

LON PROGRAM DELETIONS

College of Arts & Humanities

Certificate of Proficiency in Performance
Certificate of Proficiency in Spanish Medical Interpretation
Bachelor of Arts in International Studies
Bachelor of Arts in World Language with Concentration in Spanish Education for Teacher Licensure
Master of Arts in Multi-media Journalism

College of Education and Health

Master of Education in Teaching, Learning, and Leadership Non-traditional Teacher Licensure
Option (MED Teaching, Learning, and Leadership will still exist)

College of Science, Technology, Engineering, & Mathematics

Bachelor of Science in Environmental Science
Bachelor of Science in Medical Laboratory Science
Bachelor of Science in Nuclear Medicine Technology

LON CURRICULUM REVISIONS AND RECONFIGURATIONS

College of Arts & Humanities

Certificate of Proficiency in Teaching English to Speakers of Other Languages
Certificate of Proficiency in Technical and Professional Communication
Bachelor of Music Arts in Music Arts

College of Business and Economic Development

Bachelor of Science in Tourism and Bachelor of Science in Tourism Therapeutic Recreation Emphasis

College of Education and Health

Bachelor of Science in Middle Level Education
 English and Language Arts Option
 Mathematics Option
 Science Option
 Social Studies
Graduate Certificate in Curriculum Leadership
Graduate Certificate in P-12 Building Level Administration
Master of Arts in Teaching in Teaching
Master of Education in Educational Leadership
Master of Education in K-12 Literacy
Master of Education in K-12 Special Education

Master of Education in Teaching, Learning, and Leadership
Master of Science in Nursing in Nursing Administration and Emergency Management

College of Science, Technology, Engineering, & Mathematics

Bachelor of Science in Biology
 Biostatistics Option
 Biology Ecology and Evolution Option
 Environmental Option

LON NEW CERTIFICATES

College of Arts & Humanities

Certificate of Proficiency in Game and Interactive Media Design
Certificate of Proficiency in Graphic Design
Certificate of Proficiency in Sports Media

College of Education and Health

Advanced Certificate in Secondary Education
Certificate of Proficiency in Cyber Resiliency
Certificate of Proficiency in Emergency Management
Certificate of Proficiency in Global Studies
Certificate of Proficiency in Nonprofit Leadership
Certificate of Proficiency in Project Management
Certificate of Proficiency in Small Unmanned Aerial Systems (sUAS)
Certificate of Proficiency in Training and Organizational Development
Certificate of Proficiency in Workplace Supervision
Graduate Certificate in Business Continuity
Graduate Certificate in Coaching, Strength, and Conditioning
Graduate Certificate in Cyber Risk Management
Graduate Certificate in Dyslexia Therapist K-12
Graduate Certificate in Leading in Crisis

College of Science, Technology, Engineering, & Mathematics

Advanced Certificate in Pre-health Profession in Biology
Certificate of Proficiency in Chemistry Technician
Certificate of Proficiency in Electronic Circuit Design and Analysis
Certificate of Proficiency in Instrumental Analysis
Certificate of Proficiency in Mathematics
Graduate Certificate in Cybersecurity
Graduate Certificate in Data Science

NEW PROGRAMS

College of Arts & Humanities

Master of Music Education in Music Education

College of Education and Health

Master of Science in Counseling



Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:24:32 -05'00'

Name of Provost/Chief Academic Officer
 Signature
Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address:

Category 1: New or Existing Program Modification (select all that apply)

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		
Degree Code		
CIP Code		
% Online (if applicable)		

Reason for Proposed Action (attach additional pages as needed)

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Certificate of Proficiency in Performance	1340	50.9999

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

Please save and upload this form and supporting documents to: [File Transfer System](#)

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**
CP in Performance /Music
- 2. Degree code**
1340
- 3. CIP code**
50.9999
- 2. Effective date, term, and academic year**
Fall 2024, AY 24-25
- 4. Reason for deletion**
Program has appeared repeatedly on non-viability report, insufficient number of graduates per academic year.

Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

 Digitally signed by Julie Furst-Bowe
 Name of Provost/Chief Academic Officer Signature Date: 2023.09.29 09:24:22 -05'00'

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		
Degree Code		
CIP Code		
% Online <i>(if applicable)</i>		

Reason for Proposed Action *(attach additional pages as needed)*

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Certificate of Proficiency in Spanish Medical Interpretation	1802	16.0103

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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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**
CP for Spanish for Medical Interpretation
- 2. Degree code**
1802
- 3. CIP code**
1601.03
- 2. Effective date, term, and academic year**
Fall 2024, AY 24-25
- 4. Reason for deletion**
Program has appeared repeatedly on non-viability report; insufficient number of Graduates per academic year.

Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Name of Provost/Chief Academic Officer: **Signature:** Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:25:21 -05'00' **Date:**

President/Chancellor Approval Date:
Board of Trustee Approval/Notification Date:

Contact Person: **Contact Person's Title:**

Contact Phone Number: **Contact Email Address:**

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
 - Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
 - Program reconfiguration **attach copy of before & after curriculum*
 - Program curriculum revision **attach copy of before and after curriculum*
 - Existing program offered by distance technology
 - Existing certificate or degree program offered at an existing off-campus location
 - New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*
- Effective Date:** **Effective Term:** **Effective Academic Year:**

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		
Degree Code		
CIP Code		
% Online (if applicable)		

Reason for Proposed Action *(attach additional pages as needed)*

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date:

Effective Term:

Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Bachelor of Arts in International Studies	1540	30.2001

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date:

Effective Term:

Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION – 5

DELETION

(Certificate, Degree, Option, Emphasis, Concentration, Minor, or Organizational Unit)

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: Jeffrey Cass
3. Phone number/e-mail address: 479-968-0274
4. Proposed effective date: Fall 2024
5. Title of certificate, degree program, option, emphasis, concentration, minor, or organizational unit:
International Studies
6. CIP Code: 30.2001
7. Degree Code: 1540
8. Reason for deletion and evidence to support action: Institutional Research Data shows that in the last decade, the enrollment has declines from a high of 26 to the current 11, as of Fall 2022. That is over a 50% decline. This number is insufficient to sustain the ADHE requirement of five graduates a year, and the program is already on the non-viability list for ADHE.
9. Number of students still enrolled in program: 11
10. Expected graduation date of last student: Fall 2024
11. Provide curriculum for deleted certificate, degree, option, emphasis, concentration, minor, or organizational unit.
Requirements for Major:
Junior: World History Elective 6 hrs., World Politics Elective 6 hrs. (all at 3000-4000 level)
Senior: Japanese, Ger, Span, or Fr Civilization and Culture 3113 (3 hrs.), Global Culture Elective 3000-4000 level) (3 hrs.), POLS 4963 Senior Seminar
All other courses are for General Education or Electives
12. Name of courses that will be deleted as a result of this action: None. All courses used for language students and political science students.
13. How will students in the deleted program be accommodated? Either students can remain in IS until the end of the Fall 2024 semester, in which case they will graduate with an International Studies degree, or

they can transfer to Political Science without any loss of hours. If students cannot make the Fall 2024 deadline, for whatever reason, they can still graduate with a political science degree with the same course schedule or through substitution if necessary.

Provide documentation of written notification to students currently enrolled in program.

Since International Studies is cognate with Political Science, all IS students can be accommodated for graduation by the teach-out date since all IS-designated courses also accommodate current History, Language, and Political Science students. IS students merely had an international focus in their major, but all courses were already given to political science majors

14. Indicate the amount of program funds available for reallocation: This is cost neutral since all classes for International Studies students are offered to the Political Science majors at the same time. There are no separate courses for International Studies, and so no need for additional use of adjunct labor.

15. Provide additional program information if requested by ADHE staff.

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Institution:

Name of Provost/Chief Academic Officer
Signature
Date

President/Chancellor Approval Date
 Board of Trustee Approval/Notification Date

Contact Person:
 Contact Person's Title:

Contact Phone Number:
 Contact Email Address:

Category 1: New or Existing Program Modification (*select all that apply*)

- Title or CIP change
 - Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
 - Program reconfiguration **attach copy of before & after curriculum*
 - Program curriculum revision **attach copy of before and after curriculum*
 - Existing program offered by distance technology
 - Existing certificate or degree program offered at an existing off-campus location
 - New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*
- Effective Date:
 Effective Term:
 Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		
Degree Code		
CIP Code		
% Online (if applicable)		

Reason for Proposed Action (*attach additional pages as needed*)

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date:

Effective Term:

Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Bachelor of Arts in World Language with Concentration in Spanish Education for Te	1445	13.1306

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date:

Effective Term:

Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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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**
BA in Foreign Languages Education
- 2. Degree code**
1445
- 3. CIP code**
1313.06
- 2. Effective date, term, and academic year**
Fall 2024, AY 24-25
- 4. Reason for deletion**
Program has appeared repeatedly on non-viability report, insufficient number of graduates per academic year, principally due to failure to pass Praxis. Will teach out the current students or move them to the BA in Foreign Language.



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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Dr. Julie Furst-Bowe Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:24:14 -05'00'

Name of Provost/Chief Academic Officer Signature Date

President/Chancellor Approval Date
Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:
Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification (select all that apply)

- Title or CIP change
 - Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
 - Program reconfiguration **attach copy of before & after curriculum*
 - Program curriculum revision **attach copy of before and after curriculum*
 - Existing program offered by distance technology
 - Existing certificate or degree program offered at an existing off-campus location
 - New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*
- Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		
Degree Code		
CIP Code		
% Online (if applicable)		

Reason for Proposed Action (attach additional pages as needed)

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Master of Arts in Multimedia Journalism	5395	09.0702

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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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 Arts in Multimedia Journalism (MMMJ)**

- 2. Degree code: 5395**

- 3. CIP CODE: 09.0702**

- 4. Effective date, term, and academic year:
August 1, 2024; Fall 2024 semester**

- 5. Reason for deletion
With very few students in the program, a new cohort of only three students, and a program already on the ADHE list of non-viable programs, it is recommended to close the degree, to focus the department's resources on other programs, and teach out those already in the MMMJ. The three students enrolled for the Fall 2023 cohort have been advised the program will not continue and have been given options that parallel their professional objectives with the Master's in Liberal Arts (MLA) program.**

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:24:04 -05'00'

Name of Provost/Chief Academic Officer Signature Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		
Degree Code		
CIP Code		
% Online <i>(if applicable)</i>		

Reason for Proposed Action *(attach additional pages as needed)*

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Master of Education in Teaching, Learning, & Leadership - Non-traditional Teacher	3975	13.9999

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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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**
MED TLL NTL Master of Education in Teaching, Learning, and Leadership -
Non-Traditional Teacher Licensure Option (MED TLL Degree will still exist)
2. **Degree code**
3975
3. **CIP code**
13.9999
4. **Effective date, term, and academic year**
May 31, 2024, Spring term, 2023-24
5. **Reason for deletion**
This degree program will be replaced with the MAT program.

Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Name of Provost/Chief Academic Officer

Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:25:02 -05'00'

Signature

Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person:

Contact Person's Title:

Contact Phone Number:

Contact Email Address

Category 1: New or Existing Program Modification (select all that apply)

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other *attach copy of MOU
- Program reconfiguration *attach copy of before & after curriculum
- Program curriculum revision *attach copy of before and after curriculum
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) *attach copy of curriculum

Effective Date:

Effective Term:

Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		
Degree Code		X
CIP Code		
% Online (if applicable)		

Reason for Proposed Action (attach additional pages as needed)

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date:

Effective Term:

Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Bachelor of Science in Environmental Science	2545	03.0104

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
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- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date:

Effective Term:

Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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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

BS Environmental Science

2. Degree code

2545

3. CIP code

03.0104

4. Effective date, term, and academic year

8/1/2026, Spring Term, 2026

5. Reason for deletion

There are currently 18 students enrolled in this program (1 senior, 7 juniors, 5 sophomores, and 5 freshman). Due to low graduation and enrollment numbers this degree program will be eliminated. Individual graduation plans will be created for all juniors and seniors to assist with completing their degrees before the program is eliminated in 2026. The BS Biology degree will begin an Environmental Science option in spring of 2025. All freshman and sophomores will be advised to change their major to the Biology Environmental Science option as an alternative.



Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Dr. Julie Furst-Bowe	Julie Furst-Bowe <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:24:53 -05'00'</small>	
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		
Degree Code		
CIP Code		
% Online (if applicable)		

Reason for Proposed Action *(attach additional pages as needed)*

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date:

Effective Term:

Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Bachelor of Science in Medical Laboratory Science	2890	51.1005

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date:

Effective Term:

Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

SAVE

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Please save and upload this form and supporting documents to: [File Transfer System](#)

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
BS Medical Laboratory Science

2. Degree code
2890

3. CIP code
51.1005

4. Effective date, term, and academic year
8/1/2026, Spring Term, 2026

5. Reason for deletion
There are currently 6 students enrolled in this program (0 senior, 0 juniors, 3 sophomores, and 3 freshman). Due to low graduation and enrollment numbers this degree program will be eliminated. Individual graduation plans will be created for all students and they will be advised to change their major to the BS in Biology as an alternative. These students will be able to apply to Medical Laboratory Science Clinical Programs upon complete of their BS in Biology from Arkansas Tech University.

