Graduate Council – February 20, 2024

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

1. Change the title for HIST 6991-6996: Thesis Research, TO: Thesis/Portfolio Research.

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

1. Add SAA 6013: College Athletes, to the course descriptions.

College of Education & Health – Department of Nursing

1. Modify the course description for NUR 6103: Theoretical Perspectives;
2. Change the title for NUR 6313: The Role of the Nurse Administrator, TO: Role of the Healthcare Administrator, and modify the course description; and
3. Change the title for NUR 6503: Organizational Behavior and Human Resource Management, TO: Organizational Behavior in Healthcare.

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

1. Delete the Master of Engineering in Electrical Engineering; and
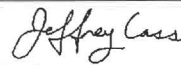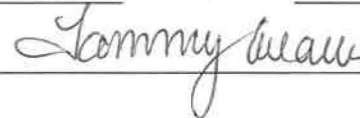2. Delete the Master of Engineering in Mechanical Engineering.

Arkansas Tech University
REQUEST FOR COURSE CHANGE

TO: Curriculum Committee or Graduate Council (as appropriate)

FROM: History and Political Science

DATE SUBMITTED: 1/9/24

REQUEST FOR COURSE CHANGE

Title	Signature	Date
Department Head Dr. Aaron McArthur		9 Jan 2024
Dean Dr. Jeff Cass	*Jeffrey Cass*	1/9/24
Assessment Dr. Christine Austin	*Christ Aust*	1/24/24
~~Graduate Council (if applicable)~~ Registrar	*Tommy Weaver*	1/24/24
~~Registrar~~ Graduate Council		
Vice President for Academic Affairs		

Course Subject: HIST	Course Number: 6991-6996
Cross-listed with Subject:	Course Number:
Official Title Thesis Research	
Request to change: (check appropriate box) ☐ Course Number ☒ Title ☐ Course Description ☐ Cross-list ☐ 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 :   6991-6996
New Course Title (Limited to 30 characters including spaces):   Thesis/Portfolio Research
New Course Description: Students taking these hours sign up with their advisor to work toward the culminating thesis or portfolio project.
New Cross-list: ☐ Adding Cross-listing   ☐ Changing Cross-listing   ☐ Deleting Cross-listing If adding or changing cross-listing, indicate course subject and number _____
New Prerequisite (list all, as you want them to appear in the catalog):
New Co-requisite (list all, as you want them to appear in the catalog):
☐Elective   X Major   ☐Minor If major or minor course, you must complete the Request for Program Change form.
Please provide a rationale for the change including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.   This change is needed to reflect the program's new portfolio option.
How will the effect of the change be monitored in ongoing program assessment? The portfolio will provide non-thesis students with an opportunity to showcase their learning in a way that matches the PLOs (especially PLO 2, below) and boosts their ability to see themselves as practitioners of the discipline.
If this course will affect other departments a Departmental Support Form for each affected department must be attached.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Emergency Management, Professional Studies & Student Affairs Administration (EPS)	12/13/2023

Title	Signature	Date
Department Head	*Rene Couture*	12/13/23
Dean	*Jim Castor*	1/24/24
Assessment	*signature*	1/24/24
Registrar	*Sammy Weaver*	1/24/24
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term: 2024
SAA	**6013**	◯ Spring ⦿ **Summer I**

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

College Athletes

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

College Athletes

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. 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.
   The course supports the following SAA program student learning outcomes: Foundational/Professional Studies Knowledge and Professionalism.

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

   i. College Athlete Interview Assignment to examine and describe opportunities and challenges student-athletes are faced with during their higher education participation.

   ii. Article Critique to describe the characteristics of athletics in higher education by exploring the contemporary context.

   iii. Final Presentation to identify resources, programs, and strategic partnerships that support athletics.

c. What is the rationale for adding this course? What evidence demonstrates this need? There is a significant number of students who are working as coaches, graduate assistants in athletics, athletes themselves, who have expressed an interest in working with and learning more about college athletes. This course is an introductory course to learn more about college athletes, a significant subculture on a college campus, and how to best support their success.

