduation rates in all monitored demographic categories. Reducing the number of credit hours required for the major to 30 will concentrate majors in a smaller number of Spanish sections each semester. This will reduce cancellation of low-enrolled sections, which can disrupt student progress and delay their graduation. This will also reduce the likelihood of students seeking out courses at other institutions for transfer back to ATU in order to meet program requirements.

Item 2 says ATU will "[i]ncrease opportunities for high-impact practices, experiential learning and student engagement. The proposed revisions offer students a limited range of 4 major elective options, two of which are SPAN 3143 Study Abroad and SPAN 3163 Community Internship Experience. As a result, more students should be enrolling in one or both of these courses tied to high-impact learning practices.

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?
    See "a" above.

To expand the discussion of Strategic Plan Goal 2, Item 2 above, the proposed changes more directly funnel students toward experiential learning opportunities, which are especially valuable for foreign language mastery. The changes decrease more artificial classroom language practice and increase opportunities for organic, real-world interactions with native ond heritage Sponish speakers both locally and abroad.

The increase in general elective hours allaws students to more easily add a second major or certificate of proficiency that complements their Spanish language skills and make them more attractive to potential employers. The new emphasis on SPAN 3113 Business Spanish (proposed as 1 of 4 electives) and SPAN 4003 Oral Communicotion (proposed os a requirement) will also position BA Spanish majors to more effectively use the language in various professional settings.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
   BA Spanish students have been meeting or exceeding expectations/targets for the majority of the grade-bosed and embedded assessments of the program's learning outcomes. For instance, in 2022, BA Sponish students met the target for the grade-based assessment of LO5: Familiarity with literature written in Sponish and exceeded the torget for the embedded assessment for it. Further, majors met the grade-based assessment target for SPAN 3123 and SPAN 3133. Becouse students are already successful in these areas where there have been two required courses, we are confident this will continue with only one required course each in the areas of literature and culture/civilization.

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.
   BA Spanish majors at ATU must currently complete 39 credit hours of Spanish coursework to earn the degree. Among 4-yeor public institutions in Arkansos, UCA, UAFS, and U of A Fayetteville olso offer undergraduate degree programs in Spanish. Reducing the number of required major hours will align Tech more closely with U of A Fayetteville, which requires 33 credit hours while placing the program below the number of credit hours (37) UCA requires. UAFS requires over 40 credit hours of Spanish for its BA Spanish degree.

   In addition, the change will align ATU more closely with the number of Spanish credit hours other regional state universities in the Midwest and South require of their majors. For instance, University af Louisiana-Monroe requires 30 credit hours. University of Central Oklohoma requires 33 credit hours of Spanish. Fort Hays State University (KS) requires 34 credit hours while Missouri Southern State University requires 36.

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 the attached assessment 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.

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

Curriculum Matrix for Catalog Curriculum in Bachelor of Arts World Language - Spanish	
Freshman Fall Semester - NO CHANGES Add/Change: Delete: Total Hours:	Freshman Spring Semester - NO CHANGES Add/Change: Delete: Total Hours:
Sophomore Fall Semester – NO CHANGES Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add: Increase General Elective hours from 6 to 9. Delete: SPAN 3213 Advanced Grammar and Usage Total Hours:
Junior Fall Semester Add: SPAN 3173 Hispanic Civilizations & Cultures 3 hours from: SPAN 3113: Business Spanish; SPAN 3143: Study Abroad; SPAN 3163: Community Internship Experience; OR SPAN 3383: Principles of Interpretation Delete: SPAN 3133 Spanish-American Civilization and Culture SPAN 3233 Introduction to Literature Total Hours:	Junior Spring Semester Add: SPAN 3213 Advanced Grammar and Usage 3 hours from: SPAN 3113: Business Spanish; SPAN 3143: Study Abroad; SPAN 3163: Community Internship Experience; OR SPAN 3383: Principles of Interpretation Increase electives from 6 hours to 9 hours Delete: SPAN 3123 Spanish Civilization and Culture SPAN 4023 Introduction to Spanish Linguistics 3 hours of SPAN Elective (3000-4000 level) Total Hours:
Senior Fall Semester Add: SPAN 4233 Hispanic Literature Increase electives from 9 to 12 hours Delete: SPAN 4213: Spanish Literature 3 hours SPAN Elective (3000-4000 level) Total Hours:	Senior Spring Semester Add/Change: SPAN 4003 Oral Communication Delete: SPAN 4223 Spanish-American Literature Total Hours:

ARKANSAS TECH UNIVERSITY

Arkansas Tech University

Assessment Plan - Foreign Language (BA)

This Assessment Plan outlines the outcomes, measures, and targets for student achievement in this degree.

June 05, 2023

Table of Contents

Assessment Plan - Foreign Language (BA)

Major-AH-ENGL-Foreign Language (BA) - All Options 2022

Institutional Mission ... 2

Program Mission ... 2

1 2022 ... 3

1.1 LO1: Communication Skills ... 3

1.2 LO2: Understanding role of Spanish and cultural differences ... 5

1.3 LO3: Understand print and non-print texts in Spanish ... 7

1.4 LO4: Conduct research ... 8

1.5 LO5: Familiarity with literature written in Spanish ... 9

Major-AH-ENGL-Foreign Language (BA) - All Options 2022

Internal Review

1 GOALS 5 OUTCOMES 18 MEASURES 18 TARGETS 18 FINDINGS 11 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 B.A. Spanish program seeks to help students express themselves effectively, develop a respect for and an understanding of their own and other languages, appreciate and profit from a study of our global literary heritage, increase their awareness of and empathy for diverse peoples and cultures, discover the relevance of ideas and values found in their reading, and learn to think critically and evaluate wisely.

B.A. Spanish majors are prepared to live in a global society and for a variety of careers in advertising, communications, education, government, management, personnel work, public relations, and sales. The degree prepares students for graduate study of business, law, or the humanities.

PLAN INFORMATION BLOCK

Point of Contact for this year's assessment (add additional names as needed):
1) Carl Brucker
2) Patricia Joselin
3) Scott O'Neil
4) Claire Kortyna
5) Brent Hogan

APPROVALS

Department Head Approval: Date:

Dean Approval: Date:

Office of Assessment Review: Date:

Student Learning Outcomes assessed during the calendar year:
(Add more as necessary)
Outcome 1: LO2: Understanding role of Spanish and cultural differences
Outcome 1: LO5: Familiarity with literature written in Spanish.

Program Level Context and Additional Comments:

Program Learning Outcomes		Expectations/Target for this Outcome
1 **Calendar Year Assessment Information** 2022		
1.1 LO1: Communication Skills Effective use of spoken and written Spanish in interpersonal, academic, and professional contexts	1.1.1 Embedded Assessment SPAN 3003 and SPAN 3013 Clear and Coherent Writing in Spanish Embedded assessment in SPAN 3003 and SPAN 3013 on students' ability to produce clear and coherent writing in Spanish.	1.1.1.1 Nothing Entered Embedded assessment in SPAN 3003 and SPAN 3013 on students' ability to produce clear and coherent writing in Spanish. At least 75% of B.A. Spanish students' are scored Target or High-Acceptable on their ability to produce clear and coherent writing in Spanish.

Program Learning Outcomes	Expectations/Target for this Outcome
1.1.2 Exit Interview EXIT INTERVIEWS of graduating B.A. in Spanish students on which they self-assess their improvement in the effective use of spoken and written Spanish.	1.1.2.1 Nothing Entered EXIT INTERVIEWS of graduating B.A. in Spanish students on which they self-assess their improvement in the effective use of spoken and written Spanish. At least 75% of graduating B.A. Spanish students report Good or Great Improvement in their ability to effectively use spoken and written Spanish.
1.1.3 Grade-BasedAssessment Mean grade of Spanish graduates in advanced language skills courses--SPAN 3003 Conversation and Composition I, SPAN 3013 Conversation and Composition II, and SPAN 3213 Advanced Grammar.	1.1.3.1 Nothing Entered Mean grade of Spanish graduates in advanced language skills courses--SPAN 3003 Conversation and Composition I, SPAN 3013 Conversation and Composition II, and SPAN 3213 Advanced Grammar. The mean grade of graduating B.A. Spanish graduates in the advanced language skills courses should be at least 3.00.
1.1.4 embedded assessment SPAN 3003 and SPAN 3013 ability to communicate orally in Spanish Embedded assessment in SPAN 3003 and SPAN 3013 on students' ability to communicate orally in Spanish	1.1.4.1 Nothing Entered Embedded assessment in SPAN 3003 and SPAN 3013 on students' ability to communicate orally in Spanish At least 75% of B.A. Spanish students are scored as Acceptable-High or Target on their ability to communicate orally in Spanish.

Program Learning Outcomes		Expectations/Target for this Outcome
	1.1.5 Embedded Assessment SPAN 4213 and SPAN 4223 analyze and synthesize in written Spanish Embedded assessment in SPAN 4213 and SPAN 4223 on students' ability to analyze and synthesize in written Spanish.	1.1.5.1 Nothing Entered Embedded assessment in SPAN 4213 and SPAN 4223 on students' ability to analyze and synthesize in written Spanish. At least 75% of B.A. Spanish students are scored Target or High-Acceptable in their ability to analyze and synthesize in written Spanish.
	1.1.6 Embedded Assessment SPAN 4213 and SPAN 4223 oral communication B.A. Spanish students in SPAN 4213 and SPAN 4223 are scored Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence on their ability to communicate orally in Spanish.	1.1.6.1 Nothing Entered B.A. Spanish students in SPAN 4213 and SPAN 4223 are scored Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence on their ability to communicate orally in Spanish. At least 75% of B.A. Spanish students are scored Target or High-Acceptable in their ability to communicate orally in Spanish.
1.2 LO2: Understanding role of Spanish and cultural differences Understanding of the dynamic nature of language usage and the cultural role of Spanish in the global community	1.2.1 Exit Interview The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in Foreign Languages students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point scale of No Improvement, Little Improvement, Good Improvement, and Great Improvement.	1.2.1.1 [redacted] B.A. in Spanish Education graduates self-assess their improvement in linguistic awareness, scoring themselves on a four-point scale of No Improvement, Little Improvement, Good Improvement, and Great Improvement. At least 75% of B.A. Spanish Education graduates report Good or Great Improvement in their linguistic awareness.

Program Learning Outcomes		Expectations/Target for this Outcome
	1.2.2 Grade-Based Assessment The mean GPA of B.A. Spanish graduates in SPAN 3123 Spanish Civilization and Culture and SPAN 3133 Spanish-American Civilization and Culture.	1.2.2.1 Met The mean GPA of B.A. Spanish graduates in SPAN 3123 Spanish Civilization and Culture and SPAN 3133 Spanish-American Civilization and Culture. B.A. Spanish graduates should have a mean GPA in the advanced language skills course of at least 3.00.
	1.2.3 Grade-Based Assessment The mean grade of B.A. Spanish graduates in linguistics courses SPAN 3023 or SPAN 4023.	1.2.3.1 Not Met The mean grade of B.A. Spanish graduates in linguistics courses SPAN 3023 or SPAN 4023. The mean grade of B.A. Spanish graduates in linguistics courses SPAN 3023 or SPAN 4023 is at least 3.00.
	1.2.4 Embedded Assessment B.A. Spanish students in SPAN 3003 and SPAN 3013 are scored as Target, High Acceptable, Low-Acceptable, Unacceptable, or No Evidence in their knowledge of contemporary and historical Spanish-speaking cultures.	1.2.4.1 Exceeded B.A. Spanish students in SPAN 3123 and SPAN 3133 are scored as Target, High Acceptable, Low-Acceptable, Unacceptable, or No Evidence in their knowledge of contemporary and historical Spanish-speaking cultures. At least 75% of B.A. Spanish students' in SPAN 3123 and SPAN 3123 are scored Target or High-Acceptable in their knowledge of contemporary and historical Spanish-speaking cultures.

Program Learning Outcomes		Expectations/Target for this Outcome
1.3 LO3: Understand print and non-print texts in Spanish Ability to understand and respond analytically to print and non-print Spanish texts	1.3.1 Exit Interview The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in Foreign Languages students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point scale of No Improvement, Little Improvement, Good Improvement, and Great Improvement.	1.3.1.1 Nothing Entered The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in Foreign Languages students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point s At least 75% of Spanish graduates report Good or Great improvement in their ability to understand and interpret written and spoken examples of Spanish on a variety of topics.
	1.3.2 Grade-Based Assessment The mean grade of graduating Spanish majors in the required literature courses, SPAN 4213 and SPAN 4223.	1.3.2.1 Nothing Entered The mean grade of graduating Spanish majors in the required literature courses is at least 3.00.
	1.3.3 Literature Project Student research report scores from the LITERATURE PROJECT offered in foreign language courses 4213 and 4223.	1.3.3.1 Nothing Entered At least 70% of language students are scored as Acceptable-High or Target on all 19 LITERATURE PROJECT research report standards.

Program Learning Outcomes		Expectations/Target for this Outcome
1.4 LO4: Conduct research Ability to conduct research and use it effectively.	1.4.1 Embedded Assessment SPAN 3123 and SPAN 3133 ability to research Embedded assessment in SPAN 3123 and SPAN 3133 on students' ability to research and use it effectively.	1.4.1.1 Nothing Entered Embedded assessment in SPAN 3123 and SPAN 3133 on students' ability to research and use it effectively. At least 75% B.A. Spanish students in SPAN 3123 and SPAN 3133 are scored Target or High-Acceptable in their ability to research and use it effectively.
	1.4.2 Exit Interview The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in Spanish students. As part of this interview, students are asked to self-assess their improvement in each of the learning objectives, scoring themselves on a four-point scale of No Improvement, Little Improvement, Good Improvement, and Great Improvement.	1.4.2.1 Nothing Entered The Department Head conducts graduate EXIT INTERVIEWS of graduating B.A. in Spanish students. As part of this interview, students are asked to self-assess their improvement in research ability. At least 75% of B.A. Spanish students report Good or Great Improvement in their ability to conduct research.
	1.4.3 Embedded Assessment SPAN 4213 and SPAN 4223 ability to research B.A. Spanish students in SPAN 4123 and SPAN 4223 are scored Target, High-Acceptable, Low-	1.4.3.1 Nothing Entered B.A. Spanish students in SPAN 4123 and SPAN 4223 are scored Target, High-Acceptable, Low-Acceptable, Unacceptable, or No Evidence on their ability to research and use it effectively. At least 75% B.A. Spanish Education students in SPAN 4213 and SPAN 4223 are scored

Program Learning Outcomes		Expectations/Target for this Outcome
	Acceptable, Unacceptable, or No Evidence on their ability to research and use it effectively.	Acceptable-High or Target in their ability to research and use it effectively.
1.5 LO5: Familiarity with literature written in Spanish. Familiarity with major figures, works, and movements in Spanish and Spanish-American literature.	1.5.1 Grade-based Assessment The mean grade of B.A. Spanish graduates in SPAN 4213 Spanish Literature and 4223 Spanish-American Literature	1.5.1.1 Met The mean grade of B.A. Spanish graduates in SPAN 4213 Spanish Literature and 4223 Spanish-American Literature The mean grade of B.A. Spanish graduates in SPAN 4213 and SPAN 4223 is at least 3.00.
	1.5.2 Embedded Assessment B.A. Spanish students in SPAN 4213 and SPAN 4223 are scored as Target, High-Aceptable, Low-Acceptable, Unacceptable, or No Evidence in their familiarity with major Spanish and Spanish-American authors, works, and movements	1.5.2.1 Exceeded B.A. Spanish students in SPAN 4213 and SPAN 4223 are scored as Target, High-Aceptable, Low-Acceptable, Unacceptable, or No Evidence in their familiarity with major Spanish and Spanish-American authors, works, and movements At least 75% of B.A. Spanish students will be scored as Target or High-Acceptable in their familiarity with major Spanish and Spanish-American authors, works, and movements

DEGREE AUDIT CHECK LIST
(BA-SPAN) World Languages - Spanish
~~2023-24~~ 2024-25

Date	
Grade Point	**Graduation Date**

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI	(6-9hrs)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9hrs)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3hrs)	15
TECH 1001 ♦		1
TOTAL GEN ED HOURS		**36**
Electives		
		54
TOTAL ELECTIVE HOURS		~~45~~

Major Requirements		Hrs
SPAN	2013 3003 3013 ~~3123~~ ~~2133~~ 3173 4003 4233 3213 ~~3253~~ ~~4023~~ ~~4213~~ ~~4223~~	
~~SPAN~~	~~(6 HR UD)~~	
SPAN	(2023 or 2033)	~~99~~
SPAN	313 3143 3163 3383	30
6 hrs		
		30
	TOTAL MAJOR HOURS	~~39~~
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

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

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General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Arts World Languages - Spanish

DEPARTMENT HOMEPAGE

The program in world languages helps students grow personally, socially, and professionally. The department works to develop students' learning skills in world languages; to teach students to communicate effectively; to foster cultural understanding, tolerance and world perspective; and to prepare students to live, study, or work in international settings. World languages students are prepared to pursue graduate degrees and a variety of careers in business and industry, communication, education, foreign service, government, and public relations.

Students may choose a degree program in Spanish; pursue studies in Latin; or complete a minor in French, German, Japanese, Latin American/Latino studies with language proficiency, Latin American/Latino studies without language proficiency, Spanish, and Spanish Medical Interpretation.

The degree program in Spanish requires ~~33~~ 30 hours.

- SPAN 2013 Intermediate Spanish I
- SPAN 2023 Intermediate Spanish II or SPAN 2033 Intermediate Spanish II for Heritage Speakers
- SPAN 3003 Conversation and Composition I
- SPAN 3013 Conversation and Composition II
- ~~SPAN 3123 Spanish Civilization and Culture~~
- ~~SPAN 3133 Spanish-American Civilization and Culture~~ SPAN 3173
- SPAN 3213 Advanced Grammar and Usage SPAN 4003
- ~~SPAN 3233 Introduction to Literature~~ SPAN 4233
- ~~SPAN 4023 Introduction to Spanish Linguistics~~ 6 credit hours from:
- ~~SPAN 4213 Spanish Literature~~ SPAN 3113
- ~~SPAN 4223 Spanish-American Literature~~ SPAN 3143
- ~~6 credit hours of upper-level Spanish electives~~ SPAN 3163 SPAN 3383

Students with previous world languages experience may petition the Department of English and World Languages for advanced placement and credit. Petitioners will be given written and/or oral examinations by a world languages faculty member who will then recommend an appropriate language placement level. This placement level will not exceed FR 3013 Conversation and Composition II, GER 3013 Conversation and Composition II, JPN 3013 Conversation and Composition II, or SPAN 3013 Conversation and Composition II, and will be approved by the department head. Students who have omitted one or more courses in the basic language sequence will

receive credit for omitted courses when they have validated their advanced placement by passing the course into which they are placed with a grade of "C" or better.

Students who want to improve their Japanese language skills and cultural knowledge may do so by studying for a semester or a year at Komazawa University in Tokyo.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
USHG 1XXX U.S. History and Government [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
MATH XXXX Mathematics [1]	3	SCIL 1XXX Science with Laboratory [1]	4
SPAN 2013 Intermediate Spanish I [2,3]	3	SS 1XXX Social Science Courses [1]	3
TECH 1001 Orientation to the University	1	SPAN 2023 Intermediate Spanish II or SPAN 2033 Intermediate Spanish II for Heritage Speakers [2,3]	3
Total Hours	13	**Total Hours**	16

Sophomore

Fall	Credits	Spring	
SS 1XXX Social Science Courses [1]	3	SFHS 1XXX Social Sciences/Fine Arts/Humanities/Communicatio Courses [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3	SPAN 3013 Conversation and Composition II	3
SCIL 1XXX Science with Laboratory [1]	4	~~SPAN 3213 Advanced Grammar and Usage~~	~~3~~
SPAN 3003 Conversation and Composition I	3	Elective [4]	~~6~~ 9
		Total Hours	15

Fall	Credits
Elective[4]	3
Total Hours	**16**

Junior

Fall	Credits	Spring	Credits
~~SPAN 3133 Spanish-American Civilization and Culture~~ SPAN 3173	3	~~SPAN 3123 Spanish Civilization and Culture~~ SPAN 3213	3
~~SPAN 3233 Introduction to Literature~~	3	~~SPAN 4023 Introduction to Spanish Linguistics~~	3
Elective[4]	9	~~SPAN Elective (3000-4000 level)~~ ~~3~~	
Total Hours	**15**	Elective[4] ~~6~~ 9	
		Total Hours	**15**

3 hours from:
SPAN 3113
SPAN 3143
SPAN 3163
SPAN 3383

3 hours from:
SPAN 3113
SPAN 3143
SPAN 3163
SPAN 3383

Senior

Fall	Credits	Spring	Credits
~~SPAN 4213 Spanish Literature~~ SPAN 4233	3	~~SPAN 4223 Spanish-American Literature~~ SPAN 4003	3
~~SPAN Elective (3000-4000 level)~~ ~~3~~		Elective[4]	12
Elective[4] ~~9~~ 12		**Total Hours**	**15**
Total Hours	**15**		

[1] See appropriate alternatives or substitutions in "General Education Requirements".

[2] Students with previous study in a foreign language should refer to Foreign Language Advanced Placement and Credit under Credit by Examination.

[3] Lab attendance is required for the beginning and intermediate foreign language courses.

[4] At least 40 of the total hours required for graduation must be 3000-4000 level.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
School of Business	08-18-23

Title	Signature	Date
Department Head Kevin Mason (Assoc. Dean)	Kevin Mason	8/23/2023
Dean Tracy Cole	Tracy Cole	8-24-23
Assessment Dr. Christine Austin		9.13.23
Registrar Ms. Tammy Weaver	Tammy Weaver	9/13/23
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:
Health Information Management

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)

Accept any general education math (MATH 1003 or higher) for the HIM program instead of MATH 1113 only

What impact will the change have on staffing, on other programs and space allocation?
More students will likely choose to take MATH 1003 instead of MATH 1113

Answer the following Assessment questions:

a. How does the program change align with the university mission?
   Many students will not choose a major that requires MATH 1113. By allowing MATH 1003 as an option, more students will choose to attend ATU, choose the HIM major, which will ultimately lead to student success.
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. Our accrediting agency only requires math statistics
c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?
      This change will allow more students to choose the HIM major and will remove what they see as a stumbling block in having to complete MATH 1113.
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

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**
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**

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 Health Information Management (enter title for program changing)	
Freshman Fall Semester Add/Change: **Change MATH 1113 as only requirement to allow general education math including MATH 1003** Delete: N/A Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

RE: HIM Curriculum change proposal

Sara Daniel <sdaniel8@atu.edu>
Wed 9/13/2023 8:57 AM
To:Christine Austin <caustin@atu.edu>;Tracy Cole <tcole7@atu.edu>
Cc:Tammy Weaver <tweaver@atu.edu>;Kevin Mason <kmason@atu.edu>

2 attachments (364 KB)
Baccalaureate-HIM-competencies.xlsx; SKM_750i23091308440.pdf;

Good morning everyone!
Our HIM program is accredited by CAHIIM—Commission on Accreditation for Health Informatics and Information Management Education. Here is a link to all of the accredited baccalaureate HIM programs in the U.S. https://www.cahiim.org/programs/program-directory . There are currently 71 baccalaureate HIM programs in the U.S. The only MATH requirement by CAHIIM is a three-hour stats course. They do not specify any other math—such as requiring college math versus college algebra. I have included a copy of the current HIM competencies. You can see at the very bottom the "Supporting Body of Knowledge" in which only math stats are required.

Of the 71 accredited programs, several colleges/universities require college algebra or higher, several require college math or higher, and many only require a 3-hour stats class to meet the CAHIIM math requirements.

I have attached some information for your review from other CAHIIM accredited schools across the nation. (ATU is the only CAHIIM accredited baccalaureate program in the state of AR)

Page # 1—Davenport University---requires College Mathematics
Page # 2—Southwestern OK State University—requires GE Math
Page # 3—Eastern Kentucky University—requires College Mathematics or higher
Page # 4—Indiana University—Requires basic mathematics
Page # 5—Keiser University—requires College Mathematics or College Algebra
Page # 6—Coppin State University—requires stats only—no other math required

I did reach out to the Registrar's office, and they do not have any data regarding this matter. I have also reached out to Institutional Research to see if they have any data related to this topic—possibly DFW rates for college algebra versus college math. I understand there have been several other programs on campus changing their requirements from College Algebra to College Math including agriculture business and Behavioral sciences.

If I receive any further information, I will pass it along. Please let me know if you have any questions.

Sara Daniel

From: Christine Austin <caustin@atu.edu>
Sent: Tuesday, September 12, 2023 7:51 AM
To: Tracy Cole <tcole7@atu.edu>
Cc: Tammy Weaver <tweaver@atu.edu>; Kevin Mason <kmason@atu.edu>; Sara Daniel <sdaniel8@atu.edu>
Subject: Re: HIM Curriculum change proposal

Hello Everyone,

Thank you for calling attention to this. These did hit my mailbox on Aug. 24, and I was in the middle of scrambling to get my classes going and it got lost! I do apologize.