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

<input type="text" value="Dr. Julie Furst-Bowe"/> Name of Provost/Chief Academic Officer	<input type="text" value="Julie Furst-Bowe"/> <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:24:42 -05'00'</small> Signature	<input type="text"/> Date
---	--	------------------------------

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification (*select all that apply*)

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		
Degree Code		
CIP Code		
% Online (if applicable)		

Reason for Proposed Action (*attach additional pages as needed*)

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Bachelor of Science in Nuclear Medicine Technology	2930	51.0905

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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Please save and upload this form and supporting documents to: [File Transfer System](#)

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

BS Nuclear Medicine Technology

2. Degree code

2930

3. CIP code

51.0905

4. Effective date, term, and academic year

8/1/2026, Spring Term, 2026

5. Reason for deletion

There are currently 19 students enrolled in this program (2 senior, 6 juniors, 8 sophomores, and 3 freshman). Due to low graduation and enrollment numbers this degree program will be eliminated. Individual graduation plans will be created for all juniors and seniors to assist with completing their degrees before the program is eliminated in 2026. All freshman and sophomores will be advised to change their major to the BS in Biology as an alternative. These students will be able to apply to Nuclear Medicine Technology Clinical Programs upon complete of their BS in Biology from Arkansas Tech University.

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:26:56 -05'00'

Name of Provost/Chief Academic Officer
Signature
Date

President/Chancellor Approval Date
 Board of Trustee Approval/Notification Date

Contact Person:
 Contact Person's Title:

Contact Phone Number:
 Contact Email Address:

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date:
 Effective Term:
 Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Certificate of Proficiency in Teaching English to Speakers of C	
Degree Code		_____
CIP Code		
% Online (if applicable)		

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

1. Current degree title

Teaching English to Speakers of Other Languages

2. Current degree code

0130

3. Current CIP code

13.1401

4. % online (if applicable)

5. Current curriculum.

The certificate of proficiency in Teaching English to Speakers of Other Languages requires the following 18 semester credit hours:

ENGL 3013 Systems of Grammar
ENGL 3023 Introduction to Linguistics
ENGL 4023 Second Language Acquisition
ENGL 4703 Teaching English as a Second Language
ENGL 4713 ESL Assessment
ENGL 4723 Teaching People of Other Cultures

And one of the following:

ENGL 4013 History of the English Language
ENGL 4083 Seminar: English Language
ENGL 4733 Teaching English in the Secondary School
SPAN 3133 Spanish-American Civilization and Culture
SPAN 4703 Foreign Language Teaching Methods

6. Proposed curriculum. If adding a new course, include new course description.

The certificate of proficiency in Teaching English to Speakers of Other Languages requires the following 12 semester credit hours:

ENGL 4023 Second Language Acquisition
ENGL 4703 Teaching English as a Second Language
ENGL 4713 ESL Assessment
ENGL 4723 Teaching People of Other Cultures

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

8. Reason for change.

The change makes this certificate more doable and more likely to be pursued. The change preserves the core courses of the department's TESOL curriculum.

Arkansas Tech University

Assessment Plan -Teaching English as a Second Language (CP)

This document shows the program learning outcomes, measures, and targets for student achievement created by the faculty for use in assessing students success in this credential.

Table of Contents

Assessment Plan -Teaching English as a Second Language (CP)

Major-AH-ENGL- Teaching English as Second Language (CP) 2022

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1.4 LO4: Second Language Acquisition	5

Major-AH-ENGL- Teaching English as Second Language (CP)

2022

1 GOALS 4 OUTCOMES 8 MEASURES 8 TARGETS 8 FINDINGS 0 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 certificate of proficiency in Teaching English to Speakers of Other Languages at Arkansas Tech University provides intellectual, ethical, and practical instruction in linguistic theories of language acquisition and the pedagogy of second language instruction. The certificate of proficiency in TESOL can help prepare students to be effective teachers of English Language Learners in Arkansas, the nation, and the world.

PLAN INFORMATION BLOCK

Point of Contact for this year's assessment (add additional names as needed):

- 1)
- 2)

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:

Outcome 2:

Program Level Context and Additional Comments:

1 **Calendar Year Assessment Information**
2022

1.1 **Program Learning Outcomes**
LO1: Methods of Teaching ESL

Knowledge of various methods of teaching English as a Second Language

1.1.1 **Measures**

Grade-based Assessment: ESL Teaching Methods

The average grade earned by CP TESOL graduates in ENGL 4703 Teaching English as a Second Language.

1.1.1.1 **Expectations/Target for this Outcome**

The average grade earned by CP TESOL graduates in ENGL 4703 Teaching English as a Second Language.

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4703 Teaching English as a Second Language is at least 3.00.

1.1.2 **Measures**

Embedded Assessment: ENGL 4703: Knowledge of TESOL pedagogy

Embedded assessment in ENGL 4703 Teaching English as a Second Language of TESOL pedagogy knowledge.

1.1.2.1 **Expectations/Target for this Outcome**

Embedded assessment in ENGL 4703 Teaching English as a Second Language of TESOL pedagogy knowledge.

EXPECTATIONS/TARGET FOR THIS OUTCOME 2021: At least 75% of CP TESOL students in ENGL 4703 Teaching English as a Second Language are scored Target or High-Acceptable in their knowledge of TESOL pedagogy.

1.2 Program Learning Outcomes

LO2: ESL Assessment

Knowledge of various methods of teaching English as a second language

1.2.1 Measures

The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment.

The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment.

1.2.1.1 Expectations/Target for this Outcome

The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment.

Nothing Entered

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment is at least 3.00.

1.2.2 Measures

Embedded Assessment: ENGL 4713: Ability to Assess English Language Skills

Embedded assessment in ENGL 4713 ESL Assessment of ability to assess English language skills

1.2.2.1 Expectations/Target for this Outcome

Embedded assessment in ENGL 4713 ESL Assessment of ability to assess English language skills

EXPECTATIONS/TARGET FOR THIS OUTCOME At least 75% of CP TESOL students enrolled in ENGL 4713 ESL Assessment are scored as Target or High-Acceptable in their ability to assess English language skills.

13 Program Learning Outcomes

LO3: Culture's Effect on Language Learning

Understanding of how cultural factors affect language learning

13.1 Measures

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures..

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures..

13.1.1 Expectations/Target for this Outcome

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures..

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures. is calculated annually.

13.2 Measures

Embedded assessment: ENGL 4723 Teaching People of Other Cultures: Awareness of how cultural factors affect language learning

Embedded assessment in ENGL 4723 Teaching People of Other Cultures to assess awareness of how cultural factors affect language learning.

13.2.1 Expectations/Target for this Outcome

Embedded assessment in ENGL 4723 Teaching People of Other Cultures to assess awareness of how cultural factors affect language learning.

EXPECTATIONS/TARGET FOR THIS OUTCOME At least 75% of CP TESOL students enrolled in ENGL 4723 Teaching People of Other Cultures are scored Target or High-Acceptable in their awareness of how cultural factors affect language learning.

1.4 Program Learning Outcomes

LO4: Second Language Acquisition

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures..

1.4.1 Measures

The average grade of CP TESOL students enrolled in ENGL 4023 Second Language Acquisition

The average grade earned by CP TESOL graduates in ENGL 4023 Second Language Acquisition..

1.4.1.1 Expectations/Target for this Outcome

The average grade earned by CP TESOL graduates in ENGL 4023 Second Language Acquisition..

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4023 Second Language Acquisition is at least 3.00.

1.4.2 Measures

Embedded Assessment: ENGL 4023 Second Language Acquisition: Understanding linguistic Process of Second Language Acquisition.

Embedded assessment in ENGL 4023 Second Language Acquisition to assess students understanding of the linguistic process of second language acquisition.

1.4.2.1 Expectations/Target for this Outcome

Embedded assessment in ENGL 4023 Second Language Acquisition to assess students understanding of the linguistic process of second language acquisition.

EXPECTATIONS/TARGET FOR THIS OUTCOME At least 75% of CP TESOL students enrolled in ENGL 4023 Second Language Acquisition are scored Target or High-Acceptable in their understanding of the linguistic process of second language acquisition.

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Name of Provost/Chief Academic Officer Signature Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification (select all that apply)

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Certificate of Proficiency in Teaching English to Speakers of C	
Degree Code	0130	
CIP Code	13.1401	
% Online (if applicable)		

Reason for Proposed Action (attach additional pages as needed)

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

Please save and upload this form and supporting documents to: [File Transfer System](#)

LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

1. Current degree title

Teaching English to Speakers of Other Languages

2. Current degree code

0130

3. Current CIP code

13.1401

4. % online (if applicable)

5. Current curriculum.

The certificate of proficiency in Teaching English to Speakers of Other Languages requires the following 18 semester credit hours:

ENGL 3013 Systems of Grammar
ENGL 3023 Introduction to Linguistics
ENGL 4023 Second Language Acquisition
ENGL 4703 Teaching English as a Second Language
ENGL 4713 ESL Assessment
ENGL 4723 Teaching People of Other Cultures

And one of the following:

ENGL 4013 History of the English Language
ENGL 4083 Seminar: English Language
ENGL 4733 Teaching English in the Secondary School
SPAN 3133 Spanish-American Civilization and Culture
SPAN 4703 Foreign Language Teaching Methods

6. Proposed curriculum. If adding a new course, include new course description.

The certificate of proficiency in Teaching English to Speakers of Other Languages requires the following 12 semester credit hours:

ENGL 4023 Second Language Acquisition
ENGL 4703 Teaching English as a Second Language
ENGL 4713 ESL Assessment
ENGL 4723 Teaching People of Other Cultures

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

8. Reason for change.

The change makes this certificate more doable and more likely to be pursued. The change preserves the core courses of the department's TESOL curriculum.

Arkansas Tech University

Assessment Plan -Teaching English as a Second Language (CP)

This document shows the program learning outcomes, measures, and targets for student achievement created by the faculty for use in assessing students success in this credential.

Table of Contents

Assessment Plan -Teaching English as a Second Language (CP)

Major-AH-ENGL- Teaching English as Second Language (CP) 2022

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Program Mission	2
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1.1 LO1: Methods of Teaching ESL	3
1.2 LO2: ESL Assessment	4
1.3 LO3: Culture's Effect on Language Learning	4
1.4 LO4: Second Language Acquisition	5

Major-AH-ENGL- Teaching English as Second Language (CP)

2022

1 GOALS 4 OUTCOMES 8 MEASURES 8 TARGETS 8 FINDINGS 0 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 certificate of proficiency in Teaching English to Speakers of Other Languages at Arkansas Tech University provides intellectual, ethical, and practical instruction in linguistic theories of language acquisition and the pedagogy of second language instruction. The certificate of proficiency in TESOL can help prepare students to be effective teachers of English Language Learners in Arkansas, the nation, and the world.

PLAN INFORMATION BLOCK

Point of Contact for this year's assessment (add additional names as needed):

- 1)
- 2)

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:

Outcome 2:

Program Level Context and Additional Comments:

1 **Calendar Year Assessment Information**
2022

1.1 **Program Learning Outcomes**

LO1: Methods of Teaching ESL

Knowledge of various methods of teaching English as a Second Language

1.1.1 **Measures**

Grade-based Assessment: ESL Teaching Methods

The average grade earned by CP TESOL graduates in ENGL 4703 Teaching English as a Second Language.

1.1.1.1 **Expectations/Target for this Outcome**

The average grade earned by CP TESOL graduates in ENGL 4703 Teaching English as a Second Language. Nothing Entered

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4703 Teaching English as a Second Language is at least 3.00.

1.1.2 **Measures**

Embedded Assessment: ENGL 4703: Knowledge of TESOL pedagogy

Embedded assessment in ENGL 4703 Teaching English as a Second Language of TESOL pedagogy knowledge.

1.1.2.1 **Expectations/Target for this Outcome**

Embedded assessment in ENGL 4703 Teaching English as a Second Language of TESOL pedagogy knowledge.

EXPECTATIONS/TARGET FOR THIS OUTCOME 2021: At least 75% of CP TESOL students in ENGL 4703 Teaching English as a Second Language are scored Target or High-Acceptable in their knowledge of TESOL pedagogy.

1.2 Program Learning Outcomes

LO2: ESL Assessment

Knowledge of various methods of teaching English as a second language

1.2.1 Measures

The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment.

The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment.

1.2.1.1 Expectations/Target for this Outcome

The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment.

Nothing Entered

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4713 ESL Assessment is at least 3.00.