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—**N/A**
    2. Cross-listing- **N/A**
    3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)—**Need basis.**
The syllabus attached is from an independent study I held this semester. I last taught this course over the summer as a "special topic," and that is why it is designed as a 5-week course.
    4. Prerequisites – **None.**
    5. Co-requisites—**None.**
    6. Description- An overview of how to design, implement, and sustain best practices for college athletes in the growing area of student-athlete affairs. This course strives to better pre- pare professionals to serve college athletes through supportive programs, while also exploring topics such as current research, challenges, strategies to enhance support, and future trends.
    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)- **N/A**
e. Section for Name of instructor, office hours, contact information (telephone, email)- Dana J. Tribble, dtribble3@atu.edu, 479.964.3288
f. Text required for course
    1. American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.
    2. · Navarro, K. M., Rubin, L. M., & Mamerow, G. (2019). Implementing student-athlete programming: A guide for supporting college athletes. Routledge.
g. Bibliography (supplemental reading list) -**N/A**
h. Justification/rationale for the course- Better prepare professionals to serve college athletes through supportive programs while exploring topics such as current research, challenges, strategies to enhance support, and future trends.
i. Course objectives/learning outcomes
    1. Describe the characteristics of athletics in higher education by exploring the contemporary context
    2. Identify and describe opportunities and challenges student-athletes are faced with
    3. Evaluate programs that support student-athletes across divisions (Division I, II, II institutions)
    4. Identify resources, programs, and strategic partnerships that support athletics
    5. Hypothesize the future of student-athlete development and how to proactively support this student group
j. Description of how the 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 the undergraduate catalog)- **N/A**
k. Assessment methods (include grading policy with specific equivalents for A, B, C)

6. Course objectives/student learning outcomes will be assessed by evaluating contributions to the classroom discussion and/or online discussion board and assignments.
    a. The following assignments align with the course objectives/learning outcomes:
        i. **Article Critique Assignment:** Describe the characteristics of athletics in higher education by exploring the contemporary context
        ii. **College Student Athlete Interview Assignment:** Identify and describe opportunities and challenges student-athletes are faced with
        iii. **Discussion Board Prompts/Questions:** Evaluate programs that support student-athletes across divisions (Division I, II, II institutions)
        iv. **Final Presentation:** Identify resources, programs, and strategic partnerships that support athletics
        v. **Discussion Board Prompts/Questions:** Hypothesize the future of student-athlete development and how to proactively support this student group
    b. The course supports the following SAA program student learning outcomes: Foundational/Professional Studies Knowledge and Professionalism. Theses outcomes are supported through the content, discussions, and assignments in this course.

l. Policy on absences, cheating, plagiarism, etc. (the following policies are included in the syllabus: academic integrity, academic honesty, Title IX, accessibility and accommodations, and late work)

m. Course content (outline of material to be covered in course).—Included in the syllabus

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.

COLLEGE ATHLETES
SAA 6013- TC1

Professor Information

Dana Tribble, Ph.D.

✉ dtribble3@atu.edu ★

☎ 479.964.3288

🏠 Dean Hall, Suite 110

🕐 T: 12-3 p.m. & R: 9:30 a.m.-12:30 p.m. or by appt.

Course Description

An overview of how to design, implement, and sustain best practices for college athletes in the growing area of student-athlete affairs. This course strives to better prepare professionals to serve college athletes through supportive programs, while also exploring topics such as current research, challenges, strategies to enhance support, and future trends.

Course Materials

- Access to Blackboard & WebEx Teams
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Navarro, K. M., Rubin, L. M., & Mamerow, G. (2019). *Implementing student-athlete programming: A guide for supporting college athletes.* Routledge.

Course Format

Textbook Readings ➡ Supplemental Readings ➡ Discussion Board ➡ Assignments

Student Outcomes

Upon completion of this course, students should be able to demonstrate competence in each of the following:

Describe the characteristics of athletics in higher education by exploring the contemporary context.

Identify and describe opportunities and challenges student-athletes are faced with.

Evaluate programs that support student-athletes across divisions (Division I, II, III institutions).

Identify resources, programs, and strategic partnerships that support athletics.

Hypothesize the future of student-athlete development and how to proactively support this student group.

Expectations

- Join each week with all the materials read.
- Thoroughly engage in all online discussions.
- Challenged in order to gain a better understanding of:
    - Multiple perspectives
    - Respectfully raise questions
    - Critically examine the topics
    - Demonstrate a willingness to challenge one's own perspective
- Assignments are to be of graduate student caliber.

Academic Integrity

The ATU Code of Academic Integrity: https://www.atu.edu/academic-integrity/. The highest standards of integrity and ethical conduct will be maintained in this course. Behavior that violates academic integrity or infringes on the rights of other students or faculty will be reported according to university procedures. Students who violate the Code of Academic Integrity face penalties such as failure of the assignment and/or class (up to and including expulsion from the university).

INTEGRITY IS DOING THE RIGHT THING, EVEN WHEN NO ONE IS WATCHING.

Academic Honesty

Academic honesty is an expectation of all students. To provide meaningful feedback requires trusting that the submitted work is the student's, thus all work should be your own original. When you use the ideas or language from others, you must cite your source(s). To use the work of others (even their ideas) without citing the source is plagiarism (a serious academic offense). Students will receive no credit for work, which is plagiarized and could possibly receive an F or W for the course.