I can't sign this yet though, because it needs some evidence for the change. In particular, question c.2 needs to have some sort of evidence that shows why making this change is necessary. Do you have student surveys or perhaps numbers of students who have stopped out after MATH 1113?

Also, question b. should have something showing what other HIM programs are doing, if not in the state then regionally. Even a list of required curriculum from a couple other programs would suffice.

Thank you

From: Tracy Cole <tcole7@atu.edu>
Sent: Thursday, August 24, 2023 4:56 PM
To: Christine Austin <caustin@atu.edu>
Cc: Tammy Weaver <tweaver@atu.edu>; Kevin Mason <kmason@atu.edu>; Sara Daniel <sdaniel8@atu.edu>
Subject: HIM Curriculum change proposal

Christine,

I've attached a curriculum change proposal and departmental support form for the HIM program. Please let me know if you need anything else.

Thanks,
Tracy

Tracy Cole, J.D.

Interim Dean

Professor of Legal Studies

Arkansas Tech University

College of Business and Economic Development

Rothwell Hall 430

Russellville, AR 72801

479-968-0491

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Health Information Management Mathematics	■ supports ☐ does not support the change.
Comments: Math department supports the change.	

Department Head Signature: Hamed Shojaei Digitally signed by Hamed Shojaei Date: 2023.08.22 11:08:22 -05'00'

Date: 08/23/2023

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration (EPS)	

Title	Signature	Date
Department Head Dr. Sandy Smith	Sandy M. Smith	6-20-23
Dean Dr. Tim Carter	Tim Carter	6/26/23
Assessment Dr. Christine Austin		7.11.23
Registrar Mrs. Tammy Weaver	Tammy Weaver	9/11/23
Graduate Dean (Graduate Proposals Only)		
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
OL	**3233**	○ Spring ◉ **Summer I**

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

Volunteer Leadership and Development

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

Volunteer Leadership

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

○ Yes ◉ No

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

If so, list course subject and number. ○ Yes ◉ No

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

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

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

Once per academic year (Spring)

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? **Not applicable**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
Not applicable

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.
    1. Provide the program level learning outcome(s) it addresses. **Proposed CP: Nonprofit Studies PLO 1: Governance, Leadership, and Advocacy:** Students recognize, articulate, and apply knowledge and activities related to stewardship, advocacy, leadership and the board of directors, and staff and volunteers.

    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    Analysis Assignment 1: Introduction to Volunteer Leadership
    Analysis Assignment 2: Changing Technology
    Analysis Assignment 3: Corporate Perspectives
    Volunteer Leadership and Development Literature Review

c. What is the rationale for adding this course? What evidence demonstrates this need? **Volunteerism plays a vital role in society by addressing various social, environmental, and community needs. It serves as a catalyst for positive change and fosters a sense of civic responsibility among individuals. As the importance of volunteer work continues to grow, it is crucial to provide aspiring leaders with the necessary knowledge and skills to lead and manage volunteers effectively. This course in volunteer leadership serves as an invaluable resource, equipping students with the expertise required to make a meaningful impact in their communities by addressing the growing demand for volunteers, developing essential leadership skills, and enhancing community engagement.**

Over 12,000 nonprofit organizations support Arkansas' economy, employs 9.2% of the state's private workforce (93,000 employees), generates over $17 billion in annual revenues, and Arkansas foundations gave over $700 million (Independent Sector, 2021); however, the state does not have a single undergraduate program directly focused on the sector. The diversity of nonprofit sector employment is reflected in the design of the certificate: charitable organizations, churches, religious organizations, private foundations (IRS Section 501c3), political organizations (IRS Section 527), and social welfare/political action committees (IRS 501c4). Nonprofit career development may be long-term (e.g., Heifer International, the Clinton Library, Arkansas Community Foundation, Episcopal Diocese of Arkansas) or an immediate entry to a leadership role (e.g., Main Street Russellville, the Boys and Girls Club, River Valley United Way). Generally, pursuing a nonprofit sector career begins with the intersection of career goals, organizational mission, and geographic location. Many nonprofit leaders in Arkansas choose employment in their hometown or county, as the sector is ubiquitous. The diversity of nonprofit organizations in the sector presents challenges in mapping career opportunities to a single path.

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

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

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

Arkansas Tech University
OL 3233 Volunteer Leadership & Development

Instructor:
Office:
Phone:
Email:

CRITICAL DATES

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

Course Description: This course is designed to provide students with a comprehensive understanding of volunteer leadership principles, theories, and practices. The course aims to equip students with the necessary skills and knowledge to lead and manage volunteers in various organizational contexts effectively. Students will explore volunteer motivation, recruitment and retention strategies, team building, communication techniques, and ethical considerations in volunteer leadership. Students will develop the skills and competencies needed to become successful volunteer leaders through a combination of theoretical frameworks, case studies, and practical applications.

Required Text:

Rosenthal, R. (2015). *Volunteer Engagement 2.0: Ideas and Insights Changing the World.* Hoboken: Wiley.

ATU Library Permalink: https://ebookcentral.proquest.com/lib/atu-ebooks/detail.action?docID=1895768

Prerequisite Knowledge: This course does not require any prior knowledge for success. As an online course, written dialogue and assignments are the "coin of the realm." You do not have to be an expert grammarian to succeed. However, you must be professional and attempt to submit work generally free of errors. Proofreading is queen. You must be willing to improve your writing as the course progresses. Those who strive to write professionally enjoy enhanced career success. It is a game-changer for many employers.

Justification for the Course

Volunteerism plays a vital role in society by addressing various social, environmental, and community needs. It serves as a catalyst for positive change and fosters a sense of civic responsibility among individuals. As the importance of volunteer work continues to grow, it is crucial to provide aspiring leaders with the necessary knowledge and skills to lead and manage volunteers effectively. This course in volunteer leadership serves as an invaluable resource, equipping students with the expertise required to make a meaningful impact in their communities by addressing the growing demand for volunteers, developing essential leadership skills, and enhancing community engagement.

Purpose of the Course

OL 3233 Volunteer Leadership & Development challenges you to think. It is not just to think about theories and applications of leadership but to critically explore volunteer leadership and development through diverse assignments and multiple sociocultural lenses. Most importantly, your lived experience before this course shapes the framework of your journey.

Course Learning Objectives (CLOs):

After this course, you should be able to:

- CLO 1: Identify and analyze different theories and models of volunteer motivation.
- CLO 2: Apply effective recruitment and retention strategies to attract and engage volunteers.
- CLO 3: Develop practical communication skills for working with volunteers, including active listening, feedback, and conflict resolution.
- CLO 4: Analyze ethical considerations in volunteer leadership, including power dynamics, diversity, and inclusion issues.
- CLO 5: Analyze and evaluate volunteer programs and their impact on the organization and the volunteers.
- CLO 6: Apply critical thinking and problem-solving skills to address challenges and opportunities in volunteer leadership.

How the Course Meets the General Education Requirements

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

Think critically
Develop ethical perspectives
Communicate effectively

Methodology
Students will achieve course objectives through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, online discussions, blogs, wikis, journals, and individual assignments. At least one PowerPoint presentation is available within each module to correlate with the assigned textbook readings.

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

Basic Technical Skills for Success

- Using Blackboard (and seeking assistance as soon as possible)
- Using email to communicate with your instructor (include course section)
- Creating and submitting files in Word or a similar format
- Submitting written assignments in Word to Blackboard
- Asking for help. (I cannot stress this enough to you).

Technology Requirements for Success

Click here to view recommended Blackboard technology compatibility.

1. **Determine if you are a good fit for an online class.**
   Ask yourself and those around you who know you very well, such as parents, siblings, good friends, or a teacher or mentor whom you respect, to tell you if you are:
   a. A self-motivated, self-driven person who wants to learn and is willing to make it a priority
   b. Willing to initiate conversation and communication with new people you have just met
   c. Someone who possesses effective time management and is rarely known to procrastinate
   d. Someone who doesn't give up easily under pressure, is persistent, and perseveres through challenges
   e. Willing to admit "I don't know" and ask for help

2. **Research the status of your devices for accessing online learning environments.**
   What type of devices do you have for accessing the online learning environment and completing your online assignments? Which one of them is your primary device?

3. **Know your limitations regarding literacy with media and digital skills.**
   There needs to be more than just a computer and knowing how to use it to ensure success in the online learning environment. Today, digital literacy is the primary way to gather information. You must have the ability to find, access, manage, evaluate, analyze, synthesize, utilize, share, and create new knowledge and content using information technologies and the Internet.

4. **Identify your primary connection to the Internet and backup connection.**
   a. Do you have reliable internet access?
   b. How close are you to a public library with computers, internet access, and Wi-Fi access?
   c. How close are you to other public places with internet access, such as Starbucks, Panera, Whole Food Markets, Target, etc.?
   d. What are your alternative plans for internet access?
   e. In addition to Wi-Fi, do you have the possibility to connect to the internet at home directly?
   f. If you are also working, does your workplace allow you to access the internet and Wi-Fi to do your school assignments before and after work?

5. **Talk to other students who have taken courses online to get information about the online learning platform.**
   Getting information about the online learning platform by talking to students who have taken courses online is very useful for any student considering taking online courses. You can learn a lot from a recent student about personal characteristics that you must have to succeed in the online learning environment. You will also learn about the types of digital skills required using the interface and the available support systems.

6. **Find a mentor.**
   Colleges and universities provide students with mentors and advisors through the Student Services and Advising departments. Students who take advantage of this opportunity perform better in their online classes.

Course Structure

The course structure includes 12 individual modules, which center on a specific aspect of volunteer leadership and development. However, several modules reinforce learning and may not necessarily introduce new information to you. The module structure is as follows:

- Module 1: Introduction to Volunteer Leadership Part I
- Module 2: Introduction to Volunteer Leadership Part II
- Module 3: Changing Times
- Module 4: Engaging Volunteers Part I
- Module 5: Engaging Volunteers Part II
- Module 6: Changing Technology Part I

- Module 7: Changing Technology Part II
- Midterm Literature Review Draft
- Module 8: Changing Corporate Perspectives Part I
- Module 9: Changing Corporate Perspectives Part II
- Module 10: Changing Corporate Perspectives Part III
- Module 11 Changing Strategies
- Module 12 Literature Review Submission
- Final Exam

Assignments

Throughout the course, assignments reinforce students' understanding of the course material and apply different leadership concepts. Your instructor will post all assignments in the "Course Content" tab on Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the Course Schedule available in the Start Here folder. Students must submit all assignments through Blackboard to receive credit.

Participation/Discussion Board

Points will be deducted for each posting that is not submitted. To earn the total points for the discussion board, you must answer the post and reply to another student's post in the class. Your answers should be relevant to the discussion topic and demonstrate your understanding of the subject. Participation is assessed on the extent to which you reply to my questions and how you communicate with your other classmates regarding their posts. Remember, you will get what you put into the discussion boards. Please refer to the discussion board participation and expectation guidance in the Course Information folder.

Blogs

A Blog is a collaborative tool that allows students to post their reflections about the course or discuss and analyze course-related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course. Individual blogs allow each student to share thoughts publicly, work with others in the course, and receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course blogs allow all users to share their thoughts and work in one common area that everyone can read and post comments on. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy.

Case Studies

The term case study refers to both a method of analysis and a specific research design for examining a problem, used in most circumstances to generalize across populations.

A case study research paper examines a person, place, event, phenomenon, or another type of subject of analysis. It extrapolates critical themes and results that help predict future trends, illuminates previously hidden issues that can be applied to practice, and provide a means for understanding a crucial research problem with greater clarity. A case study paper usually examines a single subject of analysis. Still, case study papers can also be designed as a parallel investigation showing relationships between two or more topics.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

Rubrics

Each learning activity and assessment item above is evaluated by a rubric designed for each. The rubric for each type of assignment may be found in every module containing an assignment. It is highly recommended that you read and review the rubric before initiating (and submitting) a learning activity or assessment.

Netiquette

Netiquette (net + etiquette) is the code of proper conduct applied to virtual online spaces. This system is dictated by common sense rules (manners) and social conventions.

Source: Educational Technology and Mobile Learning

- Before posting your question on a discussion board, check if anyone has already asked and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts, or pictures.
- Don't type in ALL CAPS! If you do, it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic, even as a joke, because your peers might not realize you're joking without hearing your tone of voice.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully, and acknowledge the valid points in your classmate's argument. If you reply to a classmate's question, ensure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.

- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so others won't have to go back and figure out which post you are referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger them for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Please include the section number of your course in the subject line when sending your instructor an email.

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

To avoid sending emails into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within 24 hours.

Returning of Assignments

I will have graded assignments back to you within seven working days. Working days are defined as Monday-Friday, with no weekends or holidays.

Make-Up Policy/Late Work

Discussion Board: **Not accepted past the late deadlines above.**

Assignments, Exercises, Blogs, and Quizzes: Any assignment not submitted by the late dates above can still be submitted with a 10% deduction.

Course Schedule

A comprehensive course schedule is located on Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor.

Grading Summary

The Start Here module identifies all required activities for OL 3233 Volunteer Leadership & Development in the Course Schedule. The Course Schedule is available to you in the Start Here folder.

Your final grade is determined by the percentage of total points you earn during the course duration. For example, as noted below, 600 points are available in the course. To achieve a final grade of an A for the course, you must earn a minimum of 500 points (600 x 0.90 = 540).

Discussion Forums	160 points
Article Annotations	90 points
Analysis Assignments	150 points
Literature Review Draft	50 points
Literature Review	100 points
Final Exam	50 points
TOTAL	**600 points**

Grading Scale (as a percentage of total points)

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

Course Policies

Academic Integrity

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires the highest standards of academic integrity and conduct from all students. Students at Arkansas Tech University will refrain from committing any of the violations of academic integrity as detailed below. Further, Arkansas Tech University expects that all classes maintain an academic and courteous atmosphere. The classroom is under the control of the professor, who will give students a statement of their classroom expectations and policies in a syllabus at the beginning of the semester.

A violation of academic integrity refers to various categories of inappropriate academic behavior with respect to a course. Students must refrain from cheating, plagiarism, fabrication, impersonation, forgery, collusion and/or other dishonest practices.

Arkansas Tech University respects the right of the instructor of record for the course to determine and apply all academic sanctions for violations of academic integrity. The classroom (to include online and hybrid courses) is under the control of the instructor, who will give students a statement of their classroom expectations and policies in a syllabus at the beginning of the semester. Typical penalties *can include but are not limited to* giving an 'F' on a particular quiz or exam, giving an 'F' on a term paper or other written work, or giving the student an 'F' or 'W' for the course. Instructors may also have different penalties depending on the number and severity of violations.

As an institution, Arkansas Tech University may deem it necessary to apply additional sanctions beyond the academic penalties imposed through the course. Examples of the types of penalties Arkansas Tech may choose to apply *include but are not limited to the* required completion of academic integrity training and disciplinary probation, suspension, or expulsion from the university. Any institutional penalties that may be applied will vary based on the number and severity of violations.

Academic Misconduct
University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. Also, any student who aids another student in plagiarism (e.g., providing a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism, and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments
If you miss three assignments at any time during the semester, you will be referred to the Tech Early Warning Program. If you are unresponsive to the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. You are responsible for contacting the instructor when you are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W." If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the class and receiving an "F." Arkansas Tech University has a very lenient withdrawal policy that allows a student to withdraw with a "W" until almost the end of the semester.

You may access current student policies in the Arkansas Tech University Student Handbook.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. For absences that make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 23, (479-968-0239) to have the instructor notified.

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

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

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

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
EPS	5/15/23

Title	Signature	Date
Department Head Dr. Sandy Smith	Sandy M. Smith	6-12-2023
Dean Dr. Linda Bean		6/26/23
Assessment Dr. Christine Austin		9.11.23
Registrar Ms. Tammy Weaver		9/11/23
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:
Bachelor of Arts in Organizational Leadership

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. Remove OL/PS 3143: Applied Research as a required course in the BAOL core
2. Remove OL/PS 4943: Applied Leadership Project as a required course in the BAOL core
3. Add OL/BAS 4453: Problem Solving and Root Cause Analysis (RCA) as a required course in the BAOL core
4. Add OL/BAS 4353: Project Management (PM) as a required course in the BAOL core
5. Add OL 4053: Philanthropy and Fundraising and OL 3233: Volunteer Leadership to selection of community-based courses with OL/PS 4143: Nonprofit Governance or OL/PS 4343: Community Development

What impact will the change have on staffing, on other programs and space allocation? This program change will reduce the need for multiple sections of similar coursework while maintaining program outcomes and assessment for the BAOL.

Answer the following Assessment questions:

a. How does the program change align with the university mission?
This program change will improve student success by removing barriers identified through program assessment, as well as increase student access to project management coursework, allowing them to develop skills that are increasingly desired in the workforce. Additionally, inclusion of two courses in the proposed undergraduate project management certificate within the BAOL degree increases the potential for student credential attainment. The inclusion of OL 4053: Philanthropy and Fundraising and OL 3233 Volunteer Leadership to a selection of community-based coursework in the BAOL increases student options within the BAOL electives. OL 4053 and OL 3233 are also included in the proposed undergraduate certificate of proficiency in nonprofit leadership, again aligning the BAOL with additional credentialing opportunities.

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 proposed changes will align BAOL program outcomes with current industry trends in workplace skills. OL 3143: Applied Research and OL 4943: Applied Leadership Project are a progression of courses in which students are directed through a detailed, research-based process of problem identification, problem defining, research design, data collection, data analysis, and solution identification. In OL 3143, general research principles are applied to problem identification within professional contexts. Although this process works in professional settings, RCA procedures are more appropriate in application to complex problems within the workplace. Moving from OL 3143 to BAS/OL 4453 provides more relevant concepts and skill sets for students to apply within professional settings. We identified through program assessment that students in OL 3143 (see attached assessment outcomes for 2022) had difficulty in understanding and applying research methodologies to problem-solving within professional settings. Student understanding of research included both "doing their own research" via internet searches or true experimental research. The RCA process is more relevant to application within professional settings, and a more appropriate skill set for students in the BAOL program.

    Additionally, the need for graduates with PM skills is increasing. Removing OL 3143 from the curriculum presents an opportunity to replace the closely related OL 4943: Applied Leadership Project course with BAS/OL 4353: Project Management. BAS/OL

4353 will provide students with relevant, practical skills in PM and can prepare students to pursue the Certified Associate in Project Management (CAPM) credential through the Project Management Institute. Like the change to an RCA-based course, the inclusion of BAS/OL 4353 aligns the BAOL curriculum with current trends and better prepares our students for academic and professional success.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
   The attached assessment for OL 3143 (see below) presents concerning assessment measures for student proficiency in defining a problem (see Introduction Assignment and midterm exam scores), research design, and data collection (see Methods Assignment and final exam scores). In additional to quantitative assessment, student qualitative comments via reflective journals on each assignment (specific journal entries not included here for privacy purposes) reveal difficulty in application of research concepts in professional settings. The course design has been revised based on quantitative and qualitative assessment data, but problems with application continue to persist. Students have difficulty progressing from writing research papers based on summarizing others' research on a topic to conducting actual research of their own. The move to RCA will help students progress by increasing relevancy and providing opportunities for application of data-driven decision making designed specifically for organizations.

b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
   The addition of PM and RCA aligns the BAOL curriculum with industry standards for college graduates. According to Nieto-Rodriguez (2021) of the Harvard Business Review, by 2027, approximately 88 million individuals globally will be working in project management and the need for employees skilled in project management will only increase over time. The BS in Organizational Leadership at the University of Arkansas, Fort Smith includes a course in Project Management (PRFS 4133). Similar programs to the BAOL nationally are beginning to include project management and data-based problem-solving courses in root cause analysis into the curriculum to meet industry demand. Some examples include Arizona State's online BA in Organizational Leadership, the University of Cincinnati's online BA in Organizational Leadership, and Thomas Edison University's BS in Organizational Leadership. As the need for employees with project management skills increases, more programs similar to the BAOL will include these courses in their programs.

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

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 Organizational Leadership Psychology Concentration	
Freshman Fall Semester No Change	Freshman Spring Semester No Change
Sophomore Fall Semester No Change	Sophomore Spring Semester No Change
Junior Fall Semester Add: 3 hours Elective 2 PSY 3093 Industrial and Organizational Psychology Delete: OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership Total Hours: 15	Junior Spring Semester Add: BAS/OL 4353: Project Management BAS/OL 4453: Problem Solving and Root Cause Analysis Delete: OL 3143 Applied Research/PS 3143 Applied Research OL 4443 Professional Leadership/PS 4443 Professional Leadership Total Hours: 12
Senior Fall Semester Add: OL 4443 Professional Leadership/PS 4443 Professional Leadership OL 4743 Organizational Change/PS 4743 Organizational Change Delete: PSY 3093 Industrial and Organizational Psychology OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project 3 Total Hours: 15	Senior Spring Semester Add: OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OR OL 3233 OR OL 4053 Delete: OL 4743 Organizational Change/PS 4743 Organizational Change 3 hours Elective 2 Total Hours: 15

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General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Arts in Organizational Leadership Psychology Concentration

PROGRAM HOMEPAGE

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1]	4
PSY 2003 General Psychology	3	SS 1XXX Social Science Courses [1]	3
Electives[2]	6	MATH XXXX Mathematics [1]	3
TECH 1001 Orientation to the University	1	PSY 2023 Consumer Psychology	3
Total Hours	**17**	**Total Hours**	**16**

Sophomore

Fall	Credits	Spring	Credits
CM 1XXX Communication [1]	3	USHG 1XXX U.S. History and Government [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
Elective[2]	9		

Fall	Credits	Spring	Credits
Total Hours	**15**	LEAD 1003 Introduction to Leadership	3
		PSY 3813 Lifespan Development	3
		Elective[2]	3
		Total Hours	**15**

Elective[2] 3
PSY 3093 3

BAS/OL 4353 3
BAS/OL 4453 3

Junior

Fall	Credits	Spring	Credits
OL 3133 Principles of Personnel Management/PS 3133 Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
~~OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance~~ or ~~OL 4343 Community Development/PS 4343 Community Development~~	~~3~~	~~OL 3143 Applied Research/PS 3143 Applied Research~~	~~3~~
~~OL 4043 Ethical Leadership~~ or ~~LEAD 2003 Ethics in Leadership~~	~~3~~	OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3
Approved PSY/SOC upper-division Electives (3000-4000)	3	~~OL 4443 Professional Leadership/PS 4443 Professional Leadership~~	~~3~~
Elective[2]	3	**Total Hours**	**12**
Total Hours	**15**		

OL/PS 4443 3
OL/PS 4743 3

OL 4043 OR LEAD2003 3
OL/PS 4143 OR OL/PS 4343 OR OL 3233 OR OL 4053 3

Senior

Fall	Credits	Spring	Credits
~~PSY 3093 Industrial and Organizational Psychology~~	~~3~~	Approved PSY upper-division Electives (3000-4000)	3

Fall	Credits	Spring	Credits
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3	~~OL 4743 Organizational Change/PS 4743 Organizational Change~~	~~3~~
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3	Elective[2]	~~3~~ 6
~~OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project~~ [3]	~~3~~	**Total Hours**	**15**
Total Hours	**15**		

[1] See appropriate alternatives or substitutions in "General Education Requirements".

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

[3] Must earn a 'C' or better.