1.2.2 Measures

Embedded Assessment: ENGL 4713: Ability to Assess English Language Skills

Embedded assessment in ENGL 4713 ESL Assessment of ability to assess English language skills

1.2.2.1 Expectations/Target for this Outcome

Embedded assessment in ENGL 4713 ESL Assessment of ability to assess English language skills

EXPECTATIONS/TARGET FOR THIS OUTCOME At least 75% of CP TESOL students enrolled in ENGL 4713 ESL Assessment are scored as Target or High-Acceptable in their ability to assess English language skills.

1.3 Program Learning Outcomes

LO3: Culture's Effect on Language Learning

Understanding of how cultural factors affect language learning

1.3.1 Measures

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures..

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures..

1.3.1.1 Expectations/Target for this Outcome

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures..

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures. is calculated annually.

1.3.2 Measures

Embedded assessment: ENGL 4723 Teaching People of Other Cultures: Awareness of how cultural factors affect language learning

Embedded assessment in ENGL 4723 Teaching People of Other Cultures to assess awareness of how cultural factors affect language learning.

1.3.2.1 Expectations/Target for this Outcome

Embedded assessment in ENGL 4723 Teaching People of Other Cultures to assess awareness of how cultural factors affect language learning.

EXPECTATIONS/TARGET FOR THIS OUTCOME At least 75% of CP TESOL students enrolled in ENGL 4723 Teaching People of Other Cultures are scored Target or High-Acceptable in their awareness of how cultural factors affect language learning.

1.4 Program Learning Outcomes

LO4: Second Language Acquisition

The average grade earned by CP TESOL graduates in ENGL 4723 Teaching People of Other Cultures..

1.4.1 Measures

The average grade of CP TESOL students enrolled in ENGL 4023 Second Language Acquisition

The average grade earned by CP TESOL graduates in ENGL 4023 Second Language Acquisition..

1.4.1.1 Expectations/Target for this Outcome

The average grade earned by CP TESOL graduates in ENGL 4023 Second Language Acquisition..

EXPECTATIONS/TARGET FOR THIS OUTCOME The average grade earned by CP TESOL graduates in ENGL 4023 Second Language Acquisition is at least 3.00.

1.4.2 Measures

Embedded Assessment: ENGL 4023 Second Language Acquisition: Understanding linguistic Process of Second Language Acquisition.

Embedded assessment in ENGL 4023 Second Language Acquisition to assess students understanding of the linguistic process of second language acquisition.

1.4.2.1 Expectations/Target for this Outcome

Embedded assessment in ENGL 4023 Second Language Acquisition to assess students understanding of the linguistic process of second language acquisition.

EXPECTATIONS/TARGET FOR THIS OUTCOME At least 75% of CP TESOL students enrolled in ENGL 4023 Second Language Acquisition are scored Target or High-Acceptable in their understanding of the linguistic process of second language acquisition.

Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:26:46 -05'00'

Name of Provost/Chief Academic Officer
Signature
Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Certificate of Proficiency in Technical & Professional Commu	
Degree Code		
CIP Code		
% Online (if applicable)		

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

SAVE

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LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

1. **Current degree title**
Certificate of Proficiency in Technical and Professional Communication
2. **Current degree code**
1566
3. **Current CIP code**
09.0101
4. **% online (if applicable)**
5. **Current curriculum.**
The certificate of proficiency in Technical and Professional Communication requires the following 21 semester credit hours:
 COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking
 COMM 3003 Interpersonal Communication or COMM 4063 Organizational Communication
 ENGL 2053 Technical Writing
And 12 credit hours from the following:
 COMM 3013 Intercultural Communication
 COMM 3033 Interviewing Principles and Practices
 COMM 3073 Group Communication
 COMS 2003 Microcomputer Applications
 ENGL 3013 Systems of Grammar
 ENGL 3023 Introduction to Linguistics/COMM 3023 Introduction to Linguistics/FR 3023 Introduction to Linguistics/GER 3023 Introduction to Linguistics/SPAN 3023 Introduction to Linguistics
 ENGL 4053 Seminar in Technical Communication
6. **Proposed curriculum. If adding a new course, include new course description.**
The certificate of proficiency in Technical and Professional Communication requires the following 12 semester credit hours:
 COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking
 COMM 3003 Interpersonal Communication or COMM 4063 Organizational Communication
 ENGL 2053 Technical Writing
And 3 credit hours from the following:
 COMM 3013 Intercultural Communication

COMM 3033 Interviewing Principles and Practices
COMM 3073 Group Communication
COMS 2003 Microcomputer Applications
ENGL 3013 Systems of Grammar
ENGL 3023 Introduction to Linguistics/COMM 3023 Introduction to
Linguistics/FR 3023 Introduction to Linguistics/GER 3023 Introduction to
Linguistics/SPAN 3023 Introduction to Linguistics
ENGL 4053 Seminar in Technical Communication

7. Effective date, term, and academic year.

06/01/2024, 2024 Summer, 2024-25

8. Reason for change.

After a review of other like certificates in Arkansas educational institutions with comparable programs, most of the certificates are 12 hours. The change will make this certificate more in line with other Arkansas Tech certificates.

Arkansas Tech University

Technical and Professional Communication (CP) - Assessment Plan

This document shows the program learning outcomes, measures, and targets for student achievement created by the faculty for use in assessing student success in this credential.

Table of Contents

Technical and Professional Communication (CP) - Assessment Plan

Major-AH-CMS-Technical and Professional Communication (CP) 2022

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1.2 Communication Theory.....	3
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Major-AH-CMS-Technical and Professional Communication (CP)

2022



1 GOALS 3 OUTCOMES 7 MEASURES 7 TARGETS 0 FINDINGS 0 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

PLAN INFORMATION BLOCK

Point of Contact for this year's assessment (add additional names as needed):

- 1)
- 2)

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:

Outcome 2:

Program Level Context and Additional Comments:

1 **Calendar Year Assessment Information**
2022

1.1 **Program Learning Outcomes**
Communication Skills

Strengthen students' oral and written communication skills Students will gain a. ability to present information to diverse audiences b. ability to communicate correctly, persuasively, and efficiently

1.1.1 **Measures**
Presentation CPGE

Presentation CPGE based on Posttests in COMM 2003 and COMM 2173.

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.1.1.1 **Expectations/Target for this Outcome**
CPGE score

EXPECTATIONS/TARGET 100% receive Pass (70 or higher) on measure.
FOR THIS OUTCOME

1.1.2 **Measures**
Communication Skill CPGE

Communication skill CPGE based on ENGL 2053 research report

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.1.2.1 **Expectations/Target for this Outcome**
CPGE score

EXPECTATIONS/TARGET 80% are scored as high-acceptable or target
FOR THIS OUTCOME

1.2 **Program Learning Outcomes**
Communication Theory

Increase students' understanding of communication theory Students will gain: a. awareness of the cultural aspects of workplace communication b. awareness of ethical concerns related to workplace communication

1.2.1 Measures

Cultural CPGE (COMM)

Cultural CPGE based on Posttests in COMM 2003 and COMM 2173

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.2.1.1 Expectations/Target for this Outcome
CPGE score

EXPECTATIONS/TARGET 100% receive Pass (70 or higher)
FOR THIS OUTCOME

1.2.2 Measures

Cultural CPGE (ENGL)

Cultural CPGE in ENGL 3023

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.2.2.1 Expectations/Target for this Outcome
CPGE Score

EXPECTATIONS/TARGET 80% are scored as high-acceptable or target
FOR THIS OUTCOME

1.2.3 Measures

Ethics CPGE (COMM)

Ethics CPGE based on Posttests in COMM 2003 and COMM 2173

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.2.3.1 Expectations/Target for this Outcome
CPGE Score

EXPECTATIONS/TARGET 100% receive Pass (70 or higher)
FOR THIS OUTCOME

1.2.4 **Measures**

Ethics CPGE (ENGL)

Ethics CPGE based on appropriate use of sources on ENGL 2053 research report

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.2.4.1 **Expectations/Target for this Outcome**

CPGE Score

EXPECTATIONS/TARGET 80% are scored as high-acceptable or target
FOR THIS OUTCOME

1.3 **Program Learning Outcomes**

Workplace Communication

Prepare students for the communication requirements they will face in the workplace Students will build: a. awareness of the formats and methods used in workplace communication

1.3.1 **Measures**

Format CPGE

Formats CPGE based on series of ENGL 2053 reports using different formats

SOURCE OF EVIDENCE

Direct - Internal - Academic Direct

1.3.1.1 **Expectations/Target for this Outcome**

CPGE score

EXPECTATIONS/TARGET 80% are scored as high-acceptable or target
FOR THIS OUTCOME



Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

<input type="text" value="Dr. Julie Furst-Bowe"/>	<input type="text" value="Julie Furst-Bowe"/>	<input type="text" value="Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:22:12 -05'00'"/>	<input type="text"/>
Name of Provost/Chief Academic Officer	Signature		Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Bachelor of Science in Hospitality (all options) & Bachelor of	Bachelor of Science in Tourism and Bachelor of Science in Tou
Degree Code	2760 & 2970	
CIP Code	52.0901 & 31.0301	52.09
% Online (if applicable)		25%

Reason for Proposed Action *(attach additional pages as needed)*

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Bachelor of Science in Hospitality (all options) & Bachelor of Science in Recreation	2760 & 2970	52.0901 & 31.0301

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

Program Reconfiguration

Creation of a new degree program by combining a portion of the curriculum of two or more existing degrees. This action will not affect the approval of the degrees that were reconfigured. (Degree A and B reconfigured to create Degree C. Degrees A and B will remain unchanged).

Required information:

1. Current degree title(s)

- Bachelor of Science in Recreation and Park Administration (emphasis in Interpretation, Natural Resources, Recreation Sport Management, and Therapeutic Recreation)
- Bachelor of Science in Hospitality Administration (emphasis in Event Management, Food Service Management, and Lodging Management)

2. Degree code(s)

- BS in RPA – 2970
- BS in HA - 2760

3. CIP code(s) of the degree(s) in which curriculum will be used.

- BS in RPA – 31.0301
- BS in HA – 52.0901

4. Proposed degree title

- Bachelor of Science in Tourism

5. CIP code

- 52.09

6. % online (If applicable)

- 25%

7. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

Proposed degree – Bachelor of Science in Tourism

Semester 1	Hours	New Course/Description
English 1013 Comp I	3	
U.S. History/Government	3	
Science with Lab	4	
TECH 1001	1	
RP 1013 Principles of Tourism	3	Revised course title and course description
TOTAL HOURS	14	
Semester 2		
ENGL 1023 Comp II	3	
Social Sciences	3	
Mathematics (Math 1003 preferred)	3	

Science with Lab	4	
RP 2033 Experience Industry Leadership	3	
TOTAL HOURS	16	
Semester 3		
PSY 2003 General Psychology	3	
Fine Arts and Humanities	3	
LBMD 2001	1	
RP 2003 Events and Experience Management	3	Revised course title and course description
HA/RP 2133 Intro to Travel and Tourism	3	
ENGL 2053 Technical Writing	3	
TOTAL HOURS	16	
Semester 4		
COMM 2003 Public Speaking	3	
RP 2112 Introduction to Professional Practice	2	New course This course introduces students to the tourism profession and the knowledge, skills, abilities, and experiences necessary to be successful in the tourism industry. Faculty will mentor and lead students in introductory experiences and situations through service learning and mentored research. A minimum of 45 clock hours of service learning is required.
RP 2113 Global Perspectives in Tourism	3	New course This course explores tourism perspectives of various people, cultures, societies, nations, and movements worldwide. Students will explore local to global tourism perceptions of development, support, access, and sustainability.
BUAD 2003 Business Information Systems	3	
Approved Electives	3	RP and HA courses 2000, 3000, and 4000 level
TOTAL HOURS	14	
Semester 5		
HA 2063 Guest Relations	3	Revised course title and course description
Accounting 2003 or ECON 2003, or ECON 2013	3	
RP 3133 Tourism Planning	3	
HA 3013 Tourism Marketing	3	Revised course and course description
Fine Arts and Humanities	3	
TOTAL Hours	15	
Semester 6		
RP/HA 3113 Talent Acquisition Management	3	Revised course title and description
HA/RP 4093 Resort and Club Management	3	
HA 3183 Meetings and Conventions	3	
Approved Electives	6	RP and HA Courses 2000, 3000, 4000 level
Total Hours	15	
Semester 7		
RP 3043 Developing Professional Practice	3	Revised course title and course description

RP 4023 Tourism Research	3	Revised course title and course description
HA 4033 Legal Aspects of Tourism	3	Revised course title and course description
Approved Electives	5	RP and HA Courses 2000, 3000, or 4000 level
Approved Electives	1	RP and HA Courses 3000-4000 level
Total Hours	15	
Semester 8		
RP 3403 Experience Industry Finance	3*	
Approved Electives	3*	RP and HA Courses (Must be 3000 or 4000 level)
RP 4119 Mastery in Professional Practice	9	Revised course and course description
	*	Courses other than 4119 must be online courses due to internship being an application experience offsite
Total Hours	15	
Total Hours	120	

Bachelor of Science in Tourism – emphasis in Therapeutic Recreation

Semester 1	Hours	New Course/Description
English 1013 Comp I	3	
U.S. History/Government	3	
Science with Lab	4	
TECH 1001	1	
RP 1013 Principles of Tourism	3	Revised course title and course description
TOTAL HOURS	14	
Semester 2		
ENGL 1023 Comp II	3	
Social Sciences	3	
Mathematics (Math 1003 preferred)	3	
Science (BIOL 2004 Basic Human Anatomy and Physiology)	4	
RP 2033 Experience Industry Leadership	3	
TOTAL HOURS	16	
Semester 3		
PSY 2003 General Psychology	3	
Fine Arts and Humanities	3	
RP 2003 Events and Experience Management	3	Revised course title and course description
AHS 2013 Medical Terminology	3	
RS 2003 Intro to Rehab Science	3	
TOTAL HOURS	15	
Semester 4		
COMM 2003 Public Speaking	3	
RP 2112 Introduction to Professional Practice	2	New course This course introduces students to the tourism profession and the knowledge, skills, abilities, and experiences necessary to be successful in the tourism industry.