Title IX

Sex-based discrimination such as harassment (sexual misconduct), inequity in athletics, discrimination in STEM programs, and discrimination based on pregnancy, are prohibited in educational programs, activities, and classes. Federal Title IX law and ATU policy prohibit harassment (sexual misconduct), specifically sexual harassment, domestic and dating violence, sexual assault, and stalking. Behaviors like these can undermine the ability of a student to achieve academic success. If you or someone you know has experienced discrimination on the basis of sex, we encourage you to seek assistance and to report the incident through resources available at https://www.atu.edu/titleix/. Please know that faculty are considered Responsible Employees and are not confidential under Title IX. Confidential assistance is available in Counseling Services located in the Health and Wellness Center, Doc Bryan Student Services Center Suite 119, 479-968-0329, https://www.atu.edu/cslcenter/.

Accessibility & Accommodations

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/index.php in order to initiate a request for accommodations.

POLICY AGREEMENT (3 POINTS): Arkansas Tech University requires all students to complete the Policy Agreement Quiz located in the Federal Attendance Module tab in Blackboard. Please complete this to indicate that you are actively participating in the class.

ARTICLE CRITIQUE (15 POINTS): Article critiques give you an opportunity to utilize your research abilities, give you an opportunity to learn and express your own assessment about the source. Students will assess one journal article relating to the topic of "College Athletes." Please be sure your source is peer-reviewed and was published within the last 10-years. You are asked to provide an overview of the article, limitations/discussion, and directions for future research. Lastly, please share your opinion of the article and source. *See the rubric for additional expectations.*

COLLEGE ATHLETES
Assignments

Class Discussion Participation (130 total points)

All students will participate in an online discussion regarding the weekly readings. Each student will contribute a minimum of three (3) times for each forum— **one post in response to the forum and two posts responding to posts by classmates.** The discussion is provided as a means of collaboration, a way to better understand and critically examine the topics, provide ideas/solutions for engagement, and respectfully raise questions to promote and encourage an open mindset.

College Student Athlete Interview (50 points)

Students will interview a student-athlete (current or someone who has graduate in the last 5-years). If you are a current athlete or athletic graduate assistant, you cannot interview yourself. Please use the following prompts to lead your interview:

1. What institution and sport were you affiliated with?
2. What motivated you to become a college-athlete?
3. What do you believe is the greatest challenge most athletes are facing today?
4. How do you manage your athletic responsibilities and outside activities/responsibilities?
5. Describe your worst sports performance. What did you learn from this experience?
6. What have you learned about teamwork form your experience?
7. Describe your major accomplishments in sports in the past.
8. Tell me about your most successful season.
9. What support did you have as a college-athlete and where was support lacking?
10. How can higher education institutions better support college-athletes from your experience?

You will submit a report based on the responses of these questions/prompts. *Please see the rubric for additional expectations.*

FINAL PRESENTATION (50 points)

Students are to create a final presentation regarding an issue college-athletes face and a program/ resource to support this issue. You will have the autonomy to select how you'd like to present your work. There must be a visual and a voice over component. The presentation should be 5-7 minutes, and include the textbook material, peer-reviewed articles, and information from your interview. You will share this with your colleagues. *Please see the rubric for additional expectations.*

COLLEGE ATHLETES
Assignments & Grading

The SAA department has adopted a grading scale that is used in all graduate level courses. The scale that has been adopted by the department is as follows:

A	B	C	D	F
92-100	82-91	75-81	65-74	<65

> There are no secrets to success. It is the result of preparation, hard work, and learning from failure.

Total Class Points

Assignment	Points
Federal Attendance Module	3
Article Critique	15
Class Discussion Participation	130
College Student-Athlete Interview	50
Final Presentation	50
TOTAL POINTS	**248**

Late Work

PAST DUE

Deadlines for assignments are designed to provide a common framework by which all students can be treated equally. Assignments are due as indicated on the syllabus and late papers will be penalized. Please note any difficulties or problems should be brought to the instructor's attention as soon as possible—and before the deadline. Computer problems are not a valid excuse for late assignments so plan to complete your work accordingly. I will accept late work; however, points will be deducted for any late work as follows: 30 minutes to 24 hours late -20%, 25-48 hours late -30%, 49-72 hours late -40% & after 72 hours, 0 points will be earned.