DEGREE AUDIT CHECK LIST

(BA-OLPY) Organizational Leadership - Psychology Concentration

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		33
Electives		
TOTAL ELECTIVE HOURS		27

Major Requirements		Hrs
PSY	2003** 2023 3093 3813	
	Approved PSY UD 3 HRS	
	Approved PSY/SOC UD 3 HRS	18
	Professional Core	
LEAD	1003	3
	LEAD 2003 OR OL 4043	3
OL/PS	3023 3133 ~~3143~~ 4243	
	4443 4543 4643 4743	
	4843 ~~4943*~~ 4963*	~~33~~ 27
OL/PS	4143 or 4343 OR OL 4053 OR OL 3293	3
	*Must earn C or better	
BAS/a	4353 4453	6
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

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

Curriculum Matrix for Catalog Curriculum in Organizational Leadership Agricultural Business Concentration	
Freshman Fall Semester No Change	Freshman Spring Semester No Change
Sophomore Fall Semester No Change	Sophomore Spring Semester No Change
Junior Fall Semester Add: AGBU 4023 Agricultural Finance 3 hours Elective 2 Delete: OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership Total Hours: 15	Junior Spring Semester Add: BAS/OL 4353: Project Management BAS/OL 4453: Problem Solving and Root Cause Analysis Delete: OL 3143 Applied Research/PS 3143 Applied Research OL 4443 Professional Leadership/PS 4443 Professional Leadership Total Hours: 12
Senior Fall Semester Add: OL 4443 Professional Leadership/PS 4443 Professional Leadership OL 4743 Organizational Change/PS 4743 Organizational Change Delete: AGBU 4023 Agricultural Finance OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project 3 Total Hours: 15	Senior Spring Semester Add: OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OR OL 3233 OR OL 4053 Delete: OL 4743 Organizational Change/PS 4743 Organizational Change 3 hours Elective 2 Total Hours: 15

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General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Arts in Organizational Leadership Agriculture Business Concentration

PROGRAM HOMEPAGE

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1]	4
SS 1XXX Social Science Courses [1]	3	SS 1XXX Social Science Courses [1]	3
Elective[2]	3	MATH XXXX Mathematics [1]	3
CM 1XXX Communication [1]	3	USHG 1XXX U.S. History and Government [1]	3
TECH 1001 Orientation to the University	1		
Total Hours	**17**	**Total Hours**	**16**

Sophomore

Fall	Credits	Spring	Credits
AGBU 2063 Principles of Agricultural Macroeconomics	3	AGBU 2073 Principles of Agricultural Microeconomics	3

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
Elective2	9	LEAD 1003 Introduction to Leadership	3
Total Hours	**15**	Elective[2]	6
		Total Hours	**15**

Junior AGBU 4023 3 — Electives[2] 3 — BAS/OL 4353 3 — BAS/OL 4453 3

Fall	Credits	Spring	Credits
OL 3133 Principles of Personnel Management/PS 3133 Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
AGBU 3233 International Agricultural Trade	3	~~OL 3143 Applied Research/PS 3143 Applied Research~~	~~3~~
AGBU 4013 Agricultural Marketing	3	AGBU 4003 Agri-Business Management	3
~~OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development~~	~~3~~	~~OL 4443 Professional Leadership/PS 4443 Professional Leadership~~	~~3~~
~~OL 4043 Ethical Leadership *or* LEAD 2003 Ethics in Leadership~~	~~3~~	**Total Hours**	**12**
Total Hours	**15**		

Senior OL/PS 4443 3 — OL/PS 4743 3

Fall	Credits	Spring	Credits
~~AGBU 4023 Agricultural Finance~~	~~3~~	~~OL 4743 Organizational Change/PS 4743 Organizational Change~~	~~3~~

Fall	Credits	Spring	Credits
OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3	OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3	Elective[2]	6
OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project [3]	3	**Total Hours**	15
Total Hours	15		

OL 4043 OR LEAD 2003 OR PS 4143 OR OL/PS 4343 OR OL 3233 OR OL 4053 — 3

3 — 3

[1] See appropriate alternatives or substitutions in "General Education Requirements".

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

[3] Must earn a 'C' or better.

DEGREE AUDIT CHECK LIST

(BA-OLAB) Organizational Leadership - Agriculture Business Concentration

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
AGBU	2063 2073 3233 4003 4013 4023	18
	Professional Core	
LEAD	1003	3
	LEAD 2003 OR OL 4043	3
OL/PS	3023 3133 ~~3143~~ 4243	
	4443 4543 4643 4743	
	4843 ~~4943~~* 4963*	27 ~~33~~
OL/PS	4143 or 4343 OR OL 4053 OR OL 3233	3
	*Must earn C or better	
OL/BAS	4353 4453	6
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

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

Curriculum Matrix for Catalog Curriculum in Organizational Leadership Child Development Concentration	
Freshman Fall Semester No Change	Freshman Spring Semester No Change
Sophomore Fall Semester No Change	Sophomore Spring Semester No Change
Junior Fall Semester Add: 6 hours Elective 2 Delete: OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership Total Hours: 15	Junior Spring Semester Add: BAS/OL 4353: Project Management BAS/OL 4453: Problem Solving and Root Cause Analysis Delete: OL 3143 Applied Research/PS 3143 Applied Research OL 4443 Professional Leadership/PS 4443 Professional Leadership Total Hours: 12
Senior Fall Semester Add: OL 4443 Professional Leadership/PS 4443 Professional Leadership Delete: OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project 3 Total Hours: 15	Senior Spring Semester Add: OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OR OL 3233 OR OL 4053 Delete: 6 hours Elective 2 Total Hours: 15

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General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Arts in Organizational Leadership Child Development Concentration

PROGRAM HOMEPAGE

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1]	4
SS 1XXX Social Science Courses [1]	3	SS 1XXX Social Science Courses [1]	3
TECH 1001 Orientation to the University	1	MATH XXXX Mathematics [1]	3
Elective[2]	6	ECE 2113 Basic Child Growth and Development	3
Total Hours	**17**	**Total Hours**	**16**

Sophomore

Fall	Credits	Spring	Credits
CM 1XXX Communication [1]	3	USHG 1XXX U.S. History and Government [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3		

Fall	Credits	Spring	Credits
Elective[2]	9	FAH 1XXX Fine Arts and Humanities Courses [1]	3
Total Hours	**15**	LEAD 1003 Introduction to Leadership	3
		ECE 2513 Curriculum for Early Childhood Education	3
		Elective[2]	3
		Total Hours	**15**

Junior

Fall	Credits	Spring	Credits
OL 3133 Principles of Personnel Management/PS 3133 Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
ECE 2313 Foundations and Theories in Early Childhood Education	3	~~OL 3143 Applied Research/PS 3143 Applied Research~~	~~3~~
ECE 2613 Methods and Materials Using Developmentally Appropriate Practices and Activities for Young Children	3	~~OL 4443 Professional Leadership/PS 4443 Professional Leadership~~	~~3~~
~~OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance~~ or ~~OL 4343 Community Development/PS 4343 Community Development~~	~~3~~	OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3
~~OL 4043 Ethical Leadership~~ or ~~LEAD~~ 2003 Ethics in Leadership	~~3~~	**Total Hours**	**12**
Total Hours	**15**		

Senior

OL/PS 4443 — 3 — OL 4043 OR LEAD 2003 3 — OL/PS 4143 OR OL/PS 4343 OR OL 3233 OR OL 4053 3

Fall	Credits	Spring	Credits
NUR 2303 Nutrition **or** HA 2813 Basic Human Nutrition in Hospitality Administration	3	OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3	ELED 2113 Human Development and Learning Theories	3
OL 4743 Organizational Change/PS 4743 Organizational Change	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3	~~Electives[2]~~	~~6~~
~~OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project~~ [3]	~~3~~	**Total Hours**	**15**
Total Hours	**15**		

[1] See appropriate alternatives or substitutions in "General Education Requirements".

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

[3] Must earn a 'C' or better.

DEGREE AUDIT CHECK LIST

(BA-OLCD) Organizational Leadership - Child Development Concentration

~~2023-24~~ 2024-25

Date		Student's Name
Grade Point	Graduation Date	T#

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
ECE	2113 2313 2513 2613	12
ELED	2113	3
	NUR 2303 or HA 2813	3
	Professional Core	
LEAD	1003	3
	LEAD 2003 OR OL 4043	3
OL/PS	3023 3133 ~~3143~~ 4243	
	4443 4543 4643 4743	
	4843 ~~4943~~* 4963*	27 ~~33~~
OL/PS	4143 or 4343 OR OL 4053 OR OL 3233	3
	*Must earn C or better	
OL/BAS	4353 4453	6
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

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

Curriculum Matrix for Catalog Curriculum in Organizational Leadership Criminal Justice Concentration	
Freshman Fall Semester No Change	Freshman Spring Semester No Change
Sophomore Fall Semester No Change	Sophomore Spring Semester No Change
Junior Fall Semester Add: 6 hours Elective Footnote 2 Delete: OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership Total Hours: 15	Junior Spring Semester Add: CJ/SOC 3103 The Juvenile Justice System/SOC 3103 The Juvenile Justice System BAS/OL 4353: Project Management BAS/OL 4453: Problem Solving and Root Cause Analysis Delete: OL 3143 Applied Research/PS 3143 Applied Research OL 4443 Professional Leadership/PS 4443 Professional Leadership OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development Total Hours: 12
Senior Fall Semester Add: OL 4443 Professional Leadership/PS 4443 Professional Leadership OL 4743 Organizational Change/P5 4743 Organizational Change Delete: CJ/SOC 3103 The Juvenile Justice System/SOC 3103 The Juvenile Justice System OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project 3 Total Hours: 15	Senior Spring Semester Add: OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OR OL 3233 OR OL 4053 OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development Delete: OL 4743 Organizational Change/PS 4743 Organizational Change 6 hours Elective 2 Total Hours: 15

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General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Reqnirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Arts in Organizational Leadership Criminal Justice Concentration

PROGRAM HOMEPAGE

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1]	4
SS 1XXX Social Science Courses [1]	3	SS 1XXX Social Science Courses [1]	3
Elective[2]	3	MATH XXXX Mathematics [1]	3
CJ 2003 Introduction to Criminal Justice	3	CJ 2043 Crime and Delinquency	3
TECH 1001 Orientation to the University	1	**Total Hours**	**16**
Total Hours	**17**		

Sophomore

Fall	Credits	Spring	Credits
CM 1XXX Communication [1]	3	USHG 1XXX U.S. History and Government [1]	3

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
Elective[2]	9	LEAD 1003 Introduction to Leadership	3
Total Hours	**15**	CJ 3083 Social Deviance/SOC 3083 Social Deviance	3
		Elective[2]	3
		Total Hours	**15**

Electives[2] 6 CJ/SOC 3103 3

BAS/OL 4353 3

BAS/OL 4453 3

Junior

Fall	Credits	Spring	Credits
OL 3133 Principles of Personnel Management/PS 3133 Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
CJ 3023 Judicial Process/POLS 3023 Judicial Process	3	~~OL 3143 Applied Research/PS 3143 Applied Research~~	~~3~~
CJ 3033 Criminal Psychology/PSY 3033 Criminal Psychology	3	~~OL 4443 Professional Leadership/PS 4443 Professional Leadership~~	~~3~~
~~OL 4343 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development~~	~~3~~	~~OL 4843 Training and Organizational Development/PS 4848 Training and Organizational Development~~	~~3~~
~~OL 4043 Ethical Leadership *or* LEAD 2003 Ethics in Leadership~~	~~3~~	**Total Hours**	**12**
Total Hours	**15**		

Senior

Fall	Credits	Spring	Credits
~~CJ 3103 The Juvenile Justice System/SOC 3103 The Juvenile Justice System~~	~~3~~	OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3
OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3	~~OL 4743 Organizational Change/PS 4743 Organizational Change~~	~~3~~
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
~~OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project~~ [3]	~~3~~	~~Elective[2]~~	~~6~~
Elective[2]	3		
Total Hours	**15**	**Total Hours**	**15**

[1] See appropriate alternatives or substitutions in "General Education Requirements".

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

[3] Must earn a 'C' or better.

4 Accelerated BA-OL to MA-ODL (insert txt)

DEGREE AUDIT CHECK LIST

(BA-OLCJ) Organizational Leadership - Criminal Justice Concentration

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
CJ	2003 2043	
CJ/POLS	3023	
CJ/PSY	3033	
CJ/SOC	3083 3103	18
	Professional Core	
LEAD	1003	3
	LEAD 2003 OR OL 4043	3
OL/PS	3023 3133 ~~3145~~ 4243	
	4443 4543 4643 4743	
	4843 ~~4943*~~ 4963*	27 ~~33~~
OL/PS	4143 or 4343 or OL 4053 or OL 3233	3
	*Must earn C or better	
OL/BAS	4353 4453	6
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

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

Curriculum Matrix for Catalog Curriculum in Organizational Leadership Emergency Management Concentration	
Freshman Fall Semester No Change	Freshman Spring Semester No Change
Sophomore Fall Semester No Change	Sophomore Spring Semester No Change
Junior Fall Semester Add: 6 hours Elective 2 Delete: OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership Total Hours: 15	Junior Spring Semester Add: BAS/OL 4353: Project Management BAS/OL 4453: Problem Solving and Root Cause Analysis Delete: OL 3143 Applied Research/PS 3143 Applied Research OL 4443 Professional Leadership/PS 4443 Professional Leadership Total Hours: 12
Senior Fall Semester Add: OL 4443 Professional Leadership/PS 4443 Professional Leadership Delete: OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project 3 Total Hours: 15	Senior Spring Semester Add: OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OR OL 3233 OR OL 4053 Delete: 6 hours Elective 2 Total Hours: 15

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General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Arts in Organizational Leadership Emergency Management Concentration

PROGRAM HOMEPAGE

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1,2]	4
SS 1XXX Social Science Courses [1]	3	SS 1XXX Social Science Courses [1]	3
TECH 1001 Orientation to the University	1	MATH XXXX Mathematics [1]	3
Elective[2]	6	Elective[2]	3
Total Hours	**17**	**Total Hours**	**16**

Sophomore

Fall	Credits	Spring	Credits
CM 1XXX Communication [1]	3	USHG 1XXX U.S. History and Government [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3

Fall	Credits	Spring	Credits
Elective[2]	9	LEAD 1003 Introduction to Leadership	3
Total Hours	**15**	EAM 1013 Aim and Scope of Emergency Management	3
		OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3
		Total Hours	**15**

Junior

Electives[2] — 6 — BAS/OL 4353 3 BAS/OL 4453 3

Fall	Credits	Spring	Credits
OL 3133 Principles of Personnel Management/PS 3133 Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
EAM 3013 Public Policy and Politics in Emergency Management	3	~~OL 3143 Applied Research/PS 3143 Applied Research~~	~~3~~
~~OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance~~ or ~~OL 4343 Community Development/PS 4343 Community Development~~	~~3~~	EAM 3053 Introduction to Ethical and Legal Issues in Emergency Management	3
EAM 3023 Principles of Preparedness and Response Operations	3	~~OL 4443 Professional Leadership/PS 4443 Professional Leadership~~	~~3~~
~~OL 4043 Ethical Leadership~~ ***or*** ~~LEAD 2003 Ethics in Leadership~~	~~3~~	**Total Hours**	**12**
Total Hours	**15**		

OL 4043 OR LEAD 3
OL/PS4143 OR OL/PS 4343 OR

Senior

OL/PS 4443 3 OL 3233 OR OL 4053 3

Fall	Credits	Spring	Credits
EAM 4003 Principles of Disaster Relief and Recovery	3	EAM 4013 Mitigation and Continuity of Operations	3
OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3	OL 4743 Organizational Change/PS 4743 Organizational Change	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizatipnal Globalization and Diversity	3	~~Elective[2]~~	~~6~~
~~OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project~~ [3]	~~3~~	**Total Hours**	**15**
Total Hours	**15**		

[1] See appropriate alternatives or substitutions in "General Education Requirements".

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

[3] Must earn a 'C' or better.

DEGREE AUDIT CHECK LIST

(BA-OLEM) Organizational Leadership - Emergency Management Concentration

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
EAM	1013 3013 3023 3053 4003 4013	18
	Professional Core	
LEAD	1003	3
	LEAD 2003 OR OL 4043	3
OL/PS	3023 3133 ~~3143~~ 4243	
	4443 4543 4643 4743	
	4843 ~~4943*~~ 4963*	27 ~~33~~
OL/PS	4143 OR 4343 OR OL 4053 or OL 3233	3
	*Must earn C or better	
OL/BAS	4353 4453	6
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

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

Curriculum Matrix for Catalog Curriculum in Organizational Leadership Inter-College Concentration	
Freshman Fall Semester No Change	Freshman Spring Semester No Change
Sophomore Fall Semester No Change	Sophomore Spring Semester No Change
Junior Fall Semester Add: 6 hours Elective 2 for total of 12 hours Elective 2 Delete: OL 4143 Nonprofit Governance/P5 4143 Nonprofit Governance or OL 4343 Community Development/P5 4343 Community Development OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership Total Hours: 15	Junior Spring Semester Add: BAS/OL 4353: Project Management BAS/OL 4453: Problem Solving and Root Cause Analysis Delete: OL 3143 Applied Research/PS 3143 Applied Research OL 4443 Professional Leadership/PS 4443 Professional Leadership Total Hours: 12
Senior Fall Semester Add: OL 4443 Professional Leadership/PS 4443 Professional Leadership Delete: OL 4943 Applied Leadership Project/P5 4943 Applied Leadership Project 3 Total Hours: 15	Senior Spring Semester Add: OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/P5 4343 Community Development OR OL 3233 OR OL 4053 Delete: 6 hours Elective 2 Total Hours: 15

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General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Educatiou Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Arts in Organizational Leadership Inter-College Concentration

PROGRAM HOMEPAGE

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1]	4
SS 1XXX Social Science Courses [1]	3	SS 1XXX Social Science Courses [1]	3
TECH 1001 Orientation to the University	1	MATH XXXX Mathematics [1]	3
Electives[2]	6	Electives[2]	3
Total Hours	**17**	**Total Hours**	**16**

Sophomore

Fall	Credits	Spring	Credits
CM 1XXX Communication [1]	3	USHG 1XXX U.S. History and Government [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
Electives[2]	9		

Fall	Credits	Spring	Credits
Total Hours	**15**	LEAD 1003 Introduction to Leadership	3
		Electives[2]	6
		Total Hours	**15**

Junior

BAS/OL 4353 3
BAS/OL 4453 3

Fall	Credits	Spring	Credits
OL 3133 Principles of Personnel Management/PS 3133 Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
~~OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development~~	~~3~~	~~OL 3143 Applied Research/PS 3143 Applied Research~~	~~3~~
~~OL 4043 Ethical Leadership **or** LEAD 2003 Ethics in Leadership~~	~~3~~	OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3
Electives[2]	12 6	~~OL 4443 Professional Leadership/PS 4443 Professional Leadership~~	~~3~~
Total Hours	**15**	**Total Hours**	**12**

Senior

OL/PS 4443 3

OL 4043 OR LEAD 3
OL/PS 4143 OR OL/PS 4343 3
OR OL 3253 OR OL 4053

Fall	Credits	Spring	Credits
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3	OL 4743 Organizational Change/PS 4743 Organizational Change	3

Fall	Credits	Spring	Credits
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3	OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3
OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project [3]	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
Electives[2]	6	Electives[2]	6
Total Hours	**15**	**Total Hours**	**15**

[1] See appropriate alternatives or substitutions in "General Education Requirements".

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

[3] Must earn a 'C' or better.

DEGREE AUDIT CHECK LIST

(BA-OLIC) Organizational Leadership - Inter-College Program Conc.

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		42

Major Requirements		Hrs
	Professional Core	
LEAD	1003	3
	LEAD 2003 OR OL 4043	3
OL/PS	3023 3133 ~~3143~~ 4243	
	4443 4543 4643 4743	
	4843 ~~4943~~* 4963*	27 ~~33~~
OL/PS	4143 or 4343 or OL 4053 or OL 3233	3
	*Must earn C or better	
OL/BAS	4353 4453	6
	TOTAL HOURS	42

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

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

Curriculum Matrix for Catalog Curriculum in Organizational Leadership Military Leadership Concentration	
Freshman Fall Semester No Change	Freshman Spring Semester No Change
Sophomore Fall Semester No Change	Sophomore Spring Semester No Change
Junior Fall Semester Add: 3 hours POLS Upper Division Elective (3000-4000) 3 hours Elective 2 Delete: OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership Total Hours: 15	Junior Spring Semester Add: BAS/OL 4353: Project Management BAS/OL 4453: Problem Solving and Root Cause Analysis Delete: OL 3143 Applied Research/PS 3143 Applied Research OL 4443 Professional Leadership/PS 4443 Professional Leadership Total Hours: 15
Senior Fall Semester Add: OL 4443 Professional Leadership/PS 4443 Professional Leadership OL 4743 Organizational Change/PS 4743 Organizational Change Delete: 3 hours POLS Upper Division Elective (3000-4000) OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project 3 Total Hours: 15	Senior Spring Semester Add: OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OR OL 3233 OR OL 4053 Delete: OL 4743 Organizational Change/PS 4743 Organizational Change 3 hours Elective 2 Total Hours: 15

DOWNLOAD PDF

General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Arts in Organizational Leadership Military Leadership Concentration

PROGRAM HOMEPAGE

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1]	4
SS 1XXX Social Science Courses [1]	3	SS 1XXX Social Science Courses [1]	3
TECH 1001 Orientation to the University	1	MATH XXXX Mathematics [1]	3
Elective[2]	3	Elective[2]	3
Total Hours	**14**	**Total Hours**	**16**

Sophomore

Fall	Credits	Spring	Credits
CM 1XXX Communication [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3	POLS 2403 Comparative Government	3

Fall	Credits	Spring	Credits
USHG 1XXX U.S History and Government [1]	3	POLS 2413 International Relations	3
Elective[2]	6	LEAD 1003 Introduction to Leadership	3
Total Hours	**15**	Elective[2]	3
		Total Hours	**15**

Junior

Fall	Credits	Spring	Credits
OL 3133 Principles of Personnel Management/PS 3133 Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
POLS 3013 Recent American Foreign and Military Policy	3	~~OL 3143 Applied Research/PS 3143 Applied Research~~	~~3~~
POLS 3473 National Security Policy	3	~~OL 4443 Professional Leadership/PS 4443 Professional Leadership~~	~~3~~
~~OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development~~	~~3~~	POLS 3053 Introduction to Public Administration	3
~~OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership~~	~~3~~	Elective[2]	3
Total Hours	**15**	**Total Hours**	**15**

OL/PS 4443 3
OL/PS 4743 3

OL 4043 OR LEAD 2003 3
OL/PS 4143 OR OL/PS 4343
OR OL 3233 OR OL 4053 3

Senior

Fall	Credits	Spring	Credits
~~POLS Upper-Division Elective (3000-4000)~~	~~3~~	~~OL 4743 Organizational Change/PS 4743 Organizational Change~~	3
OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3	OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3	Elective[2]	3 ~~6~~
~~OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project~~ [3]	~~3~~	**Total Hours**	15
Total Hours	15		

[1] See appropriate alternatives or substitutions in "General Education Requirements".

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

[3] Must earn a 'C' or better.

DEGREE AUDIT CHECK LIST

(BA-OLP) Organizational Leadership - Military Leadership Concentration

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
POLS	2403 2413 3013 3053 3473	
	POLS UD 3 HRS	18
	Professional Core	
LEAD	1003	3
	OL 4043 or LEAD 2003	3
OL/PS	3023 3133 ~~3143~~ 4243	
	4443 4543 4643 4743	
	4843 ~~4943*~~ 4963*	27 ~~33~~
OL/PS	4143 or 4343 OR OL 4053 or OL 3233	3
	*Must earn C or better	
OL/BAS	4353 4453	6
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

** Satisfying Gen Ed
◆ Satisfying Institutional Requirement
C or better must be earned for Gen Ed

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

Curriculum Matrix for Catalog Curriculum in Organizational Leadership Public Relations Concentration	
Freshman Fall Semester No Change	Freshman Spring Semester No Change
Sophomore Fall Semester Add: LEAD 1003: Introduction to Leadership Delete: 3 hours of Electives 2 Total Hours: 15	Sophomore Spring Semester Add: JOUR 4033: Community Journalism Delete: LEAD 1003: Introduction to Leadership Total Hours: 15
Junior Fall Semester Add: 6 hours Elective 2 Delete: JOUR 4033: Community Journalism OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership Total Hours: 15	Junior Spring Semester Add: BAS/OL 4353: Project Management BAS/OL 4453: Problem Solving and Root Cause Analysis Delete: OL 3143 Applied Research/PS 3143 Applied Research OL 4443 Professional Leadership/PS 4443 Professional Leadership Total Hours: 12
Senior Fall Semester Add: OL 4443 Professional Leadership/PS 4443 Professional Leadership OL 4743 Organizational Change/PS 4743 Organizational Change Delete: OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project 3 Total Hours: 15	Senior Spring Semester Add: OL 4043 Ethical Leadership or LEAD 2003 Ethics in Leadership OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance or OL 4343 Community Development/PS 4343 Community Development OR OL 3233 OR OL 4053 Delete: OL 4743 Organizational Change/PS 4743 Organizational Change 3 hours Elective 2 Total Hours: 15

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General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelors of Arts in Organizational Leadership Public Relations Concentration

PROGRAM HOMEPAGE

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1,2]	4
SS 1XXX Social Science Courses [1]	3	SS 1XXX Social Science Courses [1]	3
TECH 1001 Orientation to the University	1	MATH XXXX Mathematics [1]	3
Elective[2]	6	Elective[2]	3
Total Hours	17	**Total Hours**	16

Sophomore

LEAD 1003 3

Fall	Credits	Spring	Credits
CM 1XXX Communication [1]	3	USHG 1XXX U.S. History and Government [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3

Fall	Credits	Spring	Credits
Elective[2]	6 ~~3~~	~~LEAD 1003 Introduction to Leadership~~	~~3~~
Total Hours	15	JOUR 3173 Public Relations Principles	3
		Elective[2]	3
		Total Hours	15

JOUR 4033 3

Junior

Fall	Credits	Spring	Credits
OL 3133 Principles of Personnel Management/PS 3133 Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
COMM 3033 Interviewing Principles and Practices	3	~~OL 3143 Applied Research/PS 3143 Applied Research~~	~~3~~
~~OL 4143 Nonprofit Governance/PS 4143 Nonprofit Governance~~ or ~~OL 4343 Community Development/PS 4343 Community Development~~	~~3~~	JOUR 4083 Internet Communication	3
COMM 4153 Persuasive Theory and Audience Analysis	3	~~OL 4443 Professional Leadership/PS 4443 Professional Leadership~~	~~3~~
~~OL 4043 Ethical Leadership~~ **~~or~~** ~~LEAD 2003 Ethics in Leadership~~	~~3~~	**Total Hours**	12
Total Hours	15		

Electives[2] 6

BAS/OL 4353 3
BAS/OL 4453 3

Senior

Fall	Credits	Spring	Credits
JOUR 4033 Community Journalism	3	COMM 3073 Group Communication	3
OL 4243 Adult Learning in Organizations/PS 4243 Adult Learning in Organizations	3	OL 4743 Organizational Change/PS 4743 Organizational Change	3
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision	3	OL 4843 Training and Organizational Development/PS 4843 Training and Organizational Development	3
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
OL 4943 Applied Leadership Project/PS 4943 Applied Leadership Project [3]	3	Elective [2]	3
Total Hours	**15**	**Total Hours**	**15**

[1] See appropriate alternatives or substitutions in "General Education Requirements".