		Faculty will mentor and lead students in introductory experiences and situations through service learning and mentored research. A minimum of 45 clock hours of service learning is required.
RP 2113 Global Perspectives in Tourism	3	New course This course explores tourism perspectives of various people, cultures, societies, nations, and movements worldwide. Students will explore local to global tourism perceptions of development, support, access, and sustainability.
RP 3013 Inclusive Recreation	3	
PSY 3003 Abnormal Psychology	3	
Electives	1	
TOTAL HOURS	15	
Semester 5		
HA 2063 Guest Relations	3	Revised course title and course description
PSY 3813 Developmental Psychology	3	
RP 4073 Principles and Techniques of TR	3	
HA 3013 Tourism Marketing	3	Revised course and course description
Fine Arts and Humanities	3	
TOTAL Hours	15	
Semester 6		
RP/HA 3113 Talent Acquisition Management	3	Revised course title and description
RP 3403 Experience Industry Finance	3	
HA 4033 Legal Aspects of Tourism	3	Revised course title and course description
RP 4173 TR Assessment and Documentation	3	
RP 4373 Interventions in TR	3	
Total Hours	15	
Semester 7		
RP 3043 Developing Professional Practice	3	Revised course title and course description
RP 4023 Tourism Research	3	Revised course title and course description
RP 4273 Admin & Operations of TR	3	
PE 4103 Principles of Adapted PE	3	
RP 4473 Issues and Trends In TR	3	
Total Hours	15	
Semester 8		
RP 4119 Mastery in Professional Practice	9	Revised course and course description
RP 4573 TR Interventions II	3*	
Electives	3*	
	*	Courses other than 4119 must be online courses due to internship being an application experience offsite
Total Hours	15	

Total Hours

120

8. Effective date, term, and academic year

Effective: 6/1/2024, 2024 Summer Term, and 2024-25 Academic Year

9. Justification/need for the new program, including degree program goals, objectives, student learning outcomes, and a projected enrollment of new degrees.

- **Justification for the new program:**

The proposed Bachelor of Science degree in Tourism combines courses from two existing degree areas (Bachelor of Science in Hospitality Administration and Bachelor of Science in Recreation and Park Administration). The BS in Tourism will allow graduates to be competitive in the hospitality, parks and recreation, and tourism industries. Currently, tourism is the second leading industry in the state of Arkansas.

The Tourism industry includes lodging, food and beverage, travel and tourism, meetings/events, and recreation/outdoor recreation. Key findings from the 2021 Arkansas Tourism Economic Impact Report include: visitor spending, visitor-supported jobs, and business sales generated \$1.1 billion in tax collections that support local, state, and federal government operations. State and local taxes alone topped \$653 million in 2021.

The economic impact of outdoor recreation in Arkansas was \$3.5 billion in 2021, a growth of 23% from 2020. The economic impact of outdoor recreation in the United States was \$454 billion in 2021, an increase of 18.9% from 2020. This upward trend is slated to continue as more people find, seek, and take advantage of natural resources for outdoor recreation. More people are engaging in outdoor recreation. Thus, more management and programming are needed to fill the need. Combined with the significant exodus of the workforce due to retirement (10,000 people retiring every day in the United States) and an ongoing labor shortage issue, the outdoor recreation and natural resource industry will need knowledgeable, skilled, and workforce-ready people now and well into the future.

Bachelor of Science in Tourism Program Goals and Objectives

Goal 1: Provide a comprehensive understanding of the tourism industry for students in the program.

Since the tourism industry encompasses a wide array of services and products, the program will offer a thorough foundation in tourism's concepts, theories, and practices, including its economic, social, cultural, and environmental aspects. Students will learn about the industry's different sectors: recreation, hospitality, travel, events, and attractions.

Goal 2: Develop business and management skills of students in the program.

In that tourism requires an array of business and management knowledge, skills, and abilities, the program will focus on developing skills needed across the tourism industry; marketing, finance, human resources, operations, and strategic planning.

Students will gain a strong understanding of business and management principles specific to recreation, hospitality, travel, events, and attractions.

Goal 3: Enhance global awareness of students in the program.

Since tourism is a global phenomenon, the program will foster global awareness to ensure students are aware and comfortable interacting with diverse cultures, societies, and norms.
Students will understand and respect different cultures, traditions, and perspectives.

Goal 4: Provide hands-on industry experience for students in the program.
Because practical experience is crucial in the tourism industry, the program will incorporate opportunities for students to gain hands-on experience through innovative course offerings, experiential education, service-learning opportunities, directed studies, and civic engagement.
Students will apply their classroom knowledge, gain real-world experience, and develop industry-specific skills.

Goal 5: Foster critical thinking and problem-solving abilities for students in the program.
Since the tourism industry presents various challenges and opportunities, the program will encourage students to think critically, analyze complex situations, and develop problem-solving skills.
Students will gain experience solving professional issues and addressing complex situations through hands-on experiences, case studies, group projects, and simulations.

Goal 6: Promote ethical and sustainable tourism practices.
In that the tourism industry is moving toward ethical and sustainable best practices across all facets of the industry, the program shall include ethical and sustainable best practices across the entire curriculum and within all experiences.
Students will gain knowledge and experience related to ethics and sustainable tourism practices, including optimized business practices, preservation of natural and cultural resources, and awareness of sustainability trends and issues in the industry.

Goal 7: Encourage entrepreneurship and innovation.
That graduate of tourism programs may aspire to start their businesses or innovate within existing organizations; the program will foster an entrepreneurial mindset.
Students will gain knowledge, skills, abilities, and experiences and utilize those personal assets to identify opportunities, develop and innovate services and products, and effectively manage tourism enterprises.

Goal 8: Facilitate networking and industry connections.
Building professional networks and connections is essential for career success in the tourism industry; the program will offer opportunities for students to engage with industry professionals and gain insights, access job opportunities, and establish relationships.
Students will be provided and mentored through networking opportunities via guest lectures, networking events, professional conferences, mentoring programs, service learning, and external partnerships.

Student Learning Outcomes

- Council on Accreditation for Parks, Recreation, Tourism, and Related Profession
 - 7.01a Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the

- relevant park, recreation, tourism, or related professions and their associated industries.
 - 7.01b Students graduating from the program shall demonstrate the following entry-level knowledge: b) techniques and processes used by professionals and workers in these industries.
 - 7.01c Students graduating from the program shall demonstrate the following entry-level knowledge: c) the foundation of the profession in history, science, and philosophy.
 - 7.02 Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.
 - 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and related professions.
 - 7.04 Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than ten weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.
- Projected enrollment of new degree
 - 2024-2025 100 - 125 students
 - 2025-2026 125 – 150 students
 - 2026-2027 150 plus students

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Institution:

<input type="text" value="Dr. Julie Furst-Bowe"/>	<input type="text" value="Julie Furst-Bowe"/>	<input type="text" value="Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:22:44 -05'00'"/>
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address:

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Bachelor of Arts in Music & Bachelor of Music Education in M	Bachelor of Music Arts in Music Arts
Degree Code	1630 & 1640	1630 & 1640
CIP Code	50.0901 & 13.1312	50.0901
% Online (if applicable)		

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
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Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
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- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

Program Reconfiguration

Creation of a new degree program by combining a portion of the curriculum of two or more existing degrees. This action will not affect the approval of the degrees that were reconfigured. (Degree A and Degree B reconfigured to create Degree C. Degrees A and B will remain unchanged).

Required information:

- 1. Current degree title(s)**
 Bachelor of Arts – Music
 Bachelor of Music Education – Music Education

- 2. Degree code(s)**
 Bachelor of Arts – Music – 1630
 Bachelor of Music Education – Music Education – 1640

- 3. CIP code(s) of the degree(s) in which curriculum will be used.**
 Bachelor of Arts – Music – 50.0901
 Bachelor of Music Education – Music Education – 13.1312

- 4. Proposed degree title**
 Bachelor of Music Arts – Music Arts

- 5. CIP code**
 50.0901

- 6. % online (if applicable)**

- 7. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

New courses with course descriptions-

MUS 3801 Conducting – Fall Principles and practices of conducting; a study of music terminology and transpositions; development of baton techniques based on the practice of outstanding choral and instrumental conductors.

MUS 4801 Advanced Conducting – Spring Continued development of conducting techniques emphasizing the communication of musical intent through expressive gesture; introduction to rehearsal techniques, score study, literature for large ensembles, and programming.

Semester	Classes	Semester	Classes
1 15 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 1411 Class Piano 1 MUS 1713 Theory 1 MUS 1731 Ear Training 1 MUS 1751 Orientation to Music ENGL 1013 Composition 1 MATH 1003 College Mathematics	2 14 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 1440 Piano Proficiency MUS 1421 Class Piano 2 MUS 1723 Theory 2 MUS 1741 Ear Training 2 MUS 2003 Intro to Music (A&H GE) ENGL 1023 Composition 2

3 17 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 2713 Theory 3 MUS 2731 Ear Training 3 __4 SCIENCE LAB __3 MUS Elective __3 General Elective	4 14 hrs	MUS 1000 Recital Attendance MUS 1__1 Major Ensemble MUS 1__2 Applied Lessons MUS 2000 Applied Competency MUS 2723 Theory 4 MUS 2741 Ear Training 4 __3 US HISTORY/GOVERNMENT __4 SCIENCE LAB
5 15 hrs	MUS 3000 Recital Attendance MUS 3__1 Major Ensemble MUS 3__2 Applied Lessons MUS 3773 History of Music 1 MUS 3801 Conducting __3 SOCIAL SCIENCES __2 MUS Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level)	6 16 hrs	MUS 3000 Recital Attendance MUS 3__1 Major Ensemble MUS 3__2 Applied Lessons MUS 3783 History of Music 2 MUS 4801 Advanced Conducting __3 SOCIAL SCIENCES/FINE ARTS/HUMANITIES/COMMUNICATION __3 FINE ARTS & HUMANITIES __3 MUS Elect.(3000/4000 level)
7 15 hrs	__3 MUS Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level) __3 Gen. or MUS Elective (3000/4000 level) __3 Gen. or MUS Elective (3000/4000 level)	8 14 hrs	__3 SOCIAL SCIENCES __3 MUS Elect.(3000/4000 level) __2 MUS Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level) __3 Gen. Elect.(3000/4000 level)

8. Effective date, term, and academic year

Effective: 6/1/2024, 2024 Summer Term, and 2024-25 Academic Year

9. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

The Bachelor of Musical Arts Degree allows students to earn a professional music degree with 15% of the total program involving studies in a field outside of music. The program allows each student the flexibility to develop a unique interdisciplinary or multidisciplinary approach to customizing their course of study. For example, students could use their outside electives to pursue coursework in entrepreneurship.

The US Department of Labor's long-term occupational projections (2020-2030) shows that the need for musicians will continue to grow nationwide and across the state. National projections show that over the next seven years, the need for music directors and composers will increase by 6.4%, and the need for musicians and singers will increase by 11.1%. In Arkansas, the need for directors and composers will increase by 10.6%, while the need for musicians and singers will increase by 10.3%.

Area	Title	Base	Projected	Change	%Change	Avg. Annl Openings
United States	Music Directors and Composers	48,100	51,200	3,100	6.4	6,000
United States	Musical Instrument Repairers and Tuners	7,800	7,500	-300	-3.8	800
United States	Musicians and Singers	157,300	174,800	17,500	11.1	20,800

Arkansas	Music Directors and Composers	470	520	50	10.6	60
Arkansas	Musicians and Singers	1,750	1,930	180	10.3	230

The state of Arkansas long-term (2020-2030) industry and occupational projection predicts that the need for arts, entertainment, and recreation employees will increase by 36.9% over the next seven years.