Week/Dates	Topic(s) & Readings	Assignment
1–	• Preface (p. ix) • Chapter 1: Introduction, Context, and Chapter Overviews (p. 1) • Chapter 2: Contemporary Context of Athletics in Higher Education (p. 12)	• Complete the Federal Attendance Module • Welcome discussion post • Discussion post #1
2–	• Chapter 3: The Student-Athlete Experience: Opportunities and Challenges (p. 28) • Chapter 4: Programs That Support Student-Athletes (p. 52)	• Discussion post #2 • Article critique
3—	• Chapter 5: Program Models Across Divisions: Case Studies at Division I, II, and III Institutions (p. 78) • Chapter 6: Assessment and Data-Driven Practices in Intercollegiate Athletics (p. 111)	• Discussion post #3 • College student-athlete interview
4—	• Chapter 7: Cross-Program Collaboration and Strategic Partnerships: Evolving Models of Strategic Partnerships and Inter-Program Collaboration in Athletics (p. 131) • Chapter 8: The Future of Student-Athlete Development (p. 160)	• Discussion post #4
5—		• Discussion post #5 • Final Presentation

ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Nursing	8/23/23

Title	Signature	Date
Department Head	*Shelly Daily*	9/13/23
Dean	*Jim Carter*	1/13/24

Course Subject: (e.g., ACCT, ENGL) **NUR**	Course Number: (e.g., 1003) **6103**

Official Catalog Title
NUR 6103 Theoretical Perspectives

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)

Modify the course description to "This course is designed to provide the student with the skills necessary to critique, evaluate, and apply theories from nursing and related health care disciplines. Philosophical and theoretical underpinnings of the nursing discipline will be explored with in depth discussion of knowledge development and theory analysis. Students will study a selected phenomenon in depth, learn the strategies for concept analysis and development, **and application of theory to practice.**"

Answer the following Assessment questions:
a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable.

b. Explain the rationale for the cosmetic course change: **Catalog course description is not same as current course description in syllabus; needs to be updated so that they are identical.**

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

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Nursing .	9/8/23

Title	Signature	Date
Department Head	*[signature]*	9/13/23
Dean	*[signature]*	1/18/24

Course Subject: (e.g., ACCT, ENGL) **NUR**	Course Number: (e.g., 1003) **6313**

Official Catalog Title:
Role of the Nurse Administrator

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)

a. Change title to: Role of the **Healthcare** Administrator

b. Modify course description to: This course will prepare the graduate to analyze theories and research relevant to the role of **healthcare** administrator as leader and manager. Emphasis will be placed on the internal and external forces influencing the administrator role. Seminars will focus **on leadership and management theory**, healthcare policy, organization and healthcare delivery systems. The graduate will be able to assume a leadership role in the managing of human, fiscal, and physical healthcare resources in a variety of healthcare settings.

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. Explain the rationale for the cosmetic course change. Change the title and modify the course description to open course to other majors; change in course description for a broader focus on roles:

NUR 6503

ᵀᴹARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Nursing	9-8-23

Title	Signature	Date
Department Head	Shelly Daily	9/13/23
Dean	Jim Couta	1/18/24

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
NUR	**6503**

Official Catalog Title:

Organizational Behavior and Human Resource Management

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)

Change title to: **Organizational Behavior in Healthcare**

Answer the following Assessment questions:
   a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**

   b. Explain the rationale for the cosmetic course change.
   This title change is more specific to healthcare.

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 Deletion

(CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
Engineering & Computing Sciences	10/11/2023

Title	Signature	Date
Department Head	John L. Krohn	10/11/2023
Dean	John Jackson	10/12/2023
Assessment		1.2.24
Registrar	Yammy Weaver	1/4/24
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title:
Master of Engineering in Electrical Engineering

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. **Current degree/certificate/option/unit title**

   Master of Engineering in Electrical Engineering

2. **Degree code**

   MENGR-ELE

3. **CIP code**

   14.1001

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

   May 31, 2025, Spring, 2025

4. **Reason for deletion**

   Low enrollment

The program currently has five active students plus two additional admitted students not taking classes this semester. Two students will graduate in December, 2023 and one is on track to graduate in May, 2024. The remaining two active students are both on-line students and will have 12 and 21 hours remaining following the Fall, 2023 semester.

ARKANSAS TECH UNIVERSITY

Request for Program Deletion
(CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
Engineering & Computing Sciences	10/11/2023

Title	Signature	Date
Department Head	*John L Krohn*	10/11/2023
Dean	*John Jackson*	10/12/2023
Assessment	*[signature]*	1.2.24
Registrar	*Sammy Allen*	1/4/24
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title:
Master of Engineering in Mechanical Engineering

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. **Current degree/certificate/option/unit title**

   Master of Engineering in Mechanical Engineering

2. **Degree code**

   MENGR-MCE

3. **CIP code**

   14.1901

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

   May 31, 2025, Spring, 2025

4. **Reason for deletion**

   Low enrollment

The program has four active students plus two additional admitted students not taking classes the current semester. Two students plan to graduate in May, 2024. The two remaining active students will both have completed 9 hours and thus lack 21 hours following the Fall, 2023 semester with one of these students completing the program on-line.