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

[3] Must earn a 'C' or better.

DEGREE AUDIT CHECK LIST

(BA-OLPR) Organizational Leadership - Public Relations Concentration

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		24

Major Requirements		Hrs
JOUR	3173 4033 4083	
COMM	3033 3073 4153	18
	Professional Core	
LEAD	1003	3
	LEAD 2003 OR OL 4043	3
OL/PS	3023 3133 ~~3143~~ 4243	
	4443 4543 4643 4743	
	4843 ~~4943**~~ 4963*	27 ~~33~~
OL/PS	4143 or 4343 ~~or~~ OL 4053 OR OL 3233	3
	*Must earn C or better	
BMG/OL	4353 4453	6
	TOTAL MAJOR HOURS	60
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

**** Satisfying Gen Ed**

◆ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

Organizational Studies Program Assessment

Contents

Bachelor of Arts in Organizational Leadership Assessment

Bachelor of Professional Studies – IDS Assessment

Certificate of Proficiency in Professional Leadership Assessment

Bachelor of Arts in Organizational Leadership Assessment

Program Outcomes

1 **Leadership – Theory, Context, and Application**

Description: students will describe, analyze, evaluate, and apply leadership theories in various and diverse contexts; students will demonstrate basic competencies in leadership and supervision, including skills in oral and written communication, ethical problem solving, research, and evidence-based decision-making; students will apply HROD concepts to selection and hiring.

Associated Courses: LEAD 1003 and/or OL 3013; OL 3023; OL 3133; BAS/OL 4453; OL 4043; OL 4443, OL 4543; BAS/OL 4353; OL 4963

Assessment:

- Leadership theory – evidence of student competency in knowledge and application of leadership theory
- Oral/Written communication – evidence of student competence in oral/written communication in leadership context
- Research and evidence-based decision making – evidence of student competency in application of research and evidence-based decision making
- HROD concept application – evidence of student competency in application of human resource and organizational development principles in context of leadership
- demonstrates mastery of basic principles of leadership theory, change theory, and development theory

2 **Leadership – Lifelong Learning and Development of Self, Others, and Organizations**

Description: students will articulate a plan for lifelong learning for self-awareness, leadership, and ethical development; students will apply concepts and theories of adult learning, organizational development, and change management to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees and apply models for diagnosing, implementing, and assessing organizational change.

Associated Courses: LEAD 1003 and or OL 3013; OL 3133; OL 4043; OL 4243; OL 4543; OL 4743; OL 4843; OL 4963

Assessment:

- explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
- apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process
- articulates the links between effective leadership and lifelong learning
- develops theory-based plans for strategic training, human development, and organizational change

- evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI
- develops theory-based plans for strategic training, human development, and organizational change

3. **Leadership – Diversity, Equity, Inclusion, and Social Responsibility**

Description: students will define DEI and articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership; students will evaluate personal power and positionality, demonstrate openness to diverse perspectives, and model effective intercultural communication skills; students will examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.

Associated Courses: LEAD 1003; OL 3023; OL 3133; OL 4343; OL 4543; OL 4643; OL 4843; OL 4963

Assessment:

- articulate insights into own cultural rules and biases and how to recognize and respond to cultural biases
- demonstrate an understanding of the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices
- articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
- develop complex questions about other cultures and consider questions from multiple cultural perspectives

4. **Leadership – Leading People, Organizations, and Communities**

Description: students will explain the importance of motivation, empowerment, persuasion, and ethics in leadership; students will demonstrate the ability to effectively function in multiple roles as part of a team and community; students will apply concepts of community development; students will demonstrate ethical, data-based decision making; students will analyze and evaluate their role and the role of leadership in nonprofit organizations and community building.

Associated Courses: LEAD 1003; OL 3023; BAS/OL 4453; OL 4043; OL 4143; OL 4343; OL 4443; OL 4543; OL 4643; BAS/OL 4353; OL 4963

Assessment:

- engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
- 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

- addresses destructive conflict directly and constructively, helps manage/resolve conflict in a way that strengthens overall team cohesiveness
- identifies evidence-based practices in leadership, followership, and leadership ethics
- compare and contrast theories and models of motivation in the workplace, change management, and leadership dynamics
- understand the role of the leader in creating and sustaining vision, and leading change
- examine the role of trust and its impact of leadership, organizational culture, and change initiatives

BAOL Curriculum Map

Faculty	Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Schwehm	**LEAD 1003**	**I**	**I**	**I**	**I**
Schwehm	**OL 3013**	**I**	**I**	**I**	**I**
Enderlin	**OL 3023**	**R**		**R**	**R**
Schwehm	**OL 3133**	**R**	**R**	**R**	
Aulgur	**BAS/OL 4453**	**R**			**R**
Schwehm	**OL 4043**	**R**	**R**	**R**	**R**
Aulgur	**OL 4143**			**R**	**R**
Lasker-Scott	**OL 4243**		**R**		
Schwehm	**OL 4343**	**R**		**R**	**R**
Aulgur	**OL 4443**	**R**			**R**
Enderlin	**OL 4543**	**R**	**R**	**R**	**R**
Lasker-Scott	**OL 4643**			**R**	**R**
Lasker-Scott	**OL 4743**		**R**		
Schwehm	**OL 4843**		**R**	**R**	
Aulgur	**BAS/OL 4353**	**R**			**R**
Enderlin	**OL 4963**	**M**	**M**	**M**	**M**

Bachelor of Professional Studies – IDS Assessment

Program Outcomes
1. Leadership – Theory, Context, and Application Description: students will describe, analyze, evaluate, and apply leadership theories in various and diverse contexts; students will demonstrate basic competencies in leadership and supervision, including skills in oral and written communication, ethical problem solving, research, and evidence-based decision-making; students will apply HROD concepts to selection and hiring. Associated Courses: OL 3023; OL 3133; OL 4443, OL 4543; OL 4963
2. Leadership – Diversity, Equity, Inclusion, and Social Responsibility Description: students will define DEI and articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership; students will evaluate personal power and positionality, demonstrate openness to diverse perspectives, and model effective intercultural communication skills; students will examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems. Associated Courses: OL 3133; OL 4643; OL 4963
3. Leadership – Leading People, Organizations, and Communities Description: students will explain the importance of motivation, empowerment, persuasion, and ethics in leadership; students will demonstrate the ability to effectively function in multiple roles as part of a team and community; students will apply concepts of community development; students will analyze and evaluate their role and the role of leadership in nonprofit organizations and community building. Associated Courses: OL 3023; OL 4443; OL 4543; OL 4963

Bachelor of Professional Studies – IDS Curriculum Map

Faculty	Course	Outcome 1	Outcome 2	Outcome 3
Enderlin	**OL 3023**	**I**		**I**
Schwehm	**OL 3133**	**R**	**I**	
Aulgur	**OL 4443**	**R**		**R**
Enderlin	**OL 4543**	**R**		**R**
Lasker-Scott	**OL 4643**		**R**	**R**
Enderlin	**OL 4963**	**M**	**M**	**M**

Certificate of Proficiency in Professional Leadership Assessment

Program Outcomes
1. Leadership – Theory, Context, and Application Description: students will describe, analyze, evaluate, and apply leadership theories in various and diverse contexts; students will demonstrate basic competencies in leadership and supervision, including skills in oral and written communication, ethical problem solving, research, and evidence-based decision-making; students will apply HROD concepts to selection and hiring. Associated Courses: OL 3023; OL 3133; OL 4443, OL 4543
2. Leadership – Diversity, Equity, Inclusion, and Social Responsibility Description: students will define DEI and articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership; students will evaluate personal power and positionality, demonstrate openness to diverse perspectives, and model effective intercultural communication skills; students will examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems. Associated Courses: OL 3133; OL 4643

Name OL 3143 Introduction Assignment

Description

Rubric Detail

Levels of Achievement

Criteria	Novice	Competent	Proficient
Topic Definition	**0 to 1 points**	**2 to 3 points**	**4 to 5 points** use authoritative sources to define the topic for the reader; minimum of one paragraph, maximum of two.
Background	**0 to 1 points**	**2 to 3 points**	**4 to 5 points** explain the background of the problem in a general sense and not specific to the organization you selected; use authoritative sources to provide general background; minimum of one paragraph, maximum of three
Problem Statement	**0 to 1 points**	**2 to 3 points**	**4 to 5 points** provide a clear statement of the problem as it relates to your organization; the statement should begin with "The problem is..."; provide specific impacts of the problem in relation to the organization you selected; minimum of two paragraphs, maximum of three
Purpose Statement	**0 to 1 points**	**2 to 3 points**	**4 to 5 points** provide a clear purpose statement as it relates to your organization; the statement should begin with "The purpose of this research is..."; provide information on the benefits of researching the problem

View Associated Items

Print Close Window

Name OL 3143 Methods Section Rubric

Description

Rubric Detail

Levels of Achievement

Criteria	Novice	Proficient	Excellent
Executive Summary **Weight 5.00%**	**0.00 to 24.00 %** Not included.	**25.00 to 50.00 %** Adequate summary of proposal. Some key details missing.	**75.00 to 100.00 %** Excellent summary of proposal. All key details included.
Table of Contents **Weight 5.00%**	**0.00 to 24.00 %** Not included.	**25.00 to 50.00 %** Included, but with formatting issues.	**75.00 to 100.00 %** Included and free of formatting issues.
Research Questions **Weight 10.00%**	**0.00 to 24.00 %** Not addressed or addressed insufficiently.	**25.00 to 50.00 %** Research question(s) relevant to the topic. Student should consider narrowing the research question(s).	**75.00 to 100.00 %** Research question(s) relevant to topic. Questions are well-defined and focused on the topic/problem.
Hypothesis **Weight 10.00%**	**0.00 to 24.00 %** Not addressed or addressed insufficiently.	**25.00 to 50.00 %** Student does not include both a null and alternate hypothesis. The null and alternate hypothesis are not worded correctly.	**75.00 to 100.00 %** Student includes both a null and alternate hypothesis. The null and alternate hypothesis are worded correctly.
Participants & Sampling Strategy **Weight 20.00%**	**0.00 to 24.00 %** Not addressed or addressed insufficiently.	**25.00 to 50.00 %** Clearly stated. Content is relevant to the proposed research.	**75.00 to 100.00 %** Clearly stated and addressed in great detail. Content is relevant to the proposed research. Sources cited to support content.
Research Design	**0.00 to 24.00 %** Not addressed on addressed	**25.00 to 50.00 %** Provide a description of the research design (e.g.,	**75.00 to 100.00 %** Provides a detailed description of the

Levels of Achievement

Criteria	Novice	Proficient	Excellent
Weight 20.00%	insufficiently.	non-experimental, experimental, etc) selected for this study, but leaves out important details. May or may not include a justification for selection of design. Does not clearly identify variables and levels of measurement.	research design (e.g., non-experimental, experimental, etc) selected for this study. Include a justification for selection of design. Clearly identify variables and levels of measurement.
Data Collection Plan **Weight 20.00%**	**0.00 to 24.00 %** Not addressed or addressed insufficiently.	**25.00 to 50.00 %** Collection plan covered, but not in great detail.	**75.00 to 100.00 %** Student provides a detailed data collection plan.
Budget **Weight 5.00%**	**0.00 to 24.00 %** Not addressed or addressed insufficiently.	**25.00 to 50.00 %** Budget covered, but not in great detail.	**75.00 to 100.00 %** Student provides a detailed budget.
APA **Weight 5.00%**	**0.00 to 24.00 %** Student does not follow APA guidelines. Reference section not included.	**25.00 to 50.00 %** Student attempts to follow APA guidelines. Some errors in citing sources and/or references.	**75.00 to 100.00 %** Relatively few errors in formatting. In-text citations and reference section are formatted correctly. APA guidelines for writing are followed.

View Associated Items

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Sections	Organizational SWOT Analysis - Needs Assessment Assignment [Total Pts: 40 Score] [697632	Introduction Assignment [Total Pts: 20 Score] [697641	Mid Term Exam [Total Pts: 50 Score] [697645	Methods Section [Total Pts: 60 Score] [697653	Final Exam [Total Pts: 100 Score] [697654
	40	17	42.64	50	79.00
SP 22	40	17.5	42.29	41	86.00
OL 3143 TC1	40	17.5	45.00	40	73.00
	40	18	44.00	54	78.00
SUM 22	40	19	40.31	25	69.00
NA	40	15	36.34	18	59.00
	40	18	43.00	55	92.00
FA 22	40	1	34.71	0	0.00
OL 3143 TC1	40	15.5	39.00	39	81.00
	35	18	45.00	48	85.00
	0	1	42.00	0	77.00
	40	18	45.14	50	77.00
	40	20	42.00	0	79.00
	40	0	37.49	50	80.50
	40	15	41.20	14	82.67
	40	15	37.86	45	87.00
	0	0	42.00	0	74.00
	40	17.5	42.57	58.5	96.00
	40	14	34.31	39	68.00
	40	13	45.14	47	59.00
	40	0	40.57	0	77.00
	39	12.5	43.00	55	80.00
	39	18.6	42.00	56	80.00
	40	19	38.31	0	51.00
	38	17	43.20	56	100.00
	35	17	44.00	56	93.00
	39	10	47.00	56	98.00
	38	18.5	46.00	56	99.00
	33	19.4	42.00	53	78.00
	36	17	44.14	56	77.00
	36	18.5	43.00	56	91.00
	39	19	41.57	55	78.00
	40	18	39.00	56	63.00
	39	19	42.11	56	
	35	16	43.57	56	69.00
	33	18	41.77	56	71.00
	38	19	37.86	56	72.00
	39	17	32.91	0	75.00
	40	16.5	40.57	55	72.00
	39	15	41.69	55	84.00
	38	16	46.57	56	69.00
	39	10	39	55	
N	42	42	42	42	39
Average Points	36.83	14.50	41.47	41.18	78.67
Average Percent	0.92	0.73	0.83	0.69	0.79

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	5/1/2023

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	9/8/23
Dean Dr. Tim Carter	Tim Carter	9/8/23
Assessment Dr. Christine Austin	Christine Austin	9.11.23
Registrar Ms. Tammy Weaver	Tammy Weaver	9/11/23
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:
Accelerated BA in Organizational Leadership (BAOL) to MA in Organizational Development and Learning (MAODL)

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)

- This program partners with the BAOL.
- A maximum of 12 graduate level credit hours can be double counted towards the BAOL.
- Twelve credit hours from the following graduate courses can be used to replace 12 hours of upper-division undergraduate core coursework to fulfill requirements for the BAOL: OL 5043, OL 5643, OL 6043, OL 6143, OL 5143, OL 5343, OL 6883.
- Students will take no more than six hours of graduate courses per semester.
- Students may apply in their junior year for admission into the Accelerated Bachelor's Plus MAODL Master's Degree program. The student must complete a minimum of 90 credit hours towards the BAOL 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 MAODL Master's Degree program.
- A course used toward an undergraduate degree cannot be counted or used later for graduate credit except in the case of enrollment in an approved accelerated master's program.
- Only courses with grades of B or better will be eligible to count toward graduate credit.
- The curriculum will follow the existing curriculum in the undergraduate and graduate degree programs comprising the Accelerated Bachelor's Plus MAODL Master's Degree program.
- All other general requirements for the Bachelor's and Master's degree programs that comprise the Accelerated Bachelor's Plus MAODL Master's Degree program apply and must be satisfied.
- Upon completion of the BAOL 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.
- Students in the Accelerated Bachelor's Plus MAODL Master's Degree program will apply for graduation with the BAOL on the schedule delineated in the undergraduate catalog and will receive their BAOL 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 MAODL.

Accelerated BAOL to MA-ODL	
Can earn up to 12 credit hours from the following:	
Graduate Course	**Undergraduate Course**
OL 5043: Ethical Leadership	OL 4043: Ethical Leadership
OL 5643: Organizational Globalization and Diversity	OL 4643: Organizational Globalization and Diversity
OL 6043: Leadership in Organizational Change	OL 4743: Organizational Change
OL 6143: Consultation, Coaching, and Leadership Development	OL 4843: Training and Organizational Development
OL 5143: Nonprofit Governance (Nonprofit Leadership Focus)	OL 4143: Nonprofit Governance
OL 5343: Community Development (Nonprofit Leadership Focus)	OL 4343: Community Development
OL 6883: Special Problems in ODL	One of the following: OL 4243: Adult Learning in Organizations, OL 4443: Professional Leadership, OL 4543: Workplace Supervision, OL 4993: Special Problems in OL

New wording for the Course Catalog:

Students seeking admission into the Accelerated Bachelor's Plus MAODL Master's Degree program must have completed a minimum of 90 credit hours towards the Bachelor of Arts in Organizational Leadership and have earned a minimum GPA of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus MAODL Master's Degree program.

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 University's mission includes "student success, access, and excellence" which this program change directly addresses by encouraging high-achieving undergraduate students to continue their pursuit of academic excellence with taking accessible organizational development and learning graduate courses that will encourage their success. Also, this program provides a more economical and accessible path for an MAODL Master's degree serves for the benefit of "Arkansas, the nation, and the world."

This program aligns with Arkansas Tech strategic plan Goal 1: Student access and opportunity, Goal 4: Programs and deliveries, and Goal 5: Partnerships and innovation.

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?
It is University policy to offer qualified undergraduate students the opportunity to register for graduate level credit hours as undergraduates to receive dual credit toward both undergraduate and graduate degrees within the designated accelerated bachelor to master degree programs. This program change aligns the undergraduate and graduate programs with University policy and the mission of the institution to increase access and innovation.

1. How will the program change impact learning for students enrolled in this program?
Students enrolled in the Accelerated Bachelor's Plus MAODL Master's Degree program will engage in advanced, graduate-level learning while enrolled in an undergraduate program. The program allows accelerated students to attain a deeper, more specialized understanding of program content within the fields of organizational development and learning. There is limited research regarding the impact on student learning for students in an accelerated program. The primary benefits listed among similar programs are time and costs savings.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
This is a new program and assessment data is not yet available. The support for this change is to meet market demand and stay current with trends in higher education, as well as trends within our institution. Accelerated bachelor's to master's programs are more readily available across academic disciplines. To stay competitive, any program that can offer an accelerated pathway to degree completion should offer an accelerated pathway.

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.

Although there is not a similar graduate program in the state/region, programs within our institution, as well as programs across the state, have an accelerated option. Some examples of these are: University of Arkansas, Little Rock (Department of Information Science), Arkansas State University, Jonesboro (Accounting, Agriculture, Chemistry, Computer Science, Disaster Preparedness & EM, History, Political Science, and Special Education), Saint Louis University (Leadership and Organizational Development).

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 BA Organizational Leadership (All Options)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add Footnote 4 as follows: Seniors admitted to the Accelerated Bachelor of Arts in Organizational Leadership to Master of Arts in Organizational Development and Learning may substitute 12 hours from the following courses: OL 5043 for OL 4043 OL 5143 for OL/PS 4143 OL 5343 for OL/PS 4343 OL 5643 for OL/PS 4643 OL 6043 for OL/PS 4743 OL 6143 for OL/PS 4843 OL 6883 for OL 4243, OL 4443, OL 4543, or OL 4993 Students in the Accelerated program should not take LEAD 2003 to fulfill core requirement in the Bachelor of Arts in Organizational Leadership. Add Footnote 4 to the below courses: OL/PS 4243: Community Development OL/PS 4443: Professional Leadership OL/PS 4543: Workplace Supervision OL/PS 4743: Organizational Change	Senior Spring Semester Add Footnote 4 as follows: Seniors admitted to the Accelerated Bachelor of Arts in Organizational Leadership to Master of Arts in Organizational Development and Learning may substitute 12 hours from the following courses: OL 5043 for OL 4043 OL 5143 for OL/PS 4143 OL 5343 for OL/PS 4343 OL 5643 for OL/PS 4643 OL 6043 for OL/PS 4743 OL 6143 for OL/PS 4843 OL 6883 for OL 4243, OL 4443, OL 4543, or OL 4993 Students in the Accelerated program should not take LEAD 2003 to fulfill core requirement in the Bachelor of Arts in Organizational Leadership. Add Footnote 4 to the below courses: OL 4043: Ethical Leadership OL/PS 4143: Nonprofit Governance OL/PS 4343: Community Development OL/PS 4643: Organizational Globalization and Diversity OL/PS 4843: Training and Organizational Development

The MA in Organizational Development and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 24 credit hour core includes instruction in organizational planning, dynamics of leadership, financial literacy, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

COURSE	PO1	PO2	PO3	PO4	PO5	PO6
MGMT 6103: Organizational Management and Leadership	I	I	I	I	I	I
OL 5043: Ethical Leadership	R	R	R	R		R
OL 5643: Organizational Globalization and Diversity	R	R		R		R
OL 6043: Leadership in Organizational Change	R	R	R			R
MGMT 5203: Project Management			R		R	
OL 6143: Consultation, Coaching, and Leadership Development	R			R	R	
SAA 6113/EMHS 6103	R	R			R	
OL 6093: ODL Capstone	M	M	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

1. **Application of Adult Learning and Organizational Development Theory** – Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

2. **Strategic Verbal, Written, Interpersonal, and Technological Communication** – Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

3. **Systems Thinking, Group Dynamics and Teamwork** – Students will identify and implement effective, ethical solutions for complex organizational systems through group dynamics and team building.

4. **Cultural Competency, Global Understanding, and Social Responsibility** – Students will articulate the impact of social and cultural diversity in organizations.

5. **Evaluation, Assessment, Analysis, and Critical Thinking** – Students will demonstrate ethical, evidenced-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation of results.

6. **Awareness of Self and Others** – Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivation.

Program Outcomes – Learning Objectives

Program Outcome 1 (PO1): Application of Adult Learning and

Organizational Development Theory - Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

- demonstrates mastery of basic principles of leadership theory, adult learning theory, and development theory
- identifies evidence-based practices in leadership, followership, and leadership ethics
- evaluates the application of theory in various organizational and/or cultural contexts
- articulates the links between effective leadership and lifelong learning
- develops theory-based plans for strategic training, human development, and organizational change

Program Outcome 2 (PO2): Strategic Verbal, Written, Interpersonal, and Technological Communication - Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

- demonstrates awareness of basic communication theory, the communication process, and organizational models
- applies principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
- demonstrates appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
- demonstrates 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

Program Outcome 3 (PO3): Systems Thinking, Group Dynamics, and Teamwork - Students will identify and implement effective solutions for complex organizational systems through group dynamics and team building.

- demonstrates mastery of basic concepts in systems thinking in organizations, stages of group development, and teamwork theory
- develops comprehensive, systems-oriented strategic planning process to include assessment, visioning, goals/objectives, strategy formulation, strategy execution, evaluation, and sustainment
- analyzes the normative, cognitive, and formative roles of self and others in group settings
- engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
- fosters a constructive team climate by a) treating team members with respect, b) exhibiting a positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
- addresses destructive conflict directly and constructively helps manage/resolve conflict in a way that strengthens overall team cohesiveness

Program Outcome 4 (PO4): Cultural Competency, Global Understanding, and Social Responsibility - Students will articulate the impact of social and cultural diversity in organizations.