NAICS Code	NAICS Title	2020 Estimated Employment	2030 Projected Employment	Numeric Change	Percent Change
710000	Arts, Entertainment, and Recreation	10,203	13,972	3,769	36.94%

Currently, no other Bachelor of Musical Arts program is being offered in Arkansas, making it a unique opportunity to attract new students to ATU. The students currently enrolled in the BA Music program have expressed that they would like a program of study that would allow them to pursue additional music electives. The use of music electives would also allow students to graduate in a timelier fashion. For these reasons, we plan for the students enrolled in the BA Music program to migrate to the Bachelor of Music Arts program, allowing us to eliminate the need for the BA Degree. If current enrollment trends continue, the program will enroll approximately 30-40 students producing an average of 7-10 credentials each year. Since we are implementing this degree to better meet the need of ATU students, we don't anticipate a significant impact on any existing internal or external programs other than the elimination of the Bachelor of Arts degree.

1. Performance. Students must acquire:

- a. Technical skills requisite for artistic self-expression in at least one major performance area at a level appropriate for the particular music concentration.
- b. An overview understanding of the repertory in their major performance area and the ability to perform from a cross-section of that repertory.
- c. The ability to read at sight with fluency demonstrating both general musicianship and, in the major performance area, a level of skill relevant to professional standards appropriate for the particular music concentration.
- d. Knowledge and skills sufficient to work as a leader and in collaboration on matters of musical interpretation. Rehearsal and conducting skills are required as appropriate to the particular music concentration.
- e. Keyboard competency.
- f. Growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences. Ensembles should be varied both in size and nature. Normally, performance study and ensemble experience continue throughout the baccalaureate program.

2. Musicianship Skills and Analysis. Students must acquire:

- a. An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.
- b. Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations.
- c. The ability to place music in historical, cultural, and stylistic contexts.

3. Composition/Improvisation.

Students must acquire a rudimentary capacity to create original or derivative music. It is the prerogative of each institution to develop specific requirements regarding written, electronic, or improvisatory forms and methods. These may include but are not limited to the creation of original compositions or improvisations, variations or improvisations on existing materials, experimentation with various sound sources, the imitation of musical styles, and manipulating the common elements in non-traditional ways. Institutional requirements should help students gain a basic understanding of how to work freely and cogently with musical materials in various composition-based activities, particularly those most associated with the major field.

4. History and Repertory.

Students must acquire basic knowledge of music history and repertoires through the present time, including study and experience of musical language and achievement in addition to that of the primary culture encompassing the area of specialization (see Standards for Accreditation III.L.).

5. Synthesis. While synthesis is a lifetime process, by the end of undergraduate study, students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory.

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Dr. Julie Furst-Bowe	Julie Furst-Bowe <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:27:08 -05'00'</small>	
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Bachelor of Science in Middle Level Education	Bachelor of Science in Middle Level Education - English & La
Degree Code	2910	
CIP Code	13.1203	13.1203
% Online (if applicable)		

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Bachelor of Science in Middle Level Education - All Current Options (see attached)	2910	13.1203

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

1. **Current degree title**
Bachelor of Science – Middle Level Education
2. **Current degree code**
2910
3. **Current CIP code**
13.1203
4. **% online (if applicable)**
5. **Current curriculum.**
See attached current curriculum.
Deleting the following options:
English/Language Arts and Social Studies
English/Language Arts, Social Studies and Math
English/Language Arts, Social Studies and Science
Math and English/Language Arts
Math and Science
Math and Social Studies
Math, Science and English/Language Arts
Math, Science and Social Studies
Science and English/Language Arts
Science and Social Studies
6. **Proposed curriculum. If adding a new course, include new course description.**
See attached proposed curriculum.
Adding the following options:
English/Language Arts
Math
Science
Social Studies
7. **Effective date, term, and academic year.**
06/01/2024, 2024 summer, 2024-25
8. **Reason for change.**
The students enrolled in the middle level program at Arkansas Tech are having difficulty passing their content area Praxis exams. It takes them several attempts,

which is costly. Because our students must pass their content Praxis prior to interning, I have had several students delay their internships until they can pass (which costs them extra money for classes to maintain financial assistance). I have also had some students switch to a bachelors of professional studies because they can't pass the Praxis and have given up.

By creating a program that has only one concentration area, students can focus on the content and gain deeper understanding. As the program currently stands, the middle level students are simply getting a basic, surface understanding, which leaves gaps in their content knowledge, thus setting them up for failure on their content Praxis.

In addition, state requirements have changed, requiring only one concentration area, and all other Arkansas middle level education program have switched to one area of focus. By making this proposed program change, we will fall more in line with programs across the state, creating a stronger draw for students, thus boosting our matriculation numbers.

Finally, the proposed changes bring three degree numbers down to 120 hours (and one [social studies] with 121), whereas now some of our degree maps are around 126 hours. By making the program degree maps all 120 (to 121) hours, a degree in middle level education at ATU will be even more affordable.

MLED
English/Language Arts

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
Any Biological Science with Lab
MATH 1113 College Algebra or higher
EDFD 1001 Orientation to Teaching K-12
Fine Arts and Humanities
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1513 World History since 1500
Any Physical Science with Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
2000 or above English Elective - 3 hours
HIST 2003 US History to 1877
COMM 2003 Public Speaking
ENGL 2233 Introduction to Fiction
ENGL 2043 Introduction to Creative Writing
Total 15

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
ENGL 2063 Introduction to Literary Studies
3000-4000 level English Elective - 3 hours
Total 15

Semester 5 Fall

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
ENGL 3223 Young Adult Literature
Total Hours 15

Semester 6 Spring

Course
HIST 2153 Introduction to Arkansas History
MLED 3073 Diversity in the Classroom
MLED 3103 Writing in the Content Areas
ENGL 3013 Systems of Grammar
ECON 2003 Principles of Economics
Total 15

Semester 7 Fall

Course
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
ENGL 2223 Introduction to Poetry
MLED 3013 Research Foundations
ENGL 4733 Teaching English in the Secondary School
Total 15

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

**MLED
Math**

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
Any Biological Science with Lab
MATH 1113 College Algebra or higher
EDFD 1001 Orientation to Teaching K-12
COMM 2003 Public Speaking
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1513 World History since 1500
Any Physical Science with Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
Fine Arts and Humanities
HIST 2003 US History to 1877
STAT 2163 Intro to Statistical Methods
MATH 2043 Math Concepts II
MATH 2703 Discrete Math
Total 15

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
MATH 1203 Plane Trigonometry
MATH 3033 Methods of Teaching Elementary Math
Total 15

Semester 5 Fall

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
MATH 3703 Mathematics in the Secondary Schools
Total 15

Semester 6 Spring

Course
MLED 3073 Diversity in the Classroom
MLED 3103 Writing in the Content Areas
MATH 3772 Praxis II Mathematics: Content Knowledge Test Preparation
7 Hours Elective
Total 15

Semester 7 Fall

Course
HIST 2153 Introduction to Arkansas History
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
MLED 3013 Research Foundations
MATH 4703 Special Methods in Mathematics
Total 15

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

MLED Science

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
BIOL 1114 Principles of Biology
MATH 1113 College Algebra) or higher
EDFD 1001 Orientation to Teaching K-12
PHSC 1053 Astronomy
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1903 Survey of American History
PHSC 1013 Introduction to Physical Science
PHSC 1021 Physical Science Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
Fine Arts and Humanities
COMM 2003 Public Speaking
CHEM 1113 A Survey of Chemistry
CHEM 1111 A Survey of Chemistry Laboratory
BIOL 2004 Basic Human Anatomy and Physiology
Total 14

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
PHYS 1114 Applied Physics
STAT 2163 Intro to Statistical Methods or PSY 2053
Total 16

Semester 5 Fall

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
ENVS 1004 Principles of Environmental Science
Total 16

Semester 6 Spring

Course
GEOL 1004 Essentials of Earth Science
MLED 3073 Diversity in the Classroom
BIOL 3223 Science Education in the Middle Level
MLED 3103 Writing in the Content Areas
BIOL 2054 Microbiology for Health Sciences
Total 17

Semester 7 Fall

Course
HIST 2153 Introduction to Arkansas History
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
MLED 3013 Research Foundations
Total 12

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

**MLED
Social Studies**

Semester 1 Fall

Course
ENGL 1013 Composition I
HIST 1503 World History to 1500
BIOL 1014 Biological Science with Lab
MATH 1113 College Algebra or higher
EDFD 1001 Orientation to Teaching K-12
SOC 1003 Introduction to Sociology
Total 17

Semester 2 Spring

Course
ENGL 1023 Composition II
HIST 1513 World History since 1500
Any Physical Science with Laboratory
MATH 2033 Math Concepts I
MLED 2003 Introduction to Education
Total 16

Semester 3 Fall

Course
Fine Arts and Humanities
HIST 2003 US History to 1877
COMM 2003 Public Speaking
GEOG 2013 Regional Geography of the World
Elective 2 hours
Total 14

Semester 4 Spring

Course
Fine Arts and Humanities
POLS 2003 American Government
EDMD 2013 Integrating Instructional Technology
HIST 2513 Sources and Methods in History
HIST 2013 US History from 1877
Total 15

Semester 5 Fall TR

Course
ENGL 4703 Teaching English as a Second Language
MLED 3063 Tests & Educational Measurements
MLED 3023 Psychological Foundations for the Nature and Needs of Middle Level Students
MLED 3033 Literacy Development in the Middle Grades
HIST 4714 Social Studies Methods for Secondary
Total 16

Semester 6 Spring

Course
Upper Division Euro/World History (3513, 3433)
MLED 3073 Diversity in the Classroom
Upper Division Political Science (3013, 3023, 3033, 3123, 3143)
MLED 3103 Writing in the Content Areas
ECON 2003 Principles of Economics
Total 15

Semester 7 Fall

Course
HIST 2153 Introduction to Arkansas History
MLED 4003 Curriculum and Pedagogy
MLED 4023 Residency A Seminar
MLED 3013 Research Foundations
Upper Division Geography (2833, 3803, 3413)
Total 15

Semester 8 Spring

Course
MLED 4909 Residency B
MLED 4903 Residency B Seminar
Total 12

Middle Level Programs Assessment Matrix

Standard Outcome	Courses for Outcome	Outcome Measure
<p>Standard 1: Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.</p>	<p>MLED 2003 MLED 3023 MLED 4003 MLED 4023 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio
<p>Standard 2: Middle level teacher candidates understand and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents.</p>	<p>MLED 3023, MLED 3073 MLED 4023 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Case Study and Advisory Plan • Mini Action Research Project • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio
<p>Standard 3: Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills.</p>	<p>MLED 3023 MLED 3033 MLED 3073 MLED 4003 MLED 4023 MLED 4909 MLED 4903 MLED 3103</p>	<ul style="list-style-type: none"> • Case Study and Advisory Plan • Case Study & SoR Modules • Mini Action Research Project • Integrated Unit & Video Teach • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio • Content Writing Unit & Assessment Plan
<p>Standard 4: Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences.</p>	<p>MLED 3063 MLED 3103 MLED 4023 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Parent Teacher Role Play & Test Construction and Performance Assessment Project • Content Writing Unit & Assessment Plan • Video Teach & Case Study • Formative Observation • Observation Reflections & Exit Portfolio
<p>Standard 5: Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.</p>	<p>MLED 3013 MLED 3073 MLED 4909 MLED 4903</p>	<ul style="list-style-type: none"> • Action Research Project • Research Action Project • Formative Observation • Observation Reflections & Exit Portfolio

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Dr. Julie Furst-Bowe	Julie Furst-Bowe <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:26:36 -05'00'</small>	
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Graduate Certificate in Curriculum Leadership	
Degree Code	3975	
CIP Code	13.9999	
% Online (if applicable)	100%	

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

1. **Current degree title:** Graduate Certificate in Curriculum Leadership
2. **Current degree code:** 3975
3. **Current CIP code:** 13.9999
4. **% online (if applicable):** 100% online (courses will be offered online synchronously and asynchronously.).
5. **Current curriculum.**
 - MTLL 6003 School Organization and Leadership
 - MTLL 6123 Instructional Leadership
 - MTLL 6143 Organizational Change
 - MTLL 6253 Advanced Curriculum Theory and Design Practicum
 - EDLD 6402 Working with Marginal Performer
 - MTLL 6271 Resource Acquisition
 - EDLD 6002 Administrative Law
 - EDLD 6552 Curriculum Administrative Leadership (2 Semesters Required)
 - TOTAL NUMBER OF HOURS: 21**
6. **Proposed curriculum. If adding a new course, include new course description.**
 - MTLL 6003 School Organization and Leadership
 - MTLL 6143 Organizational Change
 - MTLL 6253 Advanced Curriculum Theory and Design Practicum
 - EDLD 6403 Working with Marginal Performer
 - EDLD 6003 School Law
 - EDLD 6552 Curriculum Administrative Leadership (2 Semesters Required-4 hours total)
 - TOTAL NUMBER OF HOURS: 19**
7. **Effective date, term, and academic year.** Summer 2024
8. **Reason for change.**

To decrease the number of hours and to streamline courses that are required for the P-12 Curriculum Program Director license for students holding a master's degree in education to compete with universities offering this same program.