- demonstrates an understanding of ethical leadership, social justice, and service to others
- articulates insights into own cultural rules and biases and how to recognize and respond to cultural biases
- demonstrates an understanding of the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices
- articulates ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
- develops complex questions about other cultures and consider questions from multiple cultural perspectives

Program Outcome 5 (PO5): Evaluation, Assessment, Analysis, and Critical Thinking - Students will demonstrate ethical, evidence-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation/dissemination of results.

- demonstrates problem-solving skills, higher order thinking strategies, and ethical, evidence-based decision making
- organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities in data
- evaluates and interprets quantitative and qualitative data to assess reliability, validity, and applicability in various leadership and development contexts
- develops comprehensive, systematic assessment plan to monitor organizational effectiveness
- recommends logical solutions that demonstrate informed evaluation and the ability to support positions with relevant, reliable, valid data

Program Outcome 6 (PO6): Awareness of Self and Others = Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivations.

- identifies personal values, ethics, beliefs, and motivations in relation to others
- articulates the impact of norms, ethics, identity, values, and beliefs in a leadership context

- assesses personal positionality and power in relation to supervisors, peers, and subordinates
- demonstrates an understanding of self in various leadership and learning situations
- develop an appreciation and understanding of human differences

OL 5043: Ethical Leadership

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	explain the importance and impact of ethics in an organization.
2	define and distinguish between organizational ethical perceptions.
3	develop and demonstrate an understanding of ethical competencies.
4	critically analyze the ethical issues that occur in organizations.
5	demonstrate an understanding of ethical influences.
6	describe, compare, and evaluate the ethical measure of an organization on a state, national, and global level.
7	research and critically examine, through case studies, the ethical outcomes of organization.
8	demonstrate an awareness of personal perceptions of differentiating ethics models.

Module	Module Objectives	Course Objectives
Module 1	• Examine and discuss why ethics is necessary in an organization • Explain why an organization's ethics is important to society • Identify the different forms of ethics	**1, 4, 6, 7, 8**
Module 2	• Develop a personal code of ethics • Discuss how cultural history may conflict with today's organizational ethics. • Critically access personal spiritual well-being and how it affects personal and organizational ethics	**1, 3, 6, 7, 8**
Module 3	• Recognize and differentiate between the components of ethical behavior • Examine and discuss how moral biases can have a negative impact on an organization's ethical codes (formal and informal).	**1, 2, 4, 7**
Module 4	• Identify and understand the different types of ethical communication • Understand the importance of communication in the process of creating ethical communications.	**1, 2, 3**
Module 5	• Identify the levels of power and discuss the positive and negative takeaways from each level • Recognize the frames of power and how each impact the organization.	**1, 3, 5, 6, 7**
Module 6	• Identify your personal conflict management style • Recognize when negotiation is necessary and the affect power has on negotiations. • Examine how ethics plays a role in conflict management in the areas of social justice and sexual harassment	**1, 3, 5, 7, 8**
Module 7	• Demonstrate your knowledge of previous modules by submitting a literature review and presentation of one of the previous topics • Identify the specific ethical perspective • Identify necessary competencies regarding case.	**1, 2, 3,**
Module 8	• Examine and discuss the ethical challenges leaders face in organizations	**1, 2, 4, 7**

	• Examine and discuss the ethical challenges of followers	
Module 9	• Describe the ethical dangers of group think • Demonstrate a working knowledge of how and when to use groups in organizational settings.	**1, 2, 4, 5, 7**
Module 10	• Demonstrate an understanding of the core components of an ethical organizational climate • Distinguish between the informal elements of an organization's cultural ethics • Examine and discuss how cultural and global change impacts the ethics of an organization	**3, 4, 6, 7**
Module 11 & 12	• Identify the unique ethical issues that emerge in marketing, finance, accounting, and human resource management • Present, in a literature, review an understanding of the ethical and moral dilemmas that are common in one of the four areas (state, national, or global)	**4, 5, 6, 7**
Module 13	• Demonstrate understanding the components of organizational citizenship, social responsibility, and sustainability. • Examine and discuss the power of a socially ethical organization Discuss the role organizations play in leading social responsibility causes	**4, 5, 6, 7, 8**
Module 14	• Discuss what place global organizations have in cultural ethics. • Identify and discuss the perceived dangers and challenges of a global organization • Demonstrate and understanding of how diversity impacts a global organization's ethics.	**2, 4, 6, 7, 8**

OL 5643: Organizational Globalization and Diversity

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	explain the importance diversity and inclusion from an organization perspective
2	distinguish the differences between an organization being diverse and inclusive.
3	demonstrate an understanding of various forms/types of diversity
4	critically analyze published literature for inclusion in a literature review
5	demonstrate a shared understanding of cultural competence and managing diversity
6	describe, compare, and evaluate diversity measures on a local, state, and national level
7	compose a literature review/research report in APA format
8	research and critically examine diversity trainings and case studies
9	research, design and present a group project on diversity leadership and trainings.

Module	Module Objectives	Course Objectives
Module 1	• Examine and discuss the difference between diversity and inclusion • Explain why diversity is important to society • Explain why diversity is important in business	**1, 2**
Module 2	• Identify the various types of diversity • Develop personal statement on diversity and inclusion • Discuss historical writings on diversity in comparison to current cultural climate • Critically access personal cultural positionality	**3, 4**
Module 3	• Explain the importance of understanding privilege • Analyze the power of social constructed privilege • Identify and discuss personal privileges • Write/Journal about your experiences of privilege/lack of privilege	**1, 3**
Module 4	• Analyze the various structures and discuss which one you find most effective • Discuss the importance of pay-equity.	**3, 6**
Module 5	• Explain the processes of acculturation and socialization and how it affects organizations • Discuss the significance of group-based identities	**3, 7**
Module 6	• Identify and describe the differences between stereotypes, prejudice, and discrimination. • Discuss the effects of incivility in the workplace • Demonstrate an awareness of the historical and current state of discrimination in the workplace	**3, 5, 6**
Module 7	• Demonstrate working knowledge of laws against discrimination	**5, 6**

	• Identify key points for affirmative action and diversity management trainings • Examine the major EEO laws • Discuss the impact of affirmative action for minority groups in organizations.	
Module 8	• Reflect on past experiences with work group/teams • Discuss positive and negative aspects of working in a diverse group/team	**5**
Module 9	• Identify the important historical events regarding gender in the workplace • Examine the similarities and differences of work expectations between the genders. • Discuss the challenges faced by women in the workplace • Research literature on gender discrimination in the workplace	**2, 3, 5, 8**
Module 10	• Discuss the difference between racism and discrimination • Demonstrate a working knowledge of laws against race discrimination and harassment • Research literature on race discrimination in the workplace	**3, 6, 8**
Module 11	• Identify the language and terminology regarding sexual orientation • Distinguish between the law regarding racial and sexual orientation discrimination • Discuss current legislation on sexual orientation	**3, 4, 6**
Module 12	• Demonstrate understanding of discriminations against religion, age, ability, appearance, weight, and social class • Discuss how discriminations could intersect or counteract	**2, 3, 5**
Module 13	• Reflect on personal experiences with diversity trainings • Explain the difference between mentorship and leadership • Research and analyze effective diversity trainings and provide a synopsis.	**2, 3, 4, 8**
Module 14	• Identify the main components of action research • Write a reflective essay on importance of diversity and inclusion trainings	**1-9**

OL 6043: Leadership in Organizational Change

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Identify the principle theories and historical foundations of organizational change, development, and transformative leadership
2	Demonstrate skills in recognizing change opportunities in organizations
3	Apply the processes through which planned change may be accomplished; 4) develop change agent competencies
4	Recommend diverse methods for collection and analysis of diagnostic data in organizations
5	Explain the similarities and differences between insider and outsider approaches to organizational development interventions
6	Assess own ability and readiness to lead change in organizations
7	Examine ethical issues in organizational change and transformative leadership

Module	Module Objectives	Course Objectives
Module 1	• Define and discuss change • Explain contexts within which change occurs • Examine the construction of organizations • Identify elements of reform dynamics	**1, 3, 6, 7**
Module 2	• Identify elements that contribute to change • Examine links between leaders and causality • Analyze change theories and perspectives • Discuss the relationships between individual and organizational change	**1, 2, 3**
Module 3	• Identify concepts of organizational change • Evaluate drivers of change, process of change, and mode of change • Summarize systems theory, strategic change, and emergent theories on chaos and complexity	**1, 5, 7**
Module 4	• Examine concepts of leadership in organizational change • Differentiate between collective and collaborative leadership • Define shared and adaptive leadership in the context of change • Identify approaches in collective and collaborative leadership	**1, 5, 7**
Module 5	• Analyze change practices that generate the most effective processes and outcomes • Identify which primary factors or indicators are important to organizational well-being	**1, 2, 3**

	• Describe the role of organizational learning in change • Discuss the similarities and differences of leading change in virtual teams	
Module 6	• Examine ways in which leaders promote and sustain change • Identify strategies to create and maintain a transformation culture • Compare approaches to sustain a culture of change • Recommend strategies to promote change in a given context	**2, 7**
Module 7	• Review successful approaches to implementing and managing change • Describe the project life cycle of a change initiative • Identify the five stages of leading a change initiative • Explain the role of change teams in implementing change	**1, 5**
Module 9	• Identify links between organizational and community change • Describe the process of leading change in multiple contexts • Apply concepts of change across organizational and community contexts • Apply concepts of leadership across organizational and community contexts	**1, 3**
Module 10	• Discuss the role of a learning, performance, and change professional • Identify general models, approaches, and taxonomies for evaluating change • Explain the role of evaluation in measuring change	**1, 2, 3, 4**
Module 11	• Examine the process of setting a course for organizational change • Create a core change team • Explain the role of expectations in transformational change	**1, 2, 6**
Module 12	• Discuss the importance of communication in organizational change • Identify sources of resistance to change • Explain the differences between resistance and indifference	**2, 3, 6**
Module 13	• Analyze interpersonal methods of assessing progress • Summarize the role of alignment and group dynamics in change • Identify the steps and best practices in building trust	**2, 4, 6**
Module 14	• Propose approaches to dealing with crisis in the change process • Explain the relationship between investing in change and investing in talent • Recommend strategies to promote continuous, strategic change	**1, 2, 4**

OL 6143: Consultation, Coaching, and Leadership Development

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

Module	Module Objectives	Course Objectives
Module 1	• Discuss current and historical forces influencing workplace learning • Explain how training, development, and informal learning contribute to organizational success • Identify various aspects of the training and development process • Describe the amount and types of training in the U.S. • Describe key roles for training professionals	**1, 4**
Module 2	• Evaluate how organizational strategy influences training and development • Describe the role of consultancy, coaching, and leadership development in the organizational development process • Evaluate how staffing and HR planning influence training • Evaluate the advantages and disadvantages of centralized training • Discuss the strengths of an organization-embedded learning function	**2, 4**
Module 3	• Evaluate different methods used in the needs assessment process • Apply the steps involved in conducting a task analysis	**3, 7**

	• Analyze task analysis data to determine training needs • Explain competency modules and the process used to develop them • Identify how feedback influences performance and learning	
Module 4	• Analyze the five types of learning outcomes • Explain the implications of adult learning theory for instructional design • Incorporate adult learning theory into the design of a training, coaching, consultancy, and leadership development programs • Explain the transfer of training concept	**2, 6**
Module 5	• Explain the program design process • Summarize the steps in site selection and preparation • Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map • Design application assignments to enhance learning and transfer of training • Develop a self-management module for a training program	**2, 6**
Module 6	• Explain why evaluation is important • Discuss the process used to plan and implement an effective training evaluation • Evaluate the strengths and weaknesses of different evaluation designs • Conduct a cost-benefit analysis and calculate ROI for a training program • Assess the role of analytics in determining the value of training practices	**1, 2, 7**
Module 7	• Evaluate the strengths and weaknesses of presentational, hands-on, and group building training methods • Develop a self-directed learning module and a case study • Discuss the key components of behavior modeling training • Justify the use of team training to improve team performance • Explain how new technologies influence training and development • Examine the strengths and weaknesses of e-learning, mobile learning, and simulations • Compare the different types of distance learning	**2, 6, 7**
Module 9	• Discuss the role of training partnerships in contributing to local communities • Identify potential ethical and legal issues that relate to training • Develop a program for effectively managing diversity • Design a program for preparing employees for cross-cultural management • Describe policies to help employees active work-life balance	**5, 8**
Module 10	• Identify future trends influencing training departments and trainers • Discuss how rapid instructional design differs from traditional training design • Describe the advantages of embedded learning • Examine how training can contribute to an organization's sustainability initiatives • Explain ethical concerns on the future of training and development	**1, 8**

Module 11	• Describe the origins of the terms coaching, mentoring, and consultancy • Discuss the principles of coaching, mentoring, and consultancy • Identify types of coaching, mentoring, and consultancy • Compare coaching, therapy, counselling, mentoring, and consultancy • Examine the coaching-mentoring-management continuum • Demonstrate the use of goal setting and positive feedback	**1, 2, 6**
Module 12	• Describe a coaching culture • Identify the pillars of a coaching culture • Summarize the ten-step plan to create a coaching culture • Compare internal and external coaching • Apply principles of cross-cultural coaching • Define corporate social responsibility • Measure ROI in coaching	**1, 3, 4, 7**
Module 13	• Identify the five levels of listening • Apply principles of coaching, mentoring, and consultancy to leadership development • Demonstrate the use of reflecting, summarizing, clarifying, questioning, and permission protocol • Compare and contrast the GROW and EXACT models of coaching • Describe the structure of coaching	**2, 6, 8**
Module 14	• Develop an organizational coaching plan • Apply coaching skills and tools in an organizational setting • Justify the use of a specific coaching tool in a coaching context • Demonstrate the use of an appropriate coaching tool in a specific type of coaching session	**5, 6, 7**

OL 5343: Community Development

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Demonstrate knowledge of each phase of the community development process
2	Explain definitions, concepts, and purposes of community and economic development
3	Compare, contrast, and evaluate assets-based and needs-based approaches to community development
4	Design a community development plan collaboratively as a member of a team
5	Analyze leadership issues in the community development process
6	Recommend evidence-based approaches to community development in a given context
7	Apply project-based research principles in the completion of a service-learning project

OL 5143: Nonprofit Governance

Course Learning Objectives (CLOs):

At the completion of this course, you should be able to:

- CLO 1: Analyze the role of socio-ecological role of nonprofits and philanthropic enterprise
- CLO 2: Evaluate the efficacy and viability of nonprofit organizations
- CLO 3: Evaluate the marketing and communications efficacy of a nonprofit organization.
- CLO 4: Synthesize social justice, economic, and institutional theories of the nonprofit sector.
- CLO 5: Critique and appraise peer-reviewed nonprofit academic literature
- CLO 6: Integrate nonprofit theory and practice to design solutions to complex nonprofit leadership challenges.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	07/17/2023
Dean Dr. Tim Carter	Tim Carter	7/17/23
Assessment Dr. Christine Austin	Christine Austin	7.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/26/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
RS	3063	○ Spring ◉ Summer I

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

RESILIENCY, VULNERABILITY, AND CRISIS

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

RESIL., VULN., & CRISIS

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? ○ Ye ◉ N How many total hours?

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☐ Elective ☐ Major ☑ Minor

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

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

Fall/Spring

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

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
    1. **Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses:
        i. 1.A.7
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses.
        i. To graduate scholars who are prepared to enter a variety of fields including addictions, aging, child welfare and social services, and disability studies.

ii. To prepare students to enter a variety of graduate programs including but not limited to: occupational therapy, physical therapy, counseling, rehabilitation counseling, addictions, and social work.
iii. To prepare competent entry-level rehabilitation generalists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

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

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

1. RS graduates have a responsibility to assist the individuals they serve in attaining assistance that is most appropriate for their needs. As such it is imperative that students understand howto work with individuals who have experienced crises or trauma.

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.

RS 3063: Resiliency, Vulnerability, and Crisis

Offered: Spring semesters

Catalog Description:

Prerequisite: RS 2003. Individuals with disabilities may be affected by crisis situations and trauma, and it is important to understand the immunities (strengths) and vulnerabilities (needs) that affect the ability of the person to respond to these situations. These immunities and vulnerabilities may come from within the individual or their personal situation, or societal responses to disasters such as Covid-19, tornadoes, earthquakes, and hurricanes. This course will provide students with exposure to assessing and planning for crisis situations, both from a personal and societal perspective. Students will learn how to develop an individualized plan that builds on strengths and accesses resources. Note: Must be completed with a grade of "C" or better.

Instructor: _____ **E-Mail:** _____
Class Location: _____ **Office Location:** _____
Course Day & Time: _____ **Phone:** _____
Office Hours: _____

COURSE DESCRIPTION:

Individuals with disabilities may be affected by crisis situations and trauma, and it is important to understand the immunities (strengths) and vulnerabilities (needs) that affect the ability of the person to respond to these situations. These immunities and vulnerabilities may come from within the individual or their personal situation, or societal responses to disasters such as COVID-19, tornadoes, earthquakes, and hurricanes. This course will provide students with exposure to assessing and planning for crisis situations, both from a personal and societal perspective. Students will learn how to develop an individualized plan that builds on strengths and accesses resources. Note: Must be completed with a grade of "C" or better.

COURSE OBJECTIVES:

RS graduates have a responsibility to assist the individuals they serve in attaining assistance that is most appropriate for their needs. As such it is imperative that students understand howto work with individuals who have experienced crises or trauma.

1. Students will demonstrate knowledge of crises, trauma, immunities, and vulnerabilities (strengths and needs).
2. Students will understand how individual and societal attitudes, barriers and supports affect immunities and vulnerabilities of people with disabilities.
3. Students will understand the meanings of crisis and trauma and the potential physical, psychological, vocational, social, and relationship results of these events.
4. Students will demonstrate understanding of how the United States has responded to crises such as COVID-19 has affected individuals with planning.
5. Students will understand how the lack of planning for natural disasters has affected individuals with disabilities and how this is a social justice issue.

6. Students will demonstrate skills in planning a simulated case study that addresses trauma, crisis, immunities, and vulnerabilities.

MATERIALS AND RESOURCES

Required Text: Kanel, K. (2019). *A Guide to Crisis Intervention* (6th ed). Mindtap: Cengage Publishing.

Other Materials:

Academy of Cognitive Therapy
http://www.academyofct.org

Addiction Technology Transfer Center Network
http://www.attcnetwork.org/index.asp

Agency for Healthcare Research and Quality
http://www.innovations.ahrq.gov/index.aspx

The American Academy of Experts in Traumatic Stress
http://www.aaets.org

American Red Cross Disaster Services
http://www.redcross.org/what-we-do/disaster-relief

LICENSURE/CERTIFICATION/ACCREDITATION STANDARDS:

Commission on Accreditation of Allied Health Education Programs Knowledge Domains: This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses...

1.A.7.

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
"Get Started with MindTap" Module	3	3	>1%
MindTap Quizzes (12)	15	180	25.6%
MindTap Polling Activities (11)	3	33	4.7%
MindTap Video Activities (11)	25	275	39.3%
Exercises (8)	5	40	5.8%
Case Studies (7)	3	21	3.1%
Case Study Final	150	150	21.5%
Total		**702**	**100%**

NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS

GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100 %	or	631.8-702 points	=	4.0
80% - 89 %	or	561.6-631.79 points	=	3.0
70 % - 79 %	or	491.4-561.59 points	=	2.0
60 % - 69 %	or	421.2-491.39 points	=	1.0

If you fall below 60% please contact the professor to discuss your academic status.

ACADEMIC HONESTY POLICY:

You are expected to work to the best of *your* ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources. University policy states that, **"academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an 'F' on a particular quiz or exam, to giving an 'F' on a term paper or other written work, or giving the student an 'F' or 'W' for the course".** Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png

https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf

NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the "Turnitin" function within Blackboard.** In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

ACADEMIC INTEGRITY:

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

AFFIRMATIVE ACTION STATEMENT:

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

ELECTRONIC MAIL & BLACKBOARD INFORMATION:

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (http://bblearn.atu.edu/). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

BLACKBOARD HELP DESK INFORMATION:

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

STUDENT ACCOMMODATIONS:

"Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community". Students requiring accommodations are encouraged to register with ATU's Disability Services office. The office is located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

Reasonable Accommodations: If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at http://www.atu.edu/disabilities/index.php.

IN CASE OF EMERGENCIES:

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at http://www.atu.edu/emergency/index.php. A copy of the Emergency Operations Plan can be found at http://www.atu.edu/psafe/docs/ATUEPlan.pdf.

STUDENT NEEDS STATEMENT:

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

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

ATTENDANCE AND CLASS PARTICIPATION:

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects on one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1		Class Introduction Introductory Video	• Complete Federal Attendance Module • Review Syllabus and Mind Tap • Complete "Get Started with Mind Tap"
2	1	An Overview of Crisis Intervention	• Polling Activity 1 • Exercise 1: An Overview of Crisis Intervention • Quiz 1
3	2	Ethical and Professional Issues	• Polling Activity 2 • Video Activity 2: Legal and Ethical Issues • Case Study 1: Ethical and Professional • Exercise 2: Ethical and Professional • Quiz 2
4	3	The ABC Model of Crisis Intervention	• Polling Activity 2 • Video Activity 3: Woman Losing Custody • Exercise 3: The ABC Model • Quiz 3
5	4	Intervening with Crisis Related to Danger to Self, Others or Being Gravely "Disabled"	• Polling Activity 3 • Video Activity 4: Displaced Worker • Case Study 2: Intervening with Crises • Exercise 4: Intervening • Quiz 4
6	5	Developmental and Cultural Crises	• Polling Activity 4 • Video Activity 5: Multicultural Crisis • Exercise 5: Developmental and Cultural Crises • Quiz 5
7	6	Crises of Loss, Death, Relationship Breakups, and Economic Loss	• Polling Activity 5 • Video Activity 6: Relationship Crisis • Case Study 3: Crises of Loss • Quiz 6
8	7	Exercise, Community Disaster, Trauma and PTSD	• Polling Activity 6 • Exercise 6: Community Disaster • Case Study 4: Community

			Disaster • Quiz 7
9	8	Crises Related to Military Service	• Polling Activity 7 • Video Activity 7: War Veteran • Exercise 7: Crises Related to Military • Quiz 8
10	9	Crises Related to Personal Trauma	• Polling Activity 8 • Video Activity 8: Sensitivity • Exercise 8: Crises Related to Personal Trauma • Quiz 9
11	10	Crises Related to Sexuality	• Polling Activity 9 • Video Activity 9: The Case of Devon • Case Study 5: Crisis Related to Sexuality • Quiz 10
12	11	Substance Use Related Disorders and Crises	• Polling Activity 10 • Video Activity 10: Substance Use Related Disorders and Crises • Case Study 6: Substance Use • Quiz 11
13	12	Crises Related to Aging, Serious Physical Illness, and Disabilities	• Polling Activity 11 • Video Activity 11: The Case of Veronica • Case Study 7: Crises Related to Aging • Quiz 12
14		Case Study Final Review	
15			

CASE STUDY FINAL DUE: _____

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	07/17/2023
Dean Dr. Tim Carter	Tim Carter	7/17/23
Assessment Dr. Christine Austin	Christine Austin	7.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
CNSL	**5243 / 4253**	○ Spring ◉ **Summer I**

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

PSYCHOPATHOLOGY

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

PSYCHOPATHOLOGY

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

(•) Yes ( ) No RS 4243 ***/ 5243***

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? ( ) Ye (•) N How many total hours?

Grading: (•) Standard Letter ( ) P/F ( ) Other

Mode of Instruction (check appropriate box):

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

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

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

FALL/SPRING

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

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
    1. **Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses
        i. 1.A.2.d., 1.A.3.d., 1.A.3.e.i.-vii., 1.A.4.h., 1.A.10.a., 1.D.8.a.-b.

b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses.
        i. To graduate scholars who are prepared to enter a variety of fields including addictions, aging, child welfare and social services, and disability studies.

ii. To prepare students to enter a variety of graduate programs including but not limited to: occupational therapy, physical therapy, counseling, rehabilitation counseling, addictions, and social work.
iii. To prepare competent entry-level rehabilitation generalists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
   i. Video/Live Counseling & Reflection Exercises
   ii. Clinical Case Studies
   iii. Case Management Portfolio
   iv. Reflection Journals
   v. Quizzes & Exams
   vi. Formative & Summative Assessments
   vii. Experiential Assessments
   viii. Treatment Plan Development

c. What is the rationale for adding this course? What evidence demonstrates this need?
   1. According to the requirements outlined by the Arkansas State Board of Examiners (ARBOE; 2020), the Commission on Rehabilitation Counselor Certification (CRCC; 2022), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2024), the following course is necessary to qualify the successful student to sit for the Certified Rehabilitation Counselor (CRC) exam or National Counselor Examination (NCE). Furthermore, the program will be seeking accreditation by CACREP in the next three (3) to five (5) years and is building the program to reflect these academic standards and knowledge domains.
      i. Arkansas State Board of Examiners [ARBOE]. (2020). *LAC-LPC core curriculum summary*. https://abec.statesolutions.us/wp-content/uploads/2023/02/LAC-LPC-Core-Curriculum-Summary.pdf
      ii. Commission on Rehabilitation Counselor Certification [CRCC]. (2022). *CRC knowledge domains, competencies and tasks*. https://crccertification.com/wp-content/uploads/2022/05/2022-CRCC-Exam-Blueprint_shows-NEW-1.pdf
      iii. Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2024). *CACREP standards*. https://www.cacrep.org/wp-content/uploads/2023/06/2024-Standards-Combined-Version-6.27.23.pdf

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.

RS 4243/CNSL 5243: Psychopathology

Offered: Fall and Spring semesters

Catalog Description:

A study of the DSM-V-TR (Diagnostic and Statistical Manual, 5th Edition – Text Revised) and the mild to severe behavioral disorders found therein. Students will learn about the etiology, treatment, and prognosis of various mental health diagnoses, gain a broad knowledge regarding psychological disorders, dysfunctional behaviors, and appropriate diagnostic and treatment options for these diagnoses, as well as develop a foundational comprehension regarding the diagnostic classification system, etiology, assessment, and treatment of mental health diagnoses. Both the history of mental health as well as the current research will be examined. Note: A grade of C or better is required for Counseling majors.

Instructor: _____ **E-Mail:**

_____

Class Location: _____ **Office Location:**

_____

Course Day & Time: _____ **Phone:** _____

Office Hours: _____

COURSE DESCRIPTION:

A study of the DSM-V-TR (Diagnostic and Statistical Manual, 5th Edition – Text Revised) and the mild to severe behavioral disorders found therein. Students will learn about the etiology, treatment, and prognosis of various mental health diagnoses, gain a broad knowledge regarding psychological disorders, dysfunctional behaviors, and appropriate diagnostic and treatment options for these diagnoses, as well as develop a foundational comprehension regarding the diagnostic classification system, etiology, assessment, and treatment of mental health diagnoses. Both the history of mental health as well as the current research will be examined. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

Upon successful completion of the course, students will...

1. Develop a functional knowledge of the DSM-5-TR to look up diagnostic information (etiology, treatment recommendations, etc.).
2. Learn the common symptoms, proper diagnostic procedures following the DSM-5-TR, and about differential diagnosis with mental health disorders.
3. Establish proper assessment and treatment goals and objectives with clients who are having active mental health symptoms.
4. Acquire an awareness of maladaptive behaviors that are common with clients diagnosed with mental health concerns and generate appropriate treatment options for clients
5. Ascertain condition prognoses to set reasonable expectations when working with clients with mental health diagnoses.
6. Gain foundational knowledge of historical views, current models, and DSM-5-TR diagnostic criteria to meet the needs of future clients.

MATERIALS AND RESOURCES

Required Text: Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2023). *Psychopathology: An integrative approach to mental disorders (9th Ed).* Cengage Learning

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th Ed., Text Revision).

Other Materials: Suggested readings, movies, multimedia/internet resources, and additional handouts/readings provided by the instructor.

LICENSURE/CERTIFICATION STANDARDS:

Arkansas LAC/LPC Knowledge Domains: This course meets, at least in part, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards...

B.3.	E.2.-4.	G.7.
B.6.	G.1.	G.10.-17.

Certified Rehabilitation Counselor Knowledge Domains: This course meets, at least in part, the Commission on Rehabilitation Counselor Certification (CRCC) Standards...

1.A.a.-b.	2.J.	5.C.a.-s.
1.A.f.-g.	2.L.	5.D.-E.
1.C.-D.	2.N.	6.B.a.-c.
2.A.-B.	4.A.-C.	6.D.f.-g.
2.F.-G.	5.B.	6.D.i.

6.F.

7.F.

11.A.-D.

11.D.-F

Commission on Accreditation of Allied Health Education Programs Knowledge Domains: This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses...

1.A.2.d.

1.A.3.d.

1.A.3.e.i.-vii.

1.A.4.h.

1.A.10.a.

1.D.8.a.-b.

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade (RS)	% of Grade (CNSL)
5 Content Quizzes (5)	20	100	25%	16.7%
Mental Health Diagnosis Paper	100	100	25%	16.7%
Discussion Boards (5)	20	100	25%	16.7%
Final Exam	100	100	25%	16.7%
Research Poster Presentation (CNSL Only)	200	200	0%	33.2%
TOTAL		**400 (RS) 600 (CNSL)**	**100%**	**100%**

NOTE: YOU MUST COMPLETE ALL ASSIGNMENTS IN ORDER TO PASS THIS CLASS

GRADING SCALE

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

		RS	CNSL		
90%-100%	or	360-400 points	540-600 points	=	**4.0**
80%-89%	or	320-359.99 points	480-539.99 points	=	**3.0**
70%-79%	or	280-319.99 points	420-479.99 points	=	**2.0**
60%-69%	or	240-279.99 points	360-419.99 points	=	**1.0**

If you fall below 60% please contact the professor to discuss your academic status.

ACADEMIC HONESTY POLICY:

You are expected to work to the best of ***your*** ability. **Copying, plagiarizing, self-plagiarizing, and cheating will not be tolerated.** You must give appropriate credit to ideas borrowed from other sources.

University policy states that, **"academic dishonesty may have serious consequences...Penalties for various levels of academic dishonesty vary from giving an 'F' on a particular quiz or exam, to giving an 'F' on a term paper or other written work, or giving the student an 'F' or 'W' for the course".** Copying of Internet information regarding motion picture reviews or other online film critiques is a form of plagiarism. If you are unsure whether you may have plagiarized, **please see the Professor before** turning in your assignment to discuss your concerns. Please also refer to the following info graphic for a listing of different types of plagiarism:

http://www.dontwasteyourtime.co.uk/wp-content/uploads/2012/05/2012-05-14_0854.png

https://www.ithenticate.com/hs-fs/hub/92785/file-5414624-pdf/media/ith-selfplagiarism-whitepaper.pdf

NOTE: Students MUST use quotation marks around any statement that is not their own paraphrased work.

To ensure academic honesty, promote accurate citing of references, and encourage the learning process, the **Professor has enabled the "Turnitin" function within Blackboard**. In doing so, all assignments will be scanned for unoriginal content utilizing this new technology. The Professor also allows for the student to view the Originality Score following their submission. Should the score be too high, it is recommended that the student re-submit the paper after making the appropriate corrections. The Professor retains the right, however, to make the final determination of originality and integrity, and will engage in discussion(s) with the student prior to said determination.

ACADEMIC INTEGRITY:

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

AFFIRMATIVE ACTION STATEMENT:

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

ELECTRONIC MAIL & BLACKBOARD INFORMATION:

Course documents (i.e. course syllabus) and other resource information are posted on the Blackboard system (http://bblearn.atu.edu/). You are able to access this information 24/7 from locations outside of the regular classroom. **You are responsible for checking Blackboard and your ATU email routinely to obtain class updates, schedule changes, and assignments.** Please be sure to set your Blackboard account so that all emails are automatically forwarded to your ATU ID or other Internet addresses you use.

BLACKBOARD HELP DESK INFORMATION:

If you are experiencing problems with the Blackboard system, please contact the ATU eTech Help Desk at (479) 968-0646 or (866) 400-8022. Technicians are available to answer your questions 24/7, excluding holidays.

STUDENT ACCOMMODATIONS:

"Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals with disabilities. Students with disabilities attending Tech will be integrated as completely as possible into the University community". Students requiring accommodations are encouraged to register with ATU's Disability Services office. The office is located at Suite 141 in Doc Bryan and can be reached at (479) 968-0302; TTY Services - (479) 964-3290.

Reasonable Accommodations: If you need special accommodations as addressed by the American with Disabilities Act (ADA), please provide the Professor with the appropriate documentation from Disability Services and reasonable effort will be made to accommodate your needs. Students with disabilities are encouraged to contact Disability Services to discuss and establish reasonable accommodation. For an appointment with a counselor, please call (479)968-0302; TTY Services - (479) 964-3290. For more information about Disability Services, please check out their website at http://www.atu.edu/disabilities/index.php.

IN CASE OF EMERGENCIES:

Please refer to the Professor for directions on what action(s) to take, keep calm and abide by all University directed commands. More specific information can be accessed at http://www.atu.edu/emergency/index.php. A copy of the Emergency Operations Plan can be found at http://www.atu.edu/psafe/docs/ATUEPlan.pdf.

STUDENT NEEDS STATEMENT:

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

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

ATTENDANCE AND CLASS PARTICIPATION:

It is vital to a student's success that they attend class. If a student is ill or has other reason(s) to miss class, it is important that they email their professor ahead of the scheduled class informing them of such. It remains at the discretion of the professor of record and/or the graduate program coordinator to determine if and how missed in class attendance/assignments will be made up. Unexcused absences may result in the student being unable to make up missed work, potentially resulting in deleterious effects to one's standing in the course.

Students are encouraged to be active participants in each class as the experiential nature of counseling courses enriches one's learning experience. Active participation in graduate classes consists of participating in discussions with faculty and/or fellow students, or communicating that one is engaged by utilizing active listening skills and nonverbal indicators.

COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction Syllabus Review Psychopathology in Historical Context	Blackboard Attendance Module
2	2	Integrative Approaches to Psychopathology Introduction to the DSM-V-TR	Discussion Question #1
3	3	Clinical Assessment & Diagnosis Using the DSM-5-TR to Diagnosis	Discussion Question #2
4	5	Anxiety, Trauma and Stressor Related and Obsessive Compulsive and Related Disorders DSM-5-TR Highlights	Quiz #1
5	6	Somatic Symptoms and Related Disorders and Dissociative Disorders DSM-5 Highlights	Discussion Question #3
6	7	Mood Disorders and Suicide How To Conduct a Suicide Assessment	Quiz #2
7	8 & 9	Eating and Sleep Wake Disorders Highlights of Physical Disorders and Health Psychology	Discussion Question #4
8	10	Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	Mental Health Diagnosis Paper
9	12	Personality Disorders	Quiz #3
10	13	Schizophrenia Spectrum and Other Psychotic Disorders	
11	11	Substance Related, Addictive, and Impulse-Control Disorders	Quiz #4

12	14 & 15	Highlights of Neurodevelopmental Disorders Highlights of Neurocognitive Disorders	Discussion Question #5
13	16	Mental Health Services: Legal & Ethical Issues	Quiz #5
14	No Readings This Week	Poster Presentations	
15		**Final Exam Review**	

FINAL EXAM SCHEDULED FOR: _____

APPENDIX B
Examples of Learning Assessments

RS 4243/CNSL 5243: Psychopathology
MENTAL HEALTH DIAGNOSIS PAPER (100 POINTS)

Each student will select a specific DSM-5 diagnosis that interest them or applies to their field of study. The paper will explore the specific etiology, treatment protocols, therapies, life expectations, future implications, social attitudes and/or environmental considerations related to the mental health diagnosis and experience. Each article reviewed should be discussed in relation to the selected diagnosis.

The paper must be 10 pages in length at minimum and no more than 15 pages at maximum. This does NOT include the cover page or references. The paper should be viewed as a research paper. As such, it is expected that the student will take some time to explore the literature, utilize and cite the works of others and provide a reference page for your sources. You must have at least 10 peer reviewed journal articles before you may use your first World Wide Web source. This includes ".gov", ".edu" and other reputable sources. Students are encouraged to utilize the campus library's journals. Any inappropriate material will result in serious deductions from your grade.

Mental Health Diagnosis Paper Guidelines

Must be in APA format

Graduate: 10 pages minimum and no more than 15 pages of text maximum, double spaced in a 12-point Times New Roman or Arial font

APA Styled Cover Page and Reference page need to be in APA format and are not included in the 10-15 pages of the paper

A minimum of 10 peer reviewed articles for your references at minimum. You can use any journals you find through the library's search engines (rehabilitation counseling journals, mental health journals, social work journals, counseling psychology journals, clinical psychology journals, special education journals, physical therapy journals, occupational therapy journals, speech language pathology journals, nursing journals, and medical journals just to name a few types). Your textbook is highly suggested to be used as a reference resource and can count as one of your10 peer reviewed resources.

After you have used a minimum of 10 peer reviewed references that are peer reviewed journals you may use reliable websites to supplement the information needed for your paper. A few examples would be the Mayo Clinic's website, or one or more of the following: National Institute of Health, Substance Abuse and Mental Health Services Administration (SAMHSA), National Alliance on Mental Illness (NAMI), National Institute of Mental Health (NIMH), and HelpGuide.org. If you are in doubt that I will consider it a reliable website resource, then see me and clarify.

The following are possible headers/topics for your paper. You do not have to use all of these headers because it will depend on what information you find in your research. So do not stress out thinking you have to use all of the following examples!

Introduction
Diagnosis/Symptoms
Progression of the symptoms/diagnosis (if applicable)
Treatment Options
Medication Management
Assistive technology that could increase independence
Improving Quality of Life
Psychosocial Impact of mental illness
Impact on the family/caregivers
Dating/Relationships with this type of mental illness
Other important aspects of the diagnosis that you may identify in your research findings

If you need assistance do not hesitate to contact me or come in during my office hours. You can also contact College of Education & Health librarian, Sherry Tinerella stinerella@atu.edu for assistance or visit the Writing Lab in Witherspoon Hall each afternoon during their hours of operation.

APPENDIX C
Program Assessment Plan

Program Outcomes	Courses for Outcome	Outcome Measure
Outcome 1: To graduate scholars who are prepared to enter a variety of fields including addictions, aging, child welfare and social services, and disability studies.	RS 3003 RS 3123 RS 3133 RS 3204 RS 4023 RS 4104 RS 4123 RS 4194 RS 4012	• Clinical Case Studies • Quizzes and Exams • Reflection Papers • Synthesis and Application Exercises • Case Management Portfolio • Video/Live Interviewing & Reflection Exercises • Performance During Fieldwork Experiential Learning Opportunities
Outcome 2: To prepare students to enter a variety of graduate programs including but not limited to: occupational therapy, physical therapy, counseling, rehabilitation counseling, addictions, and social work.	RS 3003 RS 3123 RS 3133 RS 3204 RS 4023 RS 4104 RS 4194 RS 4012	• Video/Live Interviewing & Reflection Exercises • Clinical Case Studies • Case Management Portfolio • Reflection Journals • Quizzes & Exams • Research Papers • Experiential Assessments • Treatment Plan Development • Performance During Fieldwork Experiential Learning Opportunities
Outcome 3: To prepare competent entry-level rehabilitation generalists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.	RS 2003 RS 3003 RS 3123 RS 3204 RS 4023 RS 4104 RS 4123 RS 4194 RS 4012	• Video/Live Interviewing & Reflection Exercises • Clinical Case Studies • Case Management Portfolio • Reflection Journals • Quizzes & Exams • Research Papers • Experiential Assessments • Treatment Plan Development • Performance During Fieldwork Experiential Learning Opportunities

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	07/17/2023
Dean Dr. Tim Carter	Tim Carter	7/17/23
Assessment Dr. Christine Austin	Christine Austin	7.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/28/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RS	**3003**

Official Catalog Title:

MEDICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITY

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

(•) Yes ( ) No

CNSL 5003

Request to change: (check appropriate box):

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

☑ Other C or better

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)

4003

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:

Add Note: **A grade of C or better is required for Rehabilitation Science majors.**

New Cross List:

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

If adding or changing cross-listing, indicate course subject and number CNSL 5003

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.
   a. **Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses:
      i. 1.A.3., 1.A.3.b.-e., 1.A.4.a.-b., 1.A.4.h., 1.A.10.a., 1.B.4., 1.B.6., 1.B.7

b. If this course is required for the major or minor, complete the following.
   a. Provide the program level learning outcome(s) it addresses.
      i. 3) To prepare competent entry-level rehabilitation generalists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    i. Quizzes/Exams, Presentation, Synthesis Discussion

c. What is the rationale for adding this course? What evidence supports this action?
    a. Changing course numbers to meet university requirements for accelerated masters program.

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	07/17/2023
Dean Dr. Tim Carter	Tim Carter	7/17/23
Assessment Dr. Christine Austin	Christine Austin	7.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/25/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RS	**3123**

Official Catalog Title:

ETHICS AND PROFESSIONAL DEVELOPMENT

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

(•) Yes ( ) No

CNSL 5223

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)

4223

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: CNSL 5223

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.
   a. **Commission on Accreditation of Allied Health Education Programs Knowledge Domains:** This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses:
      i. 1.C.4., 1.C.5., 1.C.6., 1.C.11., 1.D.2., 1.F.1., 1.F.2.

b. If this course is required for the major or minor, complete the following.
   a. Provide the program level learning outcome(s) it addresses.
      i. 1)To graduate scholars who are prepared to enter a variety of fields including addictions, aging, child welfare and social services, and disability studies.

ii. 2)To prepare students to enter a variety of graduate programs including but not limited to: occupational therapy, physical therapy, counseling, rehabilitation counseling, addictions, and social work.
iii. 3)To prepare competent entry-level rehabilitation generalists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    i. Quizzes/Exams, Research and Synthesis Paper, Ethical Code Comparison Activities, Case Studies

c. What is the rationale for adding this course? What evidence supports this action?
    a. Changing course numbers to meet university requirements for accelerated masters program.

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Kinesiology & Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	07/17/2023
Dean Dr. Tim Carter	Tim Carter	7/17/23
Assessment Dr. Christine Austin	Christine Austin	7.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/26/23
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
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)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
RS	**3133**

Official Catalog Title:

DIVERSITY AND INCLUSION IN HUMAN SERVICE SETTINGS

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

(•) Yes ( ) No

CNSL 5233

Request to change: (check appropriate box):

☑ Course Number	☐ Title	☑ Course Description
☑ Cross-Listing	☑ Prerequisite	☐ Co-requisite
☐ Grading	☐ Fee	
☑ Other	C or better	

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)

4233

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:

Add note: **A grade of C or better is required for Rehabilitation Science majors.**

New Cross List:

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

If adding or changing cross-listing, indicate course subject and number: CNSL 5233

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

RS 2003

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.
   a. Commission on Accreditation of Allied Health Education Programs Knowledge Domains: This course meets, at least in part, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards, which addresses:
      i. 1.A.1., 1.A.4., 1.A.6., 1.A.8., 1.B.1., 1.B.4., 1.B.11., 1.C.6., 1.C.7., 1.D.1., 1.D.2., 1.D.3., 1.D.5., 1.D.6:, 1.D.8., 1.E.1., 1.F.1

b. If this course is required for the major or minor, complete the following.
   a. Provide the program level learning outcome(s) it addresses.

i. 1)To graduate scholars who are prepared to enter a variety of fields including addictions, aging, child welfare and social services, and disability studies.
ii. 2)To prepare students to enter a variety of graduate programs including but not limited to: occupational therapy, physical therapy, counseling, rehabilitation counseling, addictions, and social work.
iii. 3)To prepare competent entry-level rehabilitation generalists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
    i. Reflective Journals, Synthesis Discussions, Case Studies

c. What is the rationale for adding this course? What evidence supports this action?
    a. Changing course numbers to meet university requirements for accelerated masters program.

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	07/17/2023
Dean Dr. Tim Carter	Tim Carter	7/17/23
Assessment Dr. Christine Austin	Christine Austin	7.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/28/23
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:
BS Rehabilitation Science

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

1. Delete: **"PSY 3003 or RS 3183"**
2. Add: **RS 4243**
3. Change: RS 3003 to **RS 4003**
4. Change: RS 3133 to **RS 4233**
5. Change: RS 3123 to **RS 4223**
6. Allow: **STAT 2163 as option with PSY/SOC 2053 (see Appendix A)**

Add RS 3013
Add RS 3063
Delete ANTH 1213 or ANTH 2003
Add 8 hours Social Science
Reduce Electives from 20 hrs to 14 hrs

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

Answer the following Assessment questions:

a. How does the program change align with the university mission?
   - **This program change is intended to increase student access to the undergraduate program as well as opening doors to new opportunities by creating an accelerated path to a master's in counseling.**

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   - **While this change was not mandated by an accrediting body, it has been made to align with standards and requirements of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) should the proposed Master's in Counseling program seek accreditation in the future.**

c. What is the rationale for this program change?
   a. How will the program change impact learning for students enrolled in this program? **These program changes will open up opportunities for accepted students to enroll in an accelerated Master's program. The addition of STAT 2163 provides an option to students who may have difficulty with the PSY/SOC 2053 course, to receive comparable information delivered in a different way.**
   b. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Please See Appendix B.**

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. **Not Applicable.**

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.) **Please See Appendix C.**

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.

APPENDIX A

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

Curriculum Matrix for Catalog Curriculum in **Bachelors of Science in Rehabilitation Science**	
Freshman Fall Semester Add/Change: Delete: Total Hours: 15	Freshman Spring Semester Change: PSY/SOC 2053 to **PSY/SOC 2053 OR STAT 2163** 3 hours Social Science' Delete: **ANTH 1213** or ANTH 2003 Total Hours: ~~15~~ 16
Sophomore Fall Semester Change: Elective to **Elective or minor**[2] and change from 3 hours to 7 hours ~~9hrs~~Delete: **RS 3204** **RS 4123** 14 Total Hours: ~~16~~	Sophomore Spring Semester **Add: RS 3013 & FAH 1XXX (6 hrs)** 3003 3133 Delete: **RS ~~4003~~ & RS ~~4233~~** ~~**Elective or Minor**[2] 3 hours~~ RS 4023 Total Hours: 15
Junior Fall Semester Add **RS 3204 & RS 3063** **Change: Elective or Minor to 5hrs** Delete: **FAH 1XXX** 6 hrs Total Hours: 15	Junior Spring Semester Add: **RS 4243, RS 4003, RS 4123** Delete: **RS 3123, ~~RS 3123~~, RS 4104, PSY 3003 or RS 3183** Total Hours: 15
Senior Fall Semester Add: **RS 4023, RS 4233, RS 4223** Change: Elective or Minor to **6 hrs** Delete: **RS 4194** Total Hours: 15	Senior Spring Semester Add: **RS 4012** Change: Elective or Minor to **3hrs** Delete: **RS 4194** Total Hours: 15

APPENDIX C
Program Assessment Plan

Program Outcomes	Courses for Outcome	Outcome Measure
Outcome 1: To graduate scholars who are prepared to enter a variety of fields including addictions, aging, child welfare and social services, and disability studies.	RS 3003 RS 3123 RS 3133 RS 3204 RS 4023 RS 4104 RS 4123 RS 4194 RS 4012	• Clinical Case Studies • Quizzes and Exams • Reflection Papers • Synthesis and Application Exercises • Case Management Portfolio • Video/Live Interviewing & Reflection Exercises • Performance During Fieldwork Experiential Learning Opportunities
Outcome 2: To prepare students to enter a variety of graduate programs including but not limited to: occupational therapy, physical therapy, counseling, rehabilitation counseling, addictions, and social work.	RS 3003 RS 3123 RS 3133 RS 3204 RS 4023 RS 4104 RS 4194 RS 4012	• Video/Live Interviewing & Reflection Exercises • Clinical Case Studies • Case Management Portfolio • Reflection Journals • Quizzes & Exams • Research Papers • Experiential Assessments • Treatment Plan Development • Performance During Fieldwork Experiential Learning Opportunities
Outcome 3: To prepare competent entry-level rehabilitation generalists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.	RS 2003 RS 3003 RS 3123 RS 3204 RS 4023 RS 4104 RS 4123 RS 4194 RS 4012	• Video/Live Interviewing & Reflection Exercises • Clinical Case Studies • Case Management Portfolio • Reflection Journals • Quizzes & Exams • Research Papers • Experiential Assessments • Treatment Plan Development • Performance During Fieldwork Experiential Learning Opportunities

Tammy Weaver

From: Kimberly Hilliard
Sent: Friday, August 18, 2023 9:34 AM
To: Tammy Weaver; Erica Wondolowski
Subject: Re: BS Rehab Science Proposal Questions

1st set of changes looks good; all of that lines up with what we had discussed.

2nd set (for page 5): Yes, delete both Anth courses & replace with the social sciences.

3rd item: Reduce the elective hours in the sophomore fall semester to 7 hrs.

Thank you for everything Tammy!!!

ALL THE BEST,

KIMBERLY (KIM) HILLIARD
ADMINISTRATIVE SPECIALIST- REHABILITATION SCIENCES
DEPARTMENT OF KINESIOLOGY AND REHABILITATION SCIENCE
BROWNING HALL 300
(479) 968-0283
KHILLIARD1@ATU.EDU

From: Tammy Weaver <tweaver@atu.edu>
Sent: Thursday, August 17, 2023 3:53 PM
To: Erica Wondolowski <ewondolowski@atu.edu>
Cc: Kimberly Hilliard <khilliard1@atu.edu>
Subject: BS Rehab Science Proposal Questions

Erica

See the attached file. I added RS 3063 to the courses to add to the program on page 2. On page 3, I changed delete RS 4003 and RS 4233 to delete RS 3003 and RS 3133. I added the credit hours to Delete FAH 1XXX. I marked through RS 3123. It was listed twice.