Program Learning Outcomes

The Graduate Certificate in Curriculum Leadership is aligned with the aligned with the National Educational Leadership Preparation (NELP) Program Recognition Standards for Building Level Leaders. These standards serve as a program learning objectives (PLOs) for the MTL Curriculum Leadership degree program for building-level curriculum leaders completing courses that will prepare them to take the ETS School Leadership Licensure Assessment (SLLA) to qualify for the Arkansas P-12 Curriculum Program Director License.

Program Learning Outcomes

PLO #1: Mission, Vision, and Improvement

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. (NELP Standard 1)

PLO #2: Ethics and Professional Norms

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. (NELP Standard 2)

PLO #3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and

commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. (NELP Standard 3)

PLO #4: Learning and Instruction

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. (NELP Standard 4)

PLO #5: Community and External Leadership

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. (NELP Standard 5)

PLO #6: Operations and Management

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. (NELP Standard 6)

PLO #7: Building Professional Capacity

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and

commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. (NELP Standard 7)

PLO #8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. (NELP Standard 8)

Graduate Certificate in Curriculum Leadership Program Assessment Matrix

Program Learning Outcomes	Courses for Outcomes	Outcome Measures
<p>PLO #1: Mission, Vision, and Improvement Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. (NELP Standard 1)</p>	<p>MTLL 6003</p>	<ul style="list-style-type: none"> • Data-driven decision making artifact • Data Night Learning Experience • Observation/Reflection • Case Study • Advisory Plan • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #2: Ethics and Professional Norms Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. (NELP Standard 2)</p>	<p>MTLL 6003</p> <p>MTLL 6123</p>	<ul style="list-style-type: none"> • Data-driven decision making artifact • Data Night Learning Experience • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #3: Equity, Inclusiveness, and Cultural Responsiveness Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. (NELP Standard 3)</p>	<p>EDLD 6003</p> <p>MTLL 6123</p>	<ul style="list-style-type: none"> • Curriculum and Assessment Evaluation and Revision Plan • Observation/Reflection • Organizational Change Case Study & Advisory Plan • Behavior Referral Data Analysis and Case Study • Video Teach and Case Study • Formative Observation

		<ul style="list-style-type: none"> • Observation Reflections • Exit Portfolio
<p>PLO #4: Learning and Instruction Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. (NELP Standard 4)</p>	<p>MTLL 6253</p>	<ul style="list-style-type: none"> • Curriculum Management Plan • Observation/Reflection • Instructional Leadership Case Study and Advisory Plan • Classroom Management Plan • Video Teach and Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #5: Community and External Leadership Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. (NELP Standard 5)</p>	<p>MTLL 6123</p> <p>MTLL 6143</p>	<ul style="list-style-type: none"> • Family and Community Communication Plan • Observation/Reflection • Case Study and Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #6: Operations and Management Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. (NELP Standard 6)</p>	<p>MTLL 6003</p>	<ul style="list-style-type: none"> • Advanced Curriculum Management Plan • Observation/Reflection • Capacity Building Case Study & Advisory Plan • Data Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio

<p>PLO #7: Building Professional Capacity Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. (NELP Standard 7)</p>	<p>EDLD 6403 EDLD 6003 MTLL 6253</p>	<ul style="list-style-type: none"> • Professional Development Plan for Curriculum Leadership • Observation/Reflection • School Law Case Study & Advisory Plan • Marginal Performer Support Plan • Video Professional Development Session Facilitation & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #8: Internship Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. (NELP Standard 8)</p>	<p>MTLL 6552</p>	<ul style="list-style-type: none"> • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Professional Development Session Facilitation & Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Oral Assessment

Course Schedule

Shared courses with MAT, MTLL, EDLD, and COUN stackable programs are identified with an asterisk.* 19 HOURS

<p style="text-align: center;">SUMMER MTLL 6003 School Organization and Leadership*</p>
<p style="text-align: center;">FALL MTLL 6253: Advanced Curriculum Theory and Design* EDLD 6003: School Law* EDLD 6552: Internship</p>
<p style="text-align: center;">SPRING EDLD 6403: Working with the Marginal Performer* MTLL 6143 Organizational Change* EDLD 6552: Internship</p>

Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Dr. Julie Furst-Bowe	Julie Furst-Bowe <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:26:27 -05'00'</small>	
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Graduate Certificate in P-12 Building Level Administration	
Degree Code	6552	
CIP Code	13.0401	
% Online (if applicable)	100%	

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

1. **Current degree title**
Graduate Certificate in P-12 Building Level Administration
2. **Current degree code**
6552
3. **Current CIP code**
13.0401
4. **% online (if applicable)**
100%
5. **Current curriculum.**
P-12 Building Level Administrator Graduate Certificate
The student must complete a minimum of 25 semester hours (all at the 6000 level) including the following courses:
EDLD 6002 Administrative Law
EDLD 6023 Organizational Change
EDLD 6102 School Finance
EDLD 6153 Communication with School and Community
EDLD 6203 Education and Society: Continuities and Discontinuities
EDLD 6253 Instructional Leadership
EDLD 6313 Principles of Curriculum for School Leadership
EDLD 6402 Working with the Marginal Performer
EDLD 6552 Administrative Internship (2 semesters)
6. **Proposed curriculum. If adding a new course, include new course description.**
P-12 Building Level Administrator Graduate Certificate
The student must complete a minimum of 27 semester hours (all at the 6000 level) including the following courses:
EDLD 6003 School Law
EDLD 6023 Organizational Change
EDLD 6102 School Finance
EDLD 6153 Communication with School and Community
EDLD 6203 Education and Society: Continuities and Discontinuities
EDLD 6253 Instructional Leadership
EDLD 6313 Principles of Curriculum for School Leadership
EDLD 6403 Working with the Marginal Performer
EDLD 6552 Administrative Internship (2 semesters)

7. Effective date, term, and academic year.

01/01/2024, 2024 Summer Term, 2024-25 Academic Year

8. Reason for change.

EDLD 6002 Administrative Law will be changed to EDLD 6003 School Law effective for the 2024-25 catalog.

Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

<input type="text" value="Dr. Julie Furst-Bowe"/>	Julie Furst-Bowe <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:26:18 -05'00'</small>	<input type="text"/>
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Master of Arts in Teaching in Teaching	
Degree Code	6740	
CIP Code	13.0101	
% Online (if applicable)	65%	100%

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

1. **Current degree title** Master of Arts in Teaching (MAT)
2. **Current degree code** 6740
3. **Current CIP code** 13.0101
4. **% online (if applicable):** 65% currently, will be 100% online (courses will be offered online synchronously and asynchronously.).
5. **Current curriculum**
 - MAT 5703 Technology for Teaching and Learning
 - MAT 6503 Classroom Behavioral Management
 - MAT 6043 Principles and Theories of Learning
 - MAT 6003 Educational Research
 - MAT 6053 The At-Risk Child in the School Environment
 - MAT 6403 Social, Historical, and Legal Factors in Education
 - MAMS 5333 Teaching Literacy in the Content Areas
 - MAMS 6303 Models of Teaching
 - MAMS 6063 Educational Assessment
 - MAMS 5303 Middle School Philosophy and Organization
 - MAMS 6806 Internship
 - TOTAL GRADUATE HOURS: 36**
6. **Proposed curriculum. If adding a new course, include new course description.**
 - Required course courses (30 hours):**
 - MTLL 6003: School Organization and Leadership
 - MTLL 6163: Communication, Advocacy, and Policy Development
 - EDFD 6503: Classroom Behavioral Management
 - MTLL 6123: Instructional Leadership
 - EDFD 6003: Educational and Action Research
 - MTLL 6133: Elements of Curriculum
 - MAMS 5333: Teaching Reading and Study Strategies in the Content Area
 - MTLL 6143: Organizational Change
 - MTLL 6253: Advanced Curriculum Theory and Design
 - MTLL 6553: Internship
 - Elective at the 5000 or 6000 level (3) hours:**
 - 3-hour Elective Graduate Course (5000-6000)
 - TOTAL GRADUATE HOURS: 33**

7. Effective date, term, and academic year. Summer 2024

8. Reason for change.

To decrease required hours for program completion and to combine the current MAT and MTL NTL Nontraditional Teacher Licensure Programs by creating a streamlined program with that will compete with universities offering abbreviated MAT programs for initial teacher licensure.

Program Learning Outcomes

The revised MAT program is aligned with the InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), developed by the Council for Chief State Officer's Interstate Teacher Assessment and Support Consortium (InTASC). The following program learning outcomes (PLOs) define and support ongoing teacher education and effectiveness to ensure that each learner reaches college and career readiness according to the Arkansas Academic Standards.

PLO #1: Learner Development. The teacher designs and implements developmentally appropriate and challenging learning experiences using applied knowledge about how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. (InTASC Standard #1)

PLO #2: Learning Differences. The teacher designs and creates inclusive learning environments that enable each learner to meet high standards to ensure that individual differences and diverse cultures and communities thrive. (InTASC Standard #2)

PLO #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC Standard #3)

PLO #4: Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content through central concepts, tools of inquiry, and structures of the discipline that are taught. (InTASC Standard #4)

PLO #5: Application of Content. The teacher uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC Standard #5)

PLO #6: Assessment. The teacher uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC Standard #6)

PLO #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard #7)

PLO #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard #8)

PLO #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate practice, particularly the effects of choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (InTASC Standard #9)

PLO #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with

learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC Standard #10)

MAT Course Sequence

The following is the recommended proposed MAT course sequence. This schedule is subject to change; however, an effort will be made to implement the program with fidelity according to this course sequence, as courses are designed for

introduction, reinforcement, and mastery of knowledge, skills, and dispositions along a developmental learning continuum for initial teacher licensure.

Course Schedule	
MAT courses shared with MTLL, EDLD, and COUN stackable programs are identified with an asterisk.*	
YEAR 1	YEAR 2
Summer (6 hours) MTLL 6003: School Organization and Leadership* MTLL 6253: Communication, Advocacy, and Policy Development EDFD 6503: Classroom Behavioral Management	Summer No classes scheduled
Fall (6 hours) MTLL 6123: Instructional Leadership* EDFD 6003: Educational and Action Research*	Fall (6 hours) MTLL 6143: Organizational Change* MTLL 6253: Advanced Curriculum Theory and Design*
Spring (6 hours) MTLL 6133: Elements of Curriculum* MAMS 5333: Teaching Reading and Study Strategies in the Content Area	Spring (6 hours) MTLL 6553: Internship 3-hour Elective Graduate Course (5000-6000)

MAT Program Assessment Matrix

Program Learning Outcomes	Courses for Outcomes	Outcome Measures
PLO #1: Learner Development. The teacher designs and implements developmentally appropriate and challenging learning experiences using applied knowledge about how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. (InTASC Standard #1)	EDFD 6503 MTLL 6553	<ul style="list-style-type: none"> • Differentiated Curriculum Development Artifact • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
PLO #2: Learning Differences. The teacher designs and creates inclusive learning environments that enable each learner to meet high standards to ensure that individual differences and diverse cultures and communities thrive. (InTASC Standard #2)	MTLL 6133 MTLL 6553	<ul style="list-style-type: none"> • Curriculum Development Plan • Observation/Reflection • Case Study and Advisory Plan

		<ul style="list-style-type: none"> • Video Teach and Reflection • Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
<p>PLO #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC Standard #3)</p>	<p>MTLL 6253</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • Curriculum Development Plan • Observation/Reflection • Case Study and Advisory Plan • Classroom Management Plan • Video Teach and Reflection • Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
<p>PLO #4: Content Knowledge. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content through central concepts, tools of inquiry, and structures of the discipline that are taught. (InTASC Standard #4)</p>	<p>MAMS 5333</p> <p>MTLL 6253</p>	<ul style="list-style-type: none"> • Curriculum Development Plan • Observation/Reflection • Case Study & Advisory Plan • Instructional Materials Review • Classroom Management Plan • Video Teach and Reflection • Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
<p>PLO #5: Application of Content. The teacher uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC Standard #5)</p>	<p>EDFD 6003</p> <p>MTLL 6143</p>	<ul style="list-style-type: none"> • Classroom Action Research Artifact • Observation/Reflection • Case Study • Video Teach and Case Study

		<ul style="list-style-type: none"> • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #6: Assessment. The teacher uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC Standard #6)</p>	<p>MTLL 6123</p> <p>MTLL 6143</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • Comprehensive Balanced Assessment System Plan • Curriculum Development Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
<p>PLO #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard #7)</p>	<p>MTLL 6133</p> <p>MAMS 5333</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • Curriculum Development Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
<p>PLO #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard #8)</p>	<p>MTLL 6133</p> <p>MAMS 5333</p> <p>MTLL 6253</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • Curriculum Development Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & reflection • Formative Observation • Observation Reflections • Exit Portfolio

<p>PLO #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate practice, particularly the effects of choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (InTASC Standard #9)</p>	<p>MTLL 6253</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • Portfolio Presentation • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach and Reflection • Formative Observation • Observation Reflections • Exit Portfolio • Portfolio Presentation
<p>PLO #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC Standard #10)</p>	<p>MTLL 6003</p> <p>MTLL 6253</p> <p>MTLL 6553</p>	<ul style="list-style-type: none"> • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio • Oral Assessment • Portfolio Presentation

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Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:26:08 -05'00'

Name of Provost/Chief Academic Officer
Signature
Date

President/Chancellor Approval Date
 Board of Trustee Approval/Notification Date

Contact Person:
 Contact Person's Title:

Contact Phone Number:
 Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

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- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date:
 Effective Term:
 Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Master of Education in Educational Leadership	
Degree Code	5665	
CIP Code	13.0401	
% Online (if applicable)	100%	

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

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Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

Curriculum Revision

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1. **Current degree title**
M.Ed. Educational Leadership
2. **Current degree code**
5665
3. **Current CIP code**
13.0401
4. **% online (if applicable)**
100%
5. **Current curriculum. (34 credit hours)**
 - *EDLD 6002 – Administrative Law
 - EDLD 6013 – School Organization and Leadership
 - *EDLD 6023 – Organizational Change
 - *EDLD 6102 – School Finance
 - EDLD 6113 – Action Research and Data Analysis
 - *EDLD 6153 – Communication with School and Community
 - *EDLD 6203 – Education and Society, Continuities and Discontinuities
 - *EDLD 6253 – Instructional Leadership
 - *EDLD 6313 – Principles of Curriculum for School Leaders
 - EDLD 6352 – Physical Environment of Schools
 - *EDLD 6402 – Working with the Marginal Performer
 - *EDLD 6552 – Building Level Administrator Internship (part 1)
 - *EDLD 6552 – Building Level Administrator Internship (part 2)
 - EDLD 6991 – Professional Portfolio
 - *endorsement offered through DESE (25 credit hours)*
6. **Proposed curriculum. (30 credit hours)**
 - *EDLD 6003 – School Law
 - EDLD 6013 – School Organization and Leadership
 - *EDLD 6023 – Organizational Change
 - *EDLD 6102 – School Finance
 - EDFD 6003 – Educational and Action Research
 - *EDLD 6153 – Communication with School and Community
 - *EDLD 6253 – Instructional Leadership
 - *EDLD 6313 – Principles of Curriculum for School Leaders
 - *EDLD 6403 – Working with the Marginal Performer
 - *EDLD 6552 – Building Level Administrator Internship (elementary)
 - *EDLD 6552 – Building Level Administrator Internship (secondary)
 - *endorsement offered through DESE (24 credit hours)*

7. Effective date, term, and academic year.

Fall 2024

8. Reason for change.

EDLD programs throughout the state are primarily 30 credit hours. A reduction from the current 34 credit hours to the proposed 30 credit hours will help make ATU's program more competitive. It will also streamline the program and make it more efficient, while still addressing all NELP standards and meeting all DESE licensure requirements.

Please note that since some EDLD courses are shared with other programs, this revision was created in collaboration with Dr. Pam Dixon (M.Ed. Counseling) and Dr. Ellen Treadway (MTLL and MAT). A detailed chart of the revised Program of Study has been provided to the Department Head and College Dean.

PROGRAM LEARNING OUTCOMES

Program Learning Outcomes for the EDLD program will remain the same. These learning outcomes are licensure-based and reflect the National Educational Leadership Preparation (NELP) "Building Level Administrator Standards"¹ as well as the Arkansas Department of Elementary and Secondary Education's "Competencies for P-12 School Level Principals"².

For the reviewers' convenience, the existing learning outcomes are repeated below. Again, no changes are being made to program learning outcomes, measurement tools, or rationales in either the program as a whole or the five individual courses being adjusted as part of this curriculum revision.

Students who complete ATU's Educational Leadership program will demonstrate the capacity to promote the success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to:

- 1) ... collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. (NELP 1.0)
- 2) ... understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. (NELP 2.0)
- 3) ... develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. (NELP 3.0)
- 4) ... evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. (NELP 4.0)
- 5) ... engage families, community, and school personnel to strengthen student learning, support school improvement, and advocate for the needs of their school and community. (NELP 5.0)

6)... improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. (NELP 6.0)

7) ... build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. (NELP 7.0)

8) ... successfully complete an internship that provides coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7. (NELP 8.0)

¹ NPBEA. (2018). National Educational Leadership Preparation (NELP) Program Standards – Building Level. Retrieved from: www.npbea.org.

² https://dese.ade.arkansas.gov/Files/Administrator_School_Level_Principal_P-12_Compencies_final_2023_EEF.pdf

Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Dr. Julie Furst-Bowe	Julie Furst-Bowe <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:25:58 -05'00'</small>	
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Master of Education in K-12 Literacy	
Degree Code	5825	
CIP Code	13.1315	
% Online (if applicable)	100%	

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

SAVE

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Please save and upload this form and supporting documents to: [File Transfer System](#)

LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

- 1. Current degree title**
Master of Education in K-12 Literacy
- 2. Current degree code**
5825
- 3. Current CIP code**
13.1315
- 4. % online (if applicable)**
100%
- 5. Current curriculum.**

Dyslexia Therapist, K-12 Licensure Endorsement Courses* (15 hours)
DYS 5003 Dyslexia and Other Learning Disorders
DYS 5013 Foundation of Language and Literacy Development
DYS 5023 Interpreting and Administration of Assessments for Planning Instruction
DYS 5033 Professional Learning and Leadership
DYS 5043 Structured Language Teaching

*These courses are required to meet the Dyslexia Therapist, Grades K-12 Licensure Endorsement in Arkansas.

K-12 Literacy (21 hours)
EDFD/MAT 6003 Educational Research
MAMS 5333 Teaching Literacy in the Content Areas, ELED 5333 Teaching Reading and Study Strategies in the Content Area, or SEED 5333 Teaching Reading and Study Strategies in the Content Area depending on content area
RDNG 5023 Literacy Curriculum Design and Analysis
RDNG 5053 Literacy, Technology, and the Reading Environment
RDNG 6043 Multicultural Literacy, Language, and Culture
RDNG 6086 Reading Practicum

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

Dyslexia Therapist, K-12 Licensure Endorsement Courses* (15 hours)
DYS 5003 Dyslexia and Other Learning Disorders
DYS 5013 Foundation of Language and Literacy Development

DYS 5023 Interpreting and Administration of Assessments for Planning
Instruction
DYS 5033 Professional Learning and Leadership
DYS 5043 Structured Language Teaching

*These courses are required to meet the Dyslexia Therapist, Grades K-12
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K-12 Literacy (15 hours)
EDFD/MAT 6003 Educational Research
MAMS 5333 Teaching Literacy in the Content Areas, ELED 5333 Teaching
Reading and Study Strategies in the Content Area, or SEED 5333 Teaching
Reading and Study Strategies in the Content Area depending on content area
RDNG 6043 Multicultural Literacy, Language, and Culture
RDNG 6086 Reading Practicum

7. Effective date, term, and academic year.

06/02/2024, summer, 2024-25

8. Reason for change.

K-12 Literacy/Reading programs have been reduced to 30 hours by nearly all universities in the state and many in the country. This will align us with what other universities are doing and will assist us in recruiting. This will also reduce redundancies of material across the program and will streamline the offering. Finally, this revision will assist in meeting expectations from the new Arkansas LEARNS.

Assessment Matrix

CAEP Proficiency	Class	Artifact
Applications of data literacy	DYS 5023 DYS 5043 EDFD 6003 RDNG 6086	Assessment Administration and Interpretation, Structured Language Case Study Research Proposal Curriculum Analysis
Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies	DYS 5043 EDFD 6003	Structured Language Case Study Research Proposal
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments	DYS 5023 RDNG 6086 MAMS 5333	Assessment Administration and Interpretation Curriculum Analysis Strategy Analysis
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	DYS 5033 RDNG 6086	Reading Case Study and Professional Development Plan Curriculum Analysis
Supporting appropriate applications of technology for their field of specialization	DYS 5003 DYS 5023	UDL Lesson Plan and Video Teach, Assessment Administration and Interpretation
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	DYS 5013 DYS 5033 RDNG 6043	Strategies and Standards Notebook, Reading Case Study and Professional Development Plan Multicultural Literature Essay

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Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

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- Program curriculum revision **attach copy of before and after curriculum*
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- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Master of Education in K-12 Special Education	
Degree Code	5870	
CIP Code	13.1001	
% Online (if applicable)	100%	

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

1. **Current degree title**
Master of Education in K-12 Special Education
2. **Current degree code**
5870
3. **Current CIP code**
13.1001
4. **% online (if applicable)**
100%
5. **Current curriculum.**
The current curriculum requires the following 36 hours:
EDFD 6003: Educational Research
EDFD 6503: Classroom Behavioral Management
ELED 6343: Literacy Assessment and Intervention *Remove
EDFD 6313: Principles of Curriculum Development *Remove
EDFD 6993: Project in Educational Research *Replace with SPED 5093
DYS 5003: Dyslexia and Other Learning Disorders
SPED 5003: Characteristics of Children with Exceptional Learning Needs
SPED 5013; Assessment of Children with Exceptional Learning Needs
SPED 5023: Planning Instruction for Children with Exceptional Learning Needs
K-6
SPED 5033: Working with Families of Children with Exceptional Learning Needs
SPED 5053: Planning Instruction for Children with Exceptional Learning Needs
7-12
SPED 5063: Supervised Practicum K-12
6. **Proposed curriculum. If adding a new course, include new course description.**
The proposed curriculum will require the following 30 hours:
EDFD 6003: Educational Research
EDFD 6503: Classroom Behavioral Management
DYS 5003: Dyslexia and Other Learning Disorders
SPED 5003: Characteristics of Children with Exceptional Learning Needs
SPED 5013; Assessment of Children with Exceptional Learning Needs
SPED 5023: Planning Instruction for Children with Exceptional Learning Needs
K-6
SPED 5033: Working with Families of Children with Exceptional Learning Needs

SPED 5053: Planning Instruction for Children with Exceptional Learning Needs
7-12
SPED 5063: Supervised Practicum K-12

***New Course – SPED 5093: Using Research, Assessment, and Data in Special Education – Course Description:** This course is designed to engage students while expanding knowledge and understanding of the latest research in Special Education. Students will conduct a study by collecting qualitative and quantitative data, analyzing the data, and find possible solutions to improving the field of Special Education.

Admission Change:

Remove the requirement to hold an Arkansas teaching license from the admission requirements.

7. Effective date, term, and academic year.

06/01/2024, summer, 2024-25

8. Reason for change.

Change the program from 36 hours to 30 hours will allow this program to be comparable to other universities. This program is offered through many higher education programs in the state of Arkansas. UCA and UAF are examples of institutions that offer a 30-hour Master of Education in Special Education. This change would make our program more competitive. Additionally, it will lower the costs to complete this program.



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Institution:

Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:25:39 -05'00'

Name of Provost/Chief Academic Officer Signature Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address:

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- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Master of Education in Teaching, Learning, & Leadership	
Degree Code	3975	
CIP Code	13.9999	
% Online <i>(if applicable)</i>	100%	

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

Please save and upload this form and supporting documents to: File Transfer System

LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

1. **Current degree title:** MTLT Master of Education Teaching, Learning, and Leadership Curriculum Administrator/Master Teacher
2. **Current degree code:** 3975
3. **Current CIP code:** 13.9999
4. **% online (if applicable):** 100% online (courses will be offered online synchronously and asynchronously.).
5. **Current curriculum.**
 - MTLL 6202 Professionalization of Teaching for the Master Teacher
 - MTLL 6003 School Organization and Leadership for Teacher Leaders
 - MTLL 6113 Action Research and Data Analysis for School and Classroom Use
 - MTLL 6223 Teaching and Learning for the Master Teacher
 - MTLL 6262 Action Research Practicum for the Master Teacher
 - MTLL 6271 Resource Acquisition for the Master Teacher
 - MTLL 6242 Cognitive Coaching and Mentoring for the Master Teacher
 - MTLL 6123 Instructional Leadership for the Master Teacher
 - MTLL 6133 Basic Elements of Curriculum
 - MTLL 6143 Organizational Change and the Role of the Master Teacher
 - MTLL 6152 Professional Portfolio for the Master Teacher
 - MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
 - EDLD 6402 Working with the Marginal Performer
 - EDLD 6002 Administrative Law
 - EDLD 6552 Administrative Internship Two (2) Curriculum Administrative Internship Courses (4 hours total)
 - TOTAL NUMBER OF HOURS: 38
6. **Proposed curriculum. If adding a new course, include new course description.**
 - EDLD 6313 Principles of Curriculum for School Leaders
 - MTLL 6003 School Organization and Leadership for Teacher Leaders
 - EDFD 6003 Educational and Action Research
 - MTLL 6223 Teaching and Learning for the Master Teacher
 - MTLL 6123 Instructional Leadership for the Master Teacher
 - MTLL 6133 Elements of Curriculum
 - MTLL 6143 Organizational Change and the Role of the Master Teacher
 - MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
 - EDLD 6403 Working with the Marginal Performer

EDLD 6003 School Law
MTLL 6552 Administrative Internship Two (2) Curriculum Administrative
Internship Courses (4 hours total)
TOTAL NUMBER OF HOURS: 31

7. **Effective date, term, and academic year.** Summer 2024

8. **Reason for change.**

To decrease the number of hours and to streamline the program to be competitive with universities that prepare master teachers for the P-12 Curriculum Program Director license.