See page 5. Are you deleting both ANTH 1213 and ANTH 2003. If so, it only totals 13 hours instead of 15 hours as outlined on 3. If you delete both ANTH classes, you will need to add 3 hours of Social Sciences somewhere in the curriculum. I recommend you add it where ANTH is listed now.

Your program will be 122 instead of 120 hours. You will need to delete 2 hours Elective possibly in the sophomore fall.

Thanks.

Tammy

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Bachelor of Science in Rehabilitation Science

DEPARTMENT HOMEPAGE

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.

Curriculum

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
MATH XXXX Mathematics [1]	3	SCIL 1XXX Science with Laboratory [1]	4
SOC 1003 Introductory Sociology	3	~~ANTH 1213 Introduction to Anthropology~~ or ~~ANTH 2003 Cultural Anthropology~~ Social Sciences'	3
TECH 1001 Orientation to the University	1	PSY 2003 General Psychology	3
RS 2003 Introduction to Rehabilitation Science [4]	3	PSY 2053 Statistics for the Behavioral Sciences/SOC 2053 Statistics for the Behavioral Sciences OR STAT 2163	3
Elective	2		
Total Hours	15	**Total Hours**	16

Sophomore

Fall	Credits	Spring	Credits
SCIL 1XXX Science with Laboratory [1]	4	PSY 2063 Research Design for the Behavioral Sciences/SOC 2063 Research Design for the Behavioral Sciences	3
PSY 3063 Developmental Psychology: Childhood or PSY 3813 Lifespan Development	3	RS 3003 Medical and Psychosocial Aspects of Disability	3
RS 3204 Interviewing Skills [4,5]	4	RS 3133 Diversity and Inclusion in Human Service Settings	3
RS 4123 Survey of Counseling Theories	3	RS 4023 Case Management Strategies [4,5]	3
Elective	3	Elective or Minor [2]	3
Total Hours	17	**Total Hours**	15

Junior

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	6	PSY 3003 Abnormal Psychology or RS 3183 Mental Health Issues in Rehabilitation Settings	3
USHG 1XXX U.S. History and Government [1]	3	RS 3123 Ethics and Professional Development [4]	3
Elective or Minor [2]	6	RS 4104 Service Learning in Rehabilitation Science [3,4]	4
Total Hours	15	Elective or Minor [2]	6
		Total Hours	16

Senior

RS 4023 3
RS 4233 3
RS 4223 3

RS 4012 12

Fall	Credits	Spring	Credits
RS 4194 Field Placement Experiences [3,4,6]	4	RS 4194 Field Placement Experiences [3,4,6]	4
Elective or Minor [2]	6 9	Elective or Minor [2]	3 9
Total Hours	13 15	**Total Hours**	13 15

[1] See appropriate alternatives or substitutions in "General Education Requirements".

[2] A minor must be completed in one of the following areas: Addictions, Aging, Child Welfare and Social Services, Disability Studies, Recreation Services..

[3] Students who choose to complete a 12 hour internship (RS 4012 Internship in Rehabilitation Services) will do so either their last or next to last semester and will not take RS 4104 Service Learning in Rehabilitation Science or RS 4194 Field Placement Experiences. However, with Program Director permission, students taking the internship option may be allowed to take RS 4104 Service Learning in Rehabilitation Science as an additional course.

[4] A grade of C or better required for Rehabilitation Science Majors.

[5] RS 3204 Interviewing Skills MUST be taken prior to RS 4023 Case Management Strategies.

[6] Must be taken twice for credit to meet program requirements.

DEGREE AUDIT CHECK LIST
(BS-RS) Rehabilitation Science

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		~~0~~ 3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
		30
TOTAL GEN ED HOURS		~~27~~
Electives		
2 6		
7 6 32		
3 3 -14		
5 / 32 18 minor		14
TOTAL ELECTIVE HOURS		~~20~~

Major Requirements		Hrs
RS	~~3003~~ 4003 4233 ~~3133~~ 4123 3013 3063 4243	
*RS	2003 ~~3123~~ 4223 3204 4023	
*RS	(4104 4194 4194) or 4012	~~34~~ 40
	*MUST EARN C OR BETTER	
~~ANTH~~	~~1213 or 2003~~**	~~3~~
PSY	2003** (3063 or 3813)	6
PSY/SOC	~~2053~~ 2063	~~6~~ 3
	~~PSY 3003 or RS 3183~~	~~3~~
SOC	1003**	3
	PSY/SOC 2053 OR MATH2163	3
Minor	Addictions, Aging, Child Welfare,	
	Corrections, Social Services, Disability	
	Studies, or Recreation Services	18
	TOTAL MAJOR HOURS	~~73~~ 76
	TOTAL HOURS	

Final Check:

Min. hours required 120 ✓
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

** Satisfying Gen Ed
◆ Satisfying Institutional Requirement
C or better must be earned for Gen Ed

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	07/17/2023
Dean Dr. Tim Carter	Tim Carter	7/17/23
Assessment Dr. Christine Austin	[signature]	7.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/28/23
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:
Minor in Addictions

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. Require: **RS 2163, RS 3163, RS 3173, RS 3063**
2. Change: "15 hrs. of select courses" to **"3 hrs. select courses"**
3. From "Select Courses" Delete: **RS 2163, RS 3163, RS 3173, RS 4133**
4. To "Select Courses" Add: **AHS 2013**

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

NA

Answer the following Assessment questions:

a. How does the program change align with the university mission?
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
c. What is the rationale for this program change?
    1. How will the program change impact learning for students enrolled in this program?
    2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

DEGREE AUDIT CHECK LIST
(MINOR-AD) Addictions (Rehab majors only)

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	2163 3163 3173

General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

Minor Requirements		Hrs
RS	3013 ~~3063~~	~~3~~ 15
RS	~~2163~~ 3141-3 3153 ~~3163 3173 4133~~ 4991-4	
SOC/CJ	4013	
PSY	3053 4133	
RP	3013 4073	~~15~~
AHS	2013	3
	TOTAL MINOR HOURS (18)	
	TOTAL HOURS	

Final Check:

Min. hours required 18
Earned Hrs _____
to be completed _____
TOTAL _____

Must have 2.00 in minor
Must have minimum of 6 hours in residence
Must use same catalog for both major and minor

Addictions

For Rehabilitation Science majors only.

RS 3013 The World of Work RS2163 RS3063 RS3163 RS3173

AND

Complete ~~15~~ 3 hours from the below courses:

- PSY 3053 Behavioral Neuroscience
- PSY 4133 Psychopharmacology
- RP 3013 Inclusive Recreation
- RP 4073 Principles and Techniques of Therapeutic Recreation
- ~~RS 2163 Introduction to Addictions~~
- RS 3141 Rehabilitation Science Seminar/RS 3142 Rehabilitation Science Seminar/RS 3143 Rehabilit
- RS 3153 Assistive Technology in Rehabilitation Settings
- ~~RS 3163 Addictions Assessment, Planning, and Treatment Strategies~~
- ~~RS 3173 Addictions and the Family~~
- ~~RS 4133 Seminar in Severe Disabilities~~
- RS 4991 Special Problems in Rehabilitation Science/RS 4992 Special Problems in Rehabilitation Sci Problems in Rehabilitation Science/RS 4994 Special Problems in Rehabilitation Science
- SOC 4013 Drugs in Society/CJ 4013 Drugs in Society

AHS 2013

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	07/17/2023
Dean Dr. Tim Carter	Tim Carter	7/17/23
Assessment Dr. Christine Austin	Christine Austin	7.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/28/23
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:
Minor in Child Welfare & Social Services

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. Require: **RS 2043, RS 3243, RS 3063**
2. Change: "15 hrs of Select Courses" to **"6 hrs. of Select Courses"**
3. From "Select Courses" Delete: **RS 2043, RS 3243, RS 4133**
4. To "Select Courses" Add: **AHS 2013**

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?
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
c. What is the rationale for this program change?
    1. How will the program change impact learning for students enrolled in this program?
    2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

DEGREE AUDIT CHECK LIST
(MINOR-CWSS) Child Welfare and Social Services (Rehab majors only)

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

Minor Requirements		Hrs
RS	3013 2043 3243 3063	~~3~~ 12
RS	~~2043~~ 2163 3141-3 3153	
	~~3243~~ ~~4133~~ 4173 4183	
RP	3013 4073	
SOC	3023 3113 4003 4053 4063	~~15~~
SOC/CJ	2033	
AHS	2013	6
	TOTAL MINOR HOURS (18)	
	TOTAL HOURS	

Final Check:

Min. hours required 18
Earned Hrs ____
to be completed ____
TOTAL ____

Must have 2.00 in minor
Must have minimum of 6 hours in residence
Must use same catalog for both major and minor

Child Welfare and Social Services

For Rehabilitation Science majors only.

RS 3013 The World of Work RS 2043 RS 3063 RS 3243

AND

Complete ~~15~~ 6 hours from the below courses:

- ~~RS 2043 Introduction to Social Services~~
- RS 2163 Introduction to Addictions
- RS 3141 Rehabilitation Science Seminar/RS 3142 Rehabilitation Science Seminar/RS 3143 Rehabilit
- RS 3153 Assistive Technology in Rehabilitation Settings
- ~~RS 3243 Social Services for Individuals and Families~~
- ~~RS 4133 Seminar in Severe Disabilities~~
- RS 4173 Family Centered Services
- RS 4183 Family Services Seminar
- RP 3013 Inclusive Recreation
- RP 4073 Principles and Techniques of Therapeutic Recreation
- SOC 3023 The Family
- SOC 3113 Social Movements and Social Change
- SOC 4003 Minority Relations
- SOC 4053 Sociology of Health and Illness
- SOC 4063 Social Stratification
- SOC 2033 Social Problems/CJ 2033 Social Problems

AHS 2013

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	07/17/2023
Dean Dr. Tim Carter	Tim Carter	7/17/23
Assessment Dr. Christine Austin	Christine Austin	7.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	9/18/23
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: Minor in Disability

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. Require: **RS 3063**
2. Change: "15 hrs. Select Courses" to **"12 hrs. Select Courses"**
3. From "Select Courses" Delete: **RS 4133**
4. To "Select Courses" Add: **AHS 2013, HES 4053, PE 3573, PE 3663, PE 4033, PE 4103**

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?
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
c. What is the rationale for this program change?
    1. How will the program change impact learning for students enrolled in this program?
    2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

DEGREE AUDIT CHECK LIST
(MINOR-DS) Disability Studies (Rehab majors only)

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

Minor Requirements		Hrs
RS	3013 5063	~~3~~ 4
RS	2033 2163 3083 3141-3	
	3153 ~~4133~~ 4143 4991-4	
PHIL	3043	
PSY	3053	
RP	3013 4073	~~15~~
AHS	2013	
HES	4053	
PE	3573 3663 4103	12
	TOTAL MINOR HOURS (18)	
	TOTAL HOURS	

Final Check:

Min. hours required 18
Earned Hrs _____
to be completed _____
TOTAL _____

Must have 2.00 in minor
Must have minimum of 6 hours in residence
Must use same catalog for both major and minor

Disability Studies

For Rehabilitation Science majors only.

RS 3013 The World of Work RS 3063

AND

Complete 15 hours from the below courses:

- PHIL 3043 Health Care Ethics
- PSY 3053 Behavioral Neuroscience
- RS 2033 Introduction to Vocational Rehabilitation
- RS 2163 Introduction to Addictions
- RS 3083 Supported Employment Concepts and Strategies
- RS 3141 Rehabilitation Science Seminar/RS 3142 Rehabilitation Science Seminar/RS 3143 Rehabilit
- RS 3153 Assistive Technology in Rehabilitation Settings
- ~~RS 4133 Seminar in Severe Disabilities~~
- RS 4143 Disabilities throughout the Life Span
- RS 4991 Special Problems in Rehabilitation Science/RS 4992 Special Problems in Rehabilitation Sci Problems in Rehabilitation Science/RS 4994 Special Problems in Rehabilitation Science
- RP 3013 Inclusive Recreation
- RP 4073 Principles and Techniques of Therapeutic Recreation

AHS 2013
HES 4053
PE 3573
PE 3663
PE 4103

ARKANSAS TECH UNIVERSITY™

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	07/17/2023
Dean Dr. Tim Carter	Tim Carter	7/17/23
Assessment Dr. Christine Austin	Christine Austin	7.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	7/28/23
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:
Minor in ~~Disability~~ Recreation Services

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. Require: **RS 3063, RP 3013, RP 4373, RP 4473**
2. Change: "15 hrs. Select Courses" to **"3 hrs. Select Courses"**
3. From "Select Courses" Delete: **RS 4133, , RP 3013, RP 4373, RP 4473**
4. To "Select Courses" Add: **AHS 2013**

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?
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
c. What is the rationale for this program change?
    1. How will the program change impact learning for students enrolled in this program?
    2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

DEGREE AUDIT CHECK LIST
(MINOR-RSV) Recreation Services (Rehab majors only)

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T# RP 3013	3

General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

Minor Requirements		Hrs
RS	3013 ~~3063~~ ~~4373~~ 4473	~~3~~ 12
RS	2163 3141-3 3153 ~~4133~~ 4143 4991-4	
RP	~~3013~~ 4073 4173 ~~4373~~ ~~4473~~	~~15~~
AHS	2013	3
	TOTAL MINOR HOURS (18)	
	TOTAL HOURS	18

Final Check:

Min. hours required 18
Earned Hrs _____
to be completed _____
TOTAL _____

Must have 2.00 in minor
Must have minimum of 6 hours in residence
Must use same catalog for both major and minor

Recreation Services

For Rehabilitation Science majors only.

RP 3013

RS 3013 The World of Work

RS 3063
RS 4373
RS4473

AND

3

Complete ~~15~~ hours from the below courses:

- ~~RP 3013 Inclusive Recreation~~
- RP 4073 Principles and Techniques of Therapeutic Recreation
- RS 4173 Family Centered Services
- ~~RP 4373 Interventions in Therapeutic Recreation~~
- ~~RP 4473 Issues and Trends in Therapeutic Recreation~~
- RS 2163 Introduction to Addictions
- RS 3141 Rehabilitation Science Seminar/RS 3142 Rehabilitation Science Seminar/RS 3143 Rehabilit
- RS 3153 Assistive Technology in Rehabilitation Settings
- ~~RS 4133 Seminar in Severe Disabilities~~
- RS 4143 Disabilities throughout the Life Span
- RS 4991 Special Problems in Rehabilitation Science/ RS 4992 Special Problems in Rehabilitation Sc Problems in Rehabilitation Science/RS 4994 Special Problems in Rehabilitation Science

AHS 2013

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	07/17/2023
Dean Dr. Tim Carter	Tim Carter	7/17/23
Assessment Dr. Christine Austin	Christine Austin	7.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	9/18/23
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:
Minor in Rehabilitation Science

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

1. Delete: **RS 3204**
2. Add: **RS 4123**
3. Change: "8 hrs RS Elective" to **"9 hrs. RS elective"**

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?
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
c. What is the rationale for this program change?
    1. How will the program change impact learning for students enrolled in this program?
    2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

DEGREE AUDIT CHECK LIST
(MINOR-RS) Rehabilitation Science

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #		
MATH #		
SCIENCE		
US HIST/GOVT		
SOC SCI		
FINE ART/HUM		
COMM		
TECH 1001 ♦		
TOTAL GEN ED HOURS		
TOTAL ELECTIVE HOURS (0)		

Minor Requirements		Hrs
RS	2003 3133 ~~3204~~ 4123	~~10~~ 9
RS		~~8~~ 9
	TOTAL MINOR HOURS (18)	
	TOTAL HOURS	

Final Check:

Min. hours required 18
Earned Hrs _____
to be completed _____
TOTAL _____

Must have 2.00 in minor
Must have minimum of 6 hours in residence
Must use same catalog for both major and minor

Rehabilitation Science

The rehabilitation science minor is designed primarily for psychology and sociology majors who want to a their degree and are interested in working in a human services setting after completing degree requirement to business majors interested in working in human resources, nursing majors, education majors, and other in rehabilitation science requires 18 hours of courses:

- RS 2003 Introduction to Rehabilitation Science
- RS 3133 Diversity and Inclusion in Human Service Settings
- ~~RS 3204 Interviewing Skills~~ RS 423
- *RS Electives ~~(8 hours)~~ 9 hours

**Students who choose to complete a minor in rehabilitation science should consult with a rehabilitation sc discuss course selection and how they want their RS minor to supplement their major.*

ARKANSAS TECH UNIVERSITY

REQUEST FOR DELETION OF MINOR

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	

Title	Signature	Date
Department Head Dr. Rockie Pederson	—	—
Dean Dr. Tim Carter	Tim Carter	9/12/23
Assessment Dr. Christine Austin		9.18.23
Registrar Ms. Tammy Weaver	Tammy Weaver	9/18/23
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:
Minor in Aging

1. What is the last term the minor will be awarded?
   Spring 2023

2. Number of students still enrolled in program:
   2

3. Reason for deletion and evidence to support action:
   Low student enrollment; average 2 students per semester, graduating 1 a year.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/12/2023

Title	Signature	Date
Department Head	John L. Krohn	6/20/2023
Dean	Jay Z Cox	6/20/2023
Assessment		8.29.23
Registrar	Tammy Beaver	9/18/23
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:
CMPE	**4191**	○ Spring ◉ **Summer I**

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

Computer Engineering Design Project I

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

CMPE Design Project I

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

○ Yes ◉ No

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

If so, list course subject and number. ○ Yes ◉ No

Is this course repeatable for additional earned hours? ○ Ye ◉ N How many total hours?

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

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

Does this course require a fee? ○ Yes ◉ No How Much? Other

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

Every Fall and Spring semester

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
In general no additional resources will be required. Some projects may require additional resources which will be supplied either by the Foundation, departmental budget, or external entities.

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   Yes, ABET, our accrediting agency, requires a capstone design project for every student in each program. The project spans two semesters with this course in the first semester.
b. If this course is required for the major or minor, complete the following.
   1. Provide the program level learning outcome(s) it addresses.
      a) Solve problems utilizing engineering knowledge and skills
      b) Work effectively on a multidisciplinary team.
   2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
      Demonstrate the use of engineering design techniques, analysis, and formulations presented in both oral presentations and written reports.
      Effective utilization of a team to set goals and successfully complete the required tasks.
c. What is the rationale for adding this course? What evidence demonstrates this need?

The computer engineering capstone design project must include a digital or computer based system which was not specified or required in the ELEG 4191 course.

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

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

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

Division of Electrical Engineering
Department of Engineering and Computing Sciences

1. **Course Number and Name:**
   CMPE 4191
   Computer Engineering Design Project I

2. **Credits, Contact Hours, and Fees:**
   1 hour credit
   1 contact hour/week

3. **Instructor:**
   Carl Greco, PhD
   Office: Corley 262
   Phone: (479) 968-0231
   Email: cgreco@atu.edu
   Office Hours: Virtual [https://atu.webex.com/meet/cgreco] and in the office.
   Monday & Wednesday: TBA
   Tuesday & Thursday: TBA
   (or by appointment)

4. **Textbook:**
   a. Textbook: None required
   b. Supplemental Material:
      A. NASA Systems Engineering Handbook, Rev. 2, Steven Hirshorn, 2020.[https://www.nasa.gov/connect/ebooks/nasa-systems-engineering-handbook]
      B. *Engineering Design Process,* 3rd ed., Yousef Haik, 2018.
      C. Purdue Online Writing Lab (OWL) [https://owl.purdue.edu/owl/subject_specific_writing/writing_in_engineering/index.html]

5. **Course Information:**
   a. **Course (catalog) Description:**
      First of a two part sequence of courses to complete a group project in computer engineering design. Emphasis will be placed on designing an digital/computer based system or sub-system with due regard for: safety, environmental concerns, reliability, longevity, ease of manufacturing, maintainability, and cost effectiveness. Both a written and oral report are required.
   b. **Prerequisites:**
      ELEG 4202
   c. **Course Designation:**
      Required

6. **Justification/Rationale:**

Course fulfills the required culminating computer engineering design requirement for the program.

7. **Course Goals and Objectives:**
   a. **Course learning outcomes / expected performance criteria:**
      The successful student will be able to:
      A. demonstrate an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
      B. demonstrate an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare as well as global, cultural, social, environmental, and economic factors.
      C. demonstrate an ability to communicate effectively with a range of audiences
      D. demonstrate an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
      E. demonstrate an ability to acquire and apply new knowledge as needed, using appropriate learning strategies
   b. **Student outcomes related to the course objectives:**

Course Objective	A	B	C	D	E
Student Outcome	1	2	3	5	7

ABET Student Outcomes:

1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

3) an ability to communicate effectively with a range of audiences.

5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

8. **Program Objectives Addressed and Emphasized in the Course**
   Students will solve complex computer engineering problems utilizing their knowledge, skills, and ingenuity.

   Students will demonstrate accountability and ability to work effectively in a multidisciplinary team.

9. **Topics covered:**
   a. No new topics covered since this is the capstone course building on all of the previous engineering courses in the curriculum.

10. Evaluation Methods:

Meeting Attendance:	20%	
Teamwork:		20%
Project planning:		20%
Proposal:		20%
Presentation:	20%	

11. Grading:

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

University Policies:

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

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

Course Workload

You can expect to spend at least 2-3 hours outside the class time, whether on campus or online (for studying, homework, and preparation) for each hour in the class.

So, for a 3-hour class plan to spend from 6 to 8 hours per week studying in addition to the 3-hour time in the on-campus or virtual classroom.

This means that a student can expect to spend 24-36 hours per week studying outside of the class time for a 12-semester credit hour load.

It is therefore recommended that a full-time student enroll in no more than 18 hours per semester.

Students working full-time are encouraged to take no more than 12 hours per semester.

Technical Assistance

Technical support, including Blackboard support, is available online, via email, or by phone:

Telephone Support: (479) 968-0646; 1-866-400-8022;

Email Support: campussupport@atu.edu

Additional information may be found at: https://ois.atu.edu/

Hours of Operation: 24 hours a day - 7 days a week * Excluding holidays *

When the library is closed, there will only be email and telephone support available.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

Assignment Completion

Students must complete their assignment within the specified timeframe.

Late Work

Work must be received by the due date and time as given by the instructor. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one class will not be accepted except under special circumstances.

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

Excessive Unexcused Absences

If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an "FE" for excessive absences or non-performance. It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F."

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Professionalism, Communication, & Respect

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

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

The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

Additional Class Policies

All equipment checked out to you during the semester must be returned in working order, or you must provide payment for the replacement cost before a final grade is assigned. Otherwise you will receive an incomplete grade until these conditions are met.

Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with

the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Department, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom and/or Blackboard. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

Please note - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom and/or Blackboard, from the course, and from the program entirely. In such cases, the professor may begin university procedures for removal from the university.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes; and g) aiding another student in academic dishonesty.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgment to the true author.

Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of ideas that are not considered common knowledge. Acknowledgment of source must be made in this case as well.

Course, Department, and University policies will be followed in handling academic dishonesty, which apply to *both* the student who engages in academic dishonesty and any student who aids another student in academic dishonesty.

At a minimum, the student, will be given an ***automatic*** *zero score or* "F" for the test or assignment in question, and may receive an "F" for the course. If the student is allowed to remain in the course, any subsequent academic dishonesty will result in an "F" for the course, and he or she may be removed from the program entirely.

Please note – In egregious cases of plagiarism (i.e., a large section or sections copied from another source) will result in an automatic "F" for the course, and the student may be removed from the program entirely.

***Arkansas Tech University Student Handbook Policies**

https://www.atu.edu/studenthandbook/

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/12/2023

Title	Signature	Date
Department Head	John L. Krohn	6/20/2023
Dean	[signature]	6/20/2023
Assessment	[signature]	8.29.23
Registrar	Tammy Waters	9/18/23
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:
CMPE	**4192**	○ Spring ◉ **Summer I**

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

Computer Engineering Design Project II

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

CMPE Design Project II

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? ○ Ye ◉ N How many total hours?

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

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

Does this course require a fee? ◉ Yes ○ No How Much? $50 Other

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

Every Fall and Spring semester

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
In general no additional resources will be required. Some projects may require additional resources which will be supplied either by the Foundation, departmental budget, or external entities.

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   Yes, ABET, our accrediting agency, requires a capstone design project for every student in each program. The project spans two semesters with this course in the second semester.
b. If this course is required for the major or minor, complete the following.
   1. Provide the program level learning outcome(s) it addresses.
      a) Solve problems utilizing engineering knowledge and skills
      b) Work effectively on a multidisciplinary team.
   2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
      Demonstrate the use of engineering design techniques, analysis, and formulations presented in both oral presentations and written reports.
      Effective utilization of a team to set goals and successfully complete the required tasks.
c. What is the rationale for adding this course? What evidence demonstrates this need?

The computer engineering capstone design project must include a digital or computer based system which was not specified or required in the ELEG 4192 course.

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

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

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

Division of Electrical Engineering
Department of Engineering and Computing Sciences

1. **Course Number and Name:**
   CMPE 4192
   Computer Engineering Design Project II

2. **Credits, Contact Hours, and Fees:**
   2 hour credit
   2 contact hour/week
   $50 course fee.

3. **Instructor:**
   Carl Greco, PhD
   Office: Corley 262
   Phone: (479) 968-0231
   Email: cgreco@atu.edu
   Office Hours: Virtual [https://atu.webex.com/meet/cgreco] and in the office.
   Monday & Wednesday: TBA
   Tuesday & Thursday: TBA
   (or by appointment)

4. **Textbook:**
   a. Textbook: None required
   b. Supplemental Material:
      A. NASA Systems Engineering Handbook, Rev. 2, Steven Hirshorn, 2020.[https://www.nasa.gov/connect/ebooks/nasa-systems-engineering-handbook]
      B. *Engineering Design Process,* 3rd ed., Yousef Haik, 2018.
      C. Purdue Online Writing Lab (OWL) [https://owl.purdue.edu/owl/subject_specific_writing/writing_in_engineering/index.html]

5. **Course Information:**
   a. **Course (catalog) Description:**
      Second of a two part sequence of courses to complete a group project in computer engineering design. Emphasis will be placed on designing a digital/computer based system or sub-system with due regard for: safety, environmental concerns, reliability, longevity, ease of manufacturing, maintainability, and cost effectiveness. Both a written and oral report are required.
   b. **Prerequisites:**
      CMPE 4191
   c. **Course Designation:**
      Required

6. **Justification/Rationale:**

Course fulfills the required culminating computer engineering design requirement for the program.

7. **Course Goals and Objectives:**
   a. **Course learning outcomes / expected performance criteria:**
      The successful student will be able to:
      A. demonstrate an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
      B. demonstrate an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare as well as global, cultural, social, environmental, and economic factors.
      C. demonstrate an ability to communicate effectively with a range of audiences
      D. demonstrate an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
      E. demonstrate an ability to acquire and apply new knowledge as needed, using appropriate learning strategies
   b. **Student outcomes related to the course objectives:**

Course Objective	A	B	C	D	E
Student Outcome	1	2	3	5	7

ABET Student Outcomes:

1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

3) an ability to communicate effectively with a range of audiences.

5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

8. **Program Objectives Addressed and Emphasized in the Course**
   Students will solve complex computer engineering problems utilizing their knowledge, skills, and ingenuity.

   Students will demonstrate accountability and ability to work effectively in a multidisciplinary team.

9. **Topics covered:**
   a. No new topics covered since this is the capstone course building on all of the previous engineering courses in the curriculum.

10. Evaluation Methods:

Meeting Attendance:	15%	
Teamwork:		15%
Project planning:		15%
Product/Prototype:		25%
Presentations:	15%	
Final Report:		15%

11. Grading:

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

University Policies:

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

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

Course Workload

You can expect to spend at least 2-3 hours outside the class time, whether on campus or online (for studying, homework, and preparation) for each hour in the class.

So, for a 3-hour class plan to spend from 6 to 8 hours per week studying in addition to the 3-hour time in the on-campus or virtual classroom.

This means that a student can expect to spend 24-36 hours per week studying outside of the class time for a 12-semester credit hour load.

It is therefore recommended that a full-time student enroll in no more than 18 hours per semester.

Students working full-time are encouraged to take no more than 12 hours per semester.

Technical Assistance

Technical support, including Blackboard support, is available online, via email, or by phone:

Telephone Support: (479) 968-0646; 1-866-400-8022;

Email Support: campussupport@atu.edu

Additional information may be found at: https://ois.atu.edu/

Hours of Operation: 24 hours a day - 7 days a week * Excluding holidays *

When the library is closed, there will only be email and telephone support available.

E-Mail Correspondence

In all e-mails to the instructor, list the course number and section number. And, if applicable, list the name or number of the assignment in the "Subject Line" of the e-mail. Also, be sure your name is somewhere on the email and on any attached assignment.

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

Assignment Completion

Students must complete their assignment within the specified timeframe.

Late Work

Work must be received by the due date and time as given by the instructor. If you have not made arrangements with the instructor prior to the due date, late assignments will be given a reduction in points. Any assignment that is past due over one class will not be accepted except under special circumstances.

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

Excessive Unexcused Absences

If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an "FE" for excessive absences or non-performance. It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F."

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Professionalism, Communication, & Respect

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

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

The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

Additional Class Policies

All equipment checked out to you during the semester must be returned in working order, or you must provide payment for the replacement cost before a final grade is assigned. Otherwise you will receive an incomplete grade until these conditions are met.

Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with

the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Department, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom and/or Blackboard. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

Please note - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom and/or Blackboard, from the course, and from the program entirely. In such cases, the professor may begin university procedures for removal from the university.

Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes; and g) aiding another student in academic dishonesty.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgment to the true author.

Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of ideas that are not considered common knowledge. Acknowledgment of source must be made in this case as well.

Course, Department, and University policies will be followed in handling academic dishonesty, which apply to *both* the student who engages in academic dishonesty and any student who aids another student in academic dishonesty.

At a minimum, the student, will be given an ***automatic*** *zero score or* "F" for the test or assignment in question, and may receive an "F" for the course. If the student is allowed to remain in the course, any subsequent academic dishonesty will result in an "F" for the course, and he or she may be removed from the program entirely.

Please note – In egregious cases of plagiarism (i.e., a large section or sections copied from another source) will result in an automatic "F" for the course, and the student may be removed from the program entirely.

***Arkansas Tech University Student Handbook Policies**

https://www.atu.edu/studenthandbook/

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/14/2023

Title	Signature	Date
Department Head	John L. Krohn	6/20/2023
Dean	[signature]	6/20/2023
Assessment Dr. Christine Austin	[signature]	8.29.23
Registrar Ms. Tammy Weaver	[signature]	8/29/23
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:
Bachelor of Science in Computer Engineering

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 ELEG 4191 from semester seven
Delete ELEG 4192 from semester eight.
Add CMPE 4191 to semester seven.
Add CMPE 4192 to semester eight.

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 change reinforces the recent gaining of independent accreditation for the Computer Engineering program (separate from the Electrical Engineering program) and extends the University's dedication to student success and the pursuit of educational goals.
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   The program's ABET accreditation requires a senior capstone experience. While the creation of separately labelled electrical and computer senior design courses is not mandated, it is strongly encouraged, makes program assessment simpler, and allows for easier, clearer handling of dual majors since the engineering program require that students earning multiple engineering degrees complete a capstone project for each major.
c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?
      As noted in b) above, this change will make clear the nature of the senior capstone project that a student is undertaking.
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
      Computer Engineering student previously completed ELEG 4191/4192 as their capstone project. Faculty assessment of recently completed projects noted some weakness in the focus and rigor of the computer engineering component of projects completed by Computer Engineering majors.
b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
   The University of Arkansas – Fayetteville and Harding University are the only other institutions in Arkansas offering BS Computer Engineering degrees. ATU's program is similar to both but is distinctive in that it contains more traditional electrical engineering courses.
c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
   The proposed new CMPE designated courses will be assessed in the same manner as the existing ELEG courses of the same course number and the proposed changes will not affect the Computer Engineering assessment program other than by the designation of the capstone sequence courses.

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

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

Curriculum Matrix for Catalog Curriculum in___Computer Engineering_____ (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: CMPE 4191 Computer Engineering Design Project I Delete: ELEG 4191 Electrical Design Project I Total Hours:	Senior Spring Semester Add/Change: CMPE 4192 Computer Engineering Design Project II Delete: ELEG 4192 Electrical Design Project II Total Hours:

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General Information

Navigate this section:

Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Science in Computer Engineering

ELECTRICAL ENGINEERING HOMEPAGE

The computer engineering degree provides the educational background for engineers to pursue a career in the integrated hardware and software design development cycle for a variety of industries. Computer engineering is an academic discipline that blends electrical and electronic engineering with computer science.

Computer engineers build systems with embedded programmable devices such as microprocessor as well as general purpose programmable logic components (such as FPGA – field programmable gate arrays). Systems requiring computer control include a wide variety from medical (for example CAT – Computer Aided Tomography systems) to automotive (adaptive cruise control as well as completely autonomous vehicles). Computer engineers require competency in both hardware as well as software to facilitate designing, programming, and construction of these computer-based systems. The computer engineering curriculum at Arkansas Tech provides a solid background in a full spectrum of the knowledge and skills required to become a highly successful computer engineer. The Bachelor of Science in Computer Engineering program is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org. Graduates are eligible to practice and become licensed professional engineers.

It is highly recommended that all freshmen engineering students starting fall 2017 purchase laptop computers. Laptop computer specifications are at: https://www.atu.edu/engineering/specifications.php.

For a detailed policy regarding transfer credit for the Electrical Engineering programs, please see the Electrical Engineering Programs page.

The following curriculum represents the program of study and a suggested sequence for the Bachelor of Science in Computer Engineering degree. The student should be aware that not all courses are offered each semester and the ordering of courses is subject to change. In order to minimize scheduling difficulties, each student should schedule a special session with their advisor at the beginning of their junior year to plan the remaining coursework.

Curriculum

Program: Bachelor of Science Computer Engineering
Major: Computer Engineering

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

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3	COMS 1011 Programming Foundations I Lab and COMS 1013 Programming Foundations I	4
MATH 2914 Calculus I	4		
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4	MATH 2924 Calculus II	4
ELEG 1011 Introduction to Electrical Engineering	1	ELEG 2130 Digital Logic Design Lab and ELEG 2134 Digital Logic Design	4
TECH 1001 Orientation to the University	1	**Total Hours**	**15**
Total Hours	**16**		

Sophomore

Fall	Credits	Spring	Credits
PHYS 2114 Calculus-Based Physics I and PHYS 2000 Physics Laboratory I	4	PHYS 2124 Calculus-Based Physics II and PHYS 2010 Physics Laboratory II	4
COMS 2203 Programming Foundations II	3	MATH 2934 Calculus III	4
MATH 3243 Differential Equations I	3	STAT 3153 Applied Statistics	3
ELEG 2103 Electric Circuits I	3	ELEG 2111 Electric Circuits Laboratory	1
ELEG 3133 Microprocessor Systems Design	3	ELEG 2113 Electric Circuits II	3
Total Hours	**16**	**Total Hours**	**15**

Junior

Fall	Credits	Spring	Credits
SS 1XXX Social Science Courses [1]	3	COMS 2213 Data Structures	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3	COMS 2223 Computer Organization and Programming	3
MATH 2703 Discrete Mathematics	3	ELEG 3123 Signals and Systems	3
ELEG 3003 System Modeling and Analysis / MCEG 3003 System Modeling and Analysis	3	ELEG 3143 Electromagnetics	3
		ELEG 4103 Electronics II	3
ELEG 3103 Electronics I	3	ELEG 4202 Engineering Design / MCEG 4202 Engineering Design	2
Total Hours	**15**	**Total Hours**	**17**

Senior

Fall	Credits	Spring	Credits
ELEG 4113 Digital Signal Processing[3]	3	USHG 1XXX U.S. History and Government [1]	3
ELEG 4133 Advanced Digital Design[3]	3	COMS 3703 Advanced Operating Systems	3
ELEG 4143 Communication Systems I	3	ELEG 4122 Electrical Systems Lab	2
ELEG 4191 Electrical Design Project I	1	ELEG 4192 Electrical Design Project II	2
ELEG 4303 Control Systems	3	Electrical Engineering Elective[2, 3]	3
Total Hours	**13**	**Total Hours**	**13**

CMPE computer Engineering

CMPE Computer Engineering

[1] See appropriate alternatives or substitutions in "General Education Requirements".

[2] Engineering Elective must be a 3000 or 4000 level Electrical Engineering course.

[3] This program partners the BSCMPE undergraduate degree with the MSEE degree. A maximum of 12 graduate level credit hours can be counted towards both the BSCMPE degree in Computer Engineering and the MSEE degree. Four graduate level courses can be used to replace four upper-division undergraduate courses as follows:

- ELEG 5313 Modern Control Systems can replace ELEG 4313 Modern Control Systems
- ELEG 5113 Digital Signal Processing can replace ELEG 4113 Digital Signal Processing
- ELEG 5153 Communication Systems II can replace ELEG 4153 Communication Systems II
- ELEG 5133 Advanced Digital Design can replace ELEG 4133 Advanced Digital Design
- ELEG 5993 Special Problems in Engineering I can replace ELEG 4993 Special Problems in Engineering

DEGREE AUDIT CHECK LIST
(BSCmpE-CE) Computer Engineering
~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		19
Electives		
TOTAL ELECTIVE HOURS		0

Major Requirements		Hrs
ELEG	1011 2111 2103 2113 2130 2134 3103 3123 3133 3143 4103 4113 4122 4133 4143 ~~4191~~ ~~4192~~ 4303	
ELEG	(3UD)	
ELEG/MCEG	3003 4202	
COMS	1011 1013 2203 2213 2223 3703	~~68~~
CMPE	4191 4192	68
CHEM	2124** 2120	4
MATH	2703 2914#** 2924 2934 3243	18
PHYS	2114** 2000 2124 2010	8
STAT	3153	3
"C" or better in a MATH for Gen Ed		
	TOTAL MAJOR HOURS	101
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	6-16-23

Title	Signature	Date
Department Head	John L. Krohn	6/20/2023
Dean		6/20/2023
Assessment		8.29.23
Registrar		8/29/23
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:
Bachelor of Science in Information Technology Track 1: Programming, Database, and Web

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 COMS 2713 Survey of Operating Systems (3 hrs)
- Delete Approved 3-4xxx elective (3 hrs)
- Add [general] Elective (3 hrs)
- Add COMS 3363 Server Administration (3 hrs)
- Delete Footnote 5 for Coms 3703

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? **To aid in student success, the department tries to keep both tracks in Information Technology as similar as possible. Because COMS 2713 is being deleted from IT Track 2, it is being deleted from IT Track 1 as well. Some of the information from this course is being added to COMS 3363, hence the addition of that course to this curriculum (and again, required of both tracks).**

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

c. What is the rationale for this program change? **As mentioned above, to keep both IT tracks as closely aligned as possible**
   1. How will the program change impact learning for students enrolled in this program? **This change actually gives the student more choices for a general elective**
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **n/a.**

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

c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **Assessment plan for IT Track 1 has not changed; current plan on file with Assessment Office.**

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

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

Curriculum Matrix for Catalog Curriculum in **Bachelor of Science in Information Technology Track 2: Network and Security**	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Change footnote 6 to Footnote 5 For Comm 2173 Elective (3 hrs) Delete: COMS 2713 Survey of Operating Systems[5] Delete Footnote 5 for COMS 3763 Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: COMS 3363 Server Administration Delete: Approved 3-4xxx elective Total Hours: 15	Senior Spring Semester Add/Change: Delete: Total Hours:

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Introduction

Academic Calendar

Administration & Faculty

Programs of Study

Admission

ACTS Course Transfer System

Fees & Expenses

Student Affairs Operations

Financial Aid

Scholarships

Regulations & Procedures

Graduation Requirements

General Education Requirements

University Honors

College Distinction

Military Science

Catalog PDF

Bachelor of Science in Information Technology

DEPARTMENT HOMEPAGE

The program in information technology prepares students for careers in administering and supporting the computing infrastructures of an organization. The curriculum consists of an integrated set of courses in networking, web development and administration, database development and administration, systems administration, and computer forensics.

Curriculum Track 1:

Programming, Database, and Web

Both matrices below are sample plans for all coursework required for Track 1 and Track 2.

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
MATH 1113 College Algebra [2]	3	MATH 2243 Calculus for Business and Economics [4]	3
CSEC 1003 Introduction to Cybersecurity	3	COMS 1011 Programming Foundations I Lab and COMS 1013 Programming Foundations I	4
TECH 1001 Orientation to the University [3]	1		
CSEC 1113 Introduction to Networking	3	SS 1XXX Social Science Courses [1]	3
COMS 1333 Web and Mobile Technologies	3	COMS 2703 Computer Hardware and Architecture	3
Total Hours	**16**	**Total Hours**	**16**

Sophomore

Fall	Credits
SCIL 1XXX Science with Laboratory [1]	4
COMS 2203 Programming Foundations II	3
ENGL 2053 Technical Writing	3
MATH 2703 Discrete Mathematics	3
COMS 2163 Scripting Languages	3
Total Hours	**16**

Spring	Credits
COMM 2173 Business and Professional Speaking [6] /5	3
COMS 2213 Data Structures	3
STAT 2163 Introduction to Statistical Methods	3
COMS 2323 Programming in Python	3
Elective COMS 2713 Survey of Operating Systems [5]	3
Total Hours	**15**

Junior

Fall	Credits
SCIL 1XXX Science with Laboratory [1]	4
COMS 3233 Database Design and Implementation	3
COMS 3413 App Development	3
COMS 3523 Human Factors in Information Technology	3
Approved 3000-4000 level Elective	2
Total Hours	**15**

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3
COMS 3053 Ethical Issues in Technology	3
COMS 3163 Web Programming	3
COMS 3243 Data Mining	3
Approved 3000-4000 level Elective	3
Total Hours	**15**

Senior

COMS 3363 3

Fall	Credits	Spring	Credits
SS 1XXX Social Science Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
USHG 1XXX U.S. History and Government [1]	3	COMS 4213 Database Administration	3
COMS 4033 Information Systems Analysis and Design	3	COMS 4923 Capstone II	3
COMS 4913 Capstone I	3	Approved 3000-4000 level Elective	3
~~Approved 3000-4000 level Elective~~	~~3~~	**Total Hours**	**12**
Total Hours	**15**		

Curriculum Track 2:

Network and Security

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
MATH 1113 College Algebra [2]	3	MATH 2243 Calculus for Business and Economics [4]	3
CSEC 1003 Introduction to Cybersecurity	3	COMS 1011 Programming Foundations I Lab and COMS 1013 Programming Foundations I	4
TECH 1001 Orientation to the University [3]	1		
CSEC 1113 Introduction to Networking	3	COMS 2703 Computer Hardware and Architecture	3
COMS 1333 Web and Mobile Technologies	3	SS 1XXX Social Science Courses [1]	3
Total Hours	**16**	**Total Hours**	**16**

DEGREE AUDIT CHECK LIST
(BS-ITP) Information Technology Programming, Database, & Web

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		30
Electives		
		3
TOTAL ELECTIVE HOURS		~~0~~

Major Requirements		Hrs
COMS	1011 1013 1333 2163 2203 2213 2323	
3363 →	2703 (~~2713 or 3703~~) 3053 3163 3233 3243 3523 3413 4033 4213 4913 4923	55
CSEC	1003 1113	6
COMM	2173** or 2003	3
ENGL	2053	3
MATH	1113#** (2243 or 2914) 2703	9
STAT	2163	3
	Approved Electives 3XXX - 4XXX	~~11~~ 8
	TOTAL MAJOR HOURS	~~90~~ 87
	TOTAL HOURS	

Final Check:

Min. hours required 120
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	6-16-23

Title	Signature	Date
Department Head	John L. Krohn	6/20/2023
Dean	Jy Z Cyx	6/20/2023
Assessment		8.29.23
Registrar	Sammy Weaver	8/29/23
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:
Bachelor of Science in Information Technology Track 2: Network and Security

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)

- Remove COMS 2713 Survey of Operating Systems (3 hrs)
- Add STAT 2163 Introduction to Statistical Methods (3 hrs)
- delete Footnote 5 for COMS 3703

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? **Adding the statistics course allows the program to meet ABET guidelines, which is necessary so that the program can apply for accreditation during the next cycle.**

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Proposed changes to the 2024-25 ABET Computing Accreditation Commission include "The program must include mathematics, statistics and science appropriate to the discipline ..." All of the other computing programs at ATU currently require a statistics course, but this one did not. Therefore, this change is necessary.**

c. What is the rationale for this program change? **Accreditation guidelines**
   1. How will the program change impact learning for students enrolled in this program? **Having some statistics knowledge is necessary in today's technological world.**
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **n/a**.

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

c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **Assessment plan for IT Track 2 has not changed; current plan on file with Assessment Office.**

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

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

Curriculum Matrix for Catalog Curriculum in **Bachelor of Science in Information Technology Track 2: Network and Security**	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: change footnote 6 to Footnote 5 for COMM 2173 STAT 2163 Introduction to Statistical Methods Delete: COMS 2713 Survey of Operating Systems 5 Delete Footnote 5 for COMS 3703 Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Fall	Credits	Spring	Credits
USHG 1XXX U.S. History and Government [1]	3	COMS 4213 Database Administration	3
COMS 4033 Information Systems Analysis and Design	3	COMS 4923 Capstone II	3
COMS 4913 Capstone I	3	Approved 3000-4000 level Elective	3
Approved 3000-4000 level Elective	3	**Total Hours**	**12**
Total Hours	**15**		

Curriculum Track 2:

Network and Security

Freshman

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
MATH 1113 College Algebra [2]	3	MATH 2243 Calculus for Business and Economics [4]	3
CSEC 1003 Introduction to Cybersecurity	3	COMS 1011 Programming Foundations I Lab and COMS 1013 Programming Foundations I	4
TECH 1001 Orientation to the University [3]	1		
CSEC 1113 Introduction to Networking	3	COMS 2703 Computer Hardware and Architecture	3
COMS 1333 Web and Mobile Technologies	3	SS 1XXX Social Science Courses [1]	3
Total Hours	**16**	**Total Hours**	**16**

Sophomore

Fall	Credits	Spring	Credits
SCIL 1XXX Science with Laboratory [1]	4	ENGL 2053 Technical Writing	3

Sophomore

Fall	Credits	Spring	Credits
SCIL 1XXX Science with Laboratory [1]	4	ENGL 2053 Technical Writing	3
COMS 2203 Programming Foundations II	3	COMS 2163 Scripting Languages ***OR*** COMS 2323 Programming in Python	3
CSEC 2223 Virtualization	3	COMS 2213 Data Structures	3
MATH 2703 Discrete Mathematics	3	STAT 2163 COMS 2713 Survey of Operating Systems [5]	3
CSEC 2213 Network Forensics and Incident Response	3	COMM 2173 Business and Professional Speaking S	3
Total Hours	**16**	**Total Hours**	**15**

Junior

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3	SCIL 1XXX Science with Laboratory [1]	4
COMS 3233 Database Design and Implementation	3	COMS 3053 Ethical Issues in Technology	3
COMS 3363 Server Administration	3	COMS 3373 Data Center Operations	3
CSEC 3123 Cyber Defense I	3	CSEC 3233 Cyber Defense II	3
Approved 3000-4000 level Elective	3	Approved 3000-4000 level Elective	2
Total Hours	**15**	**Total Hours**	**15**

Senior

Fall	Credits	Spring	Credits
USHG 1XXX U.S. History and Government [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
SS 1XXX Social Science Courses [1]	3	COMS 4713 Networking Practicum	3
COMS 3523 Human Factors in Information Technology	3	COMS 4923 Capstone II	3
COMS 4913 Capstone I	3	Approved 3000-4000 level Elective	3
Approved 3000-4000 level Elective	3	**Total Hours**	**12**
Total Hours	**15**		

[1] See appropriate alternatives or substitutions in "General Education Requirements".

[2] Student may waive this course by taking MATH 2243 Calculus for Business and Economics or MATH 2914 Calculus I instead and take an elective in its place.

[3] TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University.

[4] MATH 2914 Calculus I is a substitution for MATH 2243 Calculus for Business and Economics.

[5] ~~COMS 3763 Advanced Operating Systems~~ is a substitution for COMS 2713 Survey of Operating Systems.

[6] COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

DEGREE AUDIT CHECK LIST
(BS-ITN) Information Technology Network & Security

~~2023-24~~ 2024-25

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		30
Electives		
TOTAL ELECTIVE HOURS		0

Major Requirements		Hrs
COMS	1011 1013 1333 (2163 or 2323) 2203	
	2213 2703 (~~2713 or 3703~~) 3053 3233	43
	3363 3373 3523 4713 4913 4923	~~46~~
CSEC	1003 1113 2213 2223 3123 3233	18
COMM	2173** or 2003	3
ENGL	2053	3
MATH	1113#** (2243 or 2914) 2703	9
	Approved Electives 3XXX - 4XXX	11
STAT	2163	3
	TOTAL MAJOR HOURS	90
	TOTAL HOURS	

Final Check:

Min. hours required **120**
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

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