Program Learning Outcomes

The MTLL Curriculum Leadership degree program is aligned with the National Educational Leadership Preparation (NELP) Program Recognition Standards for Building Level Leaders. These standards serve as a program learning objectives (PLOs) for the MTLL Curriculum Leadership degree program for building-level curriculum leaders working preparing to qualify to take the ETS School Leadership Licensure Assessment (SLLA) to qualify for the Arkansas P-12 Curriculum Program Director License.

PLO #1: Mission, Vision, and Improvement

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. (NELP Standard 1)

PLO #2: Ethics and Professional Norms

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge,

skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

(NELP Standard 2)

PLO #3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. (NELP Standard 3)

PLO #4: Learning and Instruction

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

(NELP Standard 4)

PLO #5: Community and External Leadership

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. (NELP Standard 5)

PLO #6: Operations and Management

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and

improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. (NELP Standard 6)

PLO #7: Building Professional Capacity

Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. (NELP Standard 7)

PLO #8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. (NELP Standard 8)

MTLL Degree Program Assessment Matrix

Program Learning Outcomes	Courses for Outcomes	Outcome Measures
<p>PLO #1: Mission, Vision, and Improvement Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. (NELP Standard 1)</p>	<p>EDLD 6313</p>	<ul style="list-style-type: none"> • Data-driven decision making artifact • Data Night Learning Experience • Observation/Reflection • Case Study & Advisory Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #2: Ethics and Professional Norms Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. (NELP Standard 2)</p>	<p>MTLL 6003</p>	<ul style="list-style-type: none"> • Observation/Reflection • Case Study • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #3: Equity, Inclusiveness, and Cultural Responsiveness Candidates demonstrate the capacity to promote the current and future success and</p>	<p>EDLD 6313</p>	<ul style="list-style-type: none"> • Curriculum and Assessment Evaluation and Revision Plan

<p>well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. (NELP Standard 3)</p>		<ul style="list-style-type: none"> • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #4: Learning and Instruction Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment. (NELP Standard 4)</p>	<p>MTLL 6133</p> <p>EDFD 6003</p>	<ul style="list-style-type: none"> • Curriculum Development Plan • Observation/Reflection • Case Study • Classroom Management Plan • Video Teach and Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #5: Community and External Leadership Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. (NELP Standard 5)</p>	<p>MTLL 6123</p> <p>MTLL 6143</p>	<ul style="list-style-type: none"> • Communication Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation • Observation Reflections • Exit Portfolio
<p>PLO #6: Operations and Management Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to</p>	<p>MTLL 6143</p> <p>EDLD 6003</p>	<ul style="list-style-type: none"> • Curriculum Management Plan • Observation/Reflection • Case Study & Advisory Plan • Classroom Management Plan • Video Teach & Case Study • Formative Observation

apply laws, policies, and regulations. (NELP Standard 6)		<ul style="list-style-type: none"> • Observation Reflections • Exit Portfolio
PLO #7: Building Professional Capacity Candidates demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning. (NELP Standard 7)	EDLD 6003 MTLL 6123 MTLL 6253	<ul style="list-style-type: none"> • Professional Development Plan • Clinical Observation/ Reflection • Case Study and Advisory Plan • Formative Observation • Observation Reflections • Exit Portfolio
PLO #8: Internship Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school. (NELP Standard 8)	MTLL 6552	<ul style="list-style-type: none"> • Observations/ Reflections • Video Clinical Observation and Professional Development Session Facilitation and Case Study • Formative Observation and Reflections • Internship Portfolio • Exit Portfolio

Course Schedule

Shared courses with MAT, EDLD, and COUN stackable programs are identified with an asterisk.*

Year 1	Year 2
<u>Summer</u>	<u>Summer</u>
EDLD 6313: Principles of Curriculum for School Leadership* MTLL 6003: School Organization and Leadership	No classes scheduled.
<u>Fall</u>	<u>Fall</u>
MTLL 6123/EDLD 6253: Instructional Leadership*	MTLL 6253: Advanced Curriculum Theory and Design*

EDLD 6003: School Law*	MTLL 6552: Internship
<p style="text-align: center;"><u>Spring</u></p> <p>MTLL 6133: Elements of Curriculum* EDFD 6003: Educational and Action Research*</p>	<p style="text-align: center;"><u>Spring</u></p> <p>MTLL 6552: Internship MTLL 6143: Organizational Change*</p>

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- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Master of Science in Nursing in Nursing Administration & Em	
Degree Code	7080	
CIP Code	51.3802	
% Online (if applicable)	100%	

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

1. Current degree title

Master of Science in Nursing - Nursing Administration and Emergency Management

2. Current degree code

7080

3. Current CIP code

51.3802

4. % online (if applicable)

100%

5. Current curriculum.

Thirty-nine credit hours are required for completion of the MSN Degree. Thirty hours shall be completed in a professional core component, including six (6) hours of research methods and 3-6 hours of research thesis/project (application). Nine (9) hours shall be completed in one of two specialty concentration areas: Nursing Administration (including six (6) hours of practicum) or Emergency Management.

Core Curriculum (30 hours)

NUR 6103 Theoretical Perspectives

NUR 6203 Research Design and Methods

NUR 6213 Epidemiology

NUR 6303 Law, Ethics, and Policy in Healthcare

NUR 6313 The Role of the Nurse Administrator

NUR 6513 Fiscal Management in Health Care System

EMHS 6063 Principles of Emergency Management

EMHS Electives - Three (3) hours (5000-6000 Level)

NUR 6403 Non-Thesis Project AND

Three (3) hours of Electives

-Or-

NUR 6993 Research Thesis

NUR 6993 Research Thesis

Nursing Administration Concentration Area

NUR 6503 Organizational Behavior and Human Resource Management

NUR 6526 Nursing Administration Practicum

Emergency Management Concentration Area
EMHS 5000 -6000 Elective - Nine (9) hours

MSN Track for registered nurses who have a bachelor's degree in a field other than nursing

The additional nine (9) hours of prerequisite courses for students in this track include the following:

NURN 4003 Scope of Professional Practice
NURN 4024 Community Health Nursing
NURN 4034 Leadership and Management in Professional Practice

6. Proposed curriculum. If adding a new course, include new course description.

Thirty-three credit hours are required for completion of the MSN Degree. Twenty-four hours shall be completed in a professional core component, including six (6) hours of research methods and 3-6 hours of research thesis/project (application). Nine (9) hours shall be completed in one of two specialty concentration areas: Nursing Administration (including six (6) hours of practicum) or Emergency Management.

Core Curriculum (24 hours)
NUR 6103 Theoretical Perspectives
NUR 6203 Research Design and Methods
NUR 6213 Epidemiology
NUR 6303 Law, Ethics, and Policy in Healthcare
EMHS 6063 Principles of Emergency Management
EMHS Electives - Three (3) hours (5000-6000 Level)

NUR 6403 Non-Thesis Project AND
Three (3) hours of Electives
-Or-
NUR 6993 Research Thesis
NUR 6993 Research Thesis

Nursing Administration Concentration Area
NUR 6503 Organizational Behavior and Human Resource Management
NUR 6526 Nursing Administration Practicum

Emergency Management Concentration Area
EMHS 5000 -6000 Elective - Nine (9) hours

MSN Track for registered nurses who have a bachelor's degree in a field other than nursing

The additional nine (9) hours of prerequisite courses for students in this track include the following:

NURN 4003 Scope of Professional Practice
NURN 4024 Community Health Nursing
NURN 4034 Leadership and Management in Professional Practice

7. Effective date, term, and academic year.

06/01/2024, 2024 summer, 2024-25 academic year

8. Reason for change.

Student recruitment/ in line with other similar program hours. Key concepts to be placed in other existing classes. To help program viability.

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)

We are deleting 2 courses (6 credit hours) from the MSN program: NUR 6513 Fiscal Management and NUR 6313 Epidemiology

What impact will the change have on staffing, on other programs and space allocation?
Reduces workloads in Nursing Department. No space allocation changes, as this is an online program.

Answer the following Assessment questions:

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

The program is still aligned with the university mission to provide an opportunity for “progressive intellectual development” but the shorter length of study may make the master’s degree more accessible or appealing to students.

- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**

- c. What is the rationale for this program change?

1. How will the program change impact learning for students enrolled in this program?
2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

NUR 6513 Fiscal Management is a course on economics and financial management for nurse managers/executives. The “need to know” content can easily be embedded into the NUR 6303 Role of Nurse Administrator and NUR 6526 Administrative practicum courses. Students will get the necessary content without enrolling in a separate course.

NUR 6313 Epidemiology content will be embedded into EMHS 6333 Epidemics and Pandemics, which we plan to offer more regularly as one of the EMHS Electives (students in our program are required to take at one EMHS elective in the curriculum). This course is taught by nursing faculty and can be taken by students in both the nursing and EM graduate programs, creating efficiency.

- 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.

Most nursing graduate programs which are not advanced practice (“nurse practitioner”) programs are fewer than the 39 credits required by ATU, so this change keeps pace with other programs. For comparison, UCA and ASU non-practitioner master’s programs require 32-36 credit hours.

- 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.)

One assessment change will be necessary. Program Learning Outcome 1.3: Provide a program of study that addresses technical competencies and interpersonal skills needed to assume leadership roles in planning and coordinating emergency response solutions.

The 1.3.1 Measure of this outcome has previously been successful completion of the online Johns Hopkins Teach-Out online 5-hour course, which addresses leadership and coordinating emergency response. This course is no longer available from Johns Hopkins so it will be substituted with the Centers for Disease Control e-course "Epidemiology 101" which is suitable for nurses and as well as non-healthcare students.

There are no assessment measures tied directly to NUR 6513 Fiscal Management, so no changes will be required for this.

This change does not require accreditation substantive change submission since it is less than a 20% decrease in program hours. It is 15%. This will be reported in our self study report being written this year for a site visit next fall.

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.

MSN Students do not go through the program as a cohort, as they are allowed to move to and from full-time and part-time as work and family needs dictate. Also, we offer spring and fall entry. So, rather than changing a set curricular matrix which we don't utilize, I have provided two samples of progression in the program which do not differ significantly from our original program.

****No courses have been moved to a different semester with this program change.**

<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
NUR 6103	NUR 6313	NUR 6993	NUR 6993
NUR 6203	NUR 6303	<u>EMHS Elective</u>	<u>NUR 6526</u>
<u>NUR 6503</u>	<u>EMHS Elective</u>		
9 hours	9 hours	6 hours	9 hours

<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
NUR 6103	NUR 6313	NUR 6503	<u>NUR 6526</u>	NUR 6993	<u>NUR 6993</u>
<u>NUR 6203</u>	<u>NUR 6303</u>	<u>EMHS Elect</u>		<u>EMHS Elect</u>	
6 hours	6 hours	6 hours	6 hours	6 hours	3 hours

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution: 

Dr. Julie Furst-Bowe	Julie Furst-Bowe <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:27:20 -05'00'</small>	
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title	Bachelor of Science in Biology Biomedical Option	Bachelor of Science in Biology Biomedical Option; Environme
Degree Code	2300	XXXXXXXXXX
CIP Code	26.0101	26.0101
% Online (if applicable)		

Reason for Proposed Action *(attach additional pages as needed)*

Eliminating the Bachelor of Science in Biology General Option. Revising curriculum for Bachelor of Science in Biology and creating the following options: Environmental Option; Ecology and Evolution Option; and Biostatistics Option

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date:

Effective Term:

Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code
Bachelor of Science in Biology General	2300	26.0101

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date:

Effective Term:

Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

Curriculum Revision

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

Required Information:

1. **Current degree title:** Biology
2. **Current degree code:** 2300
3. **Current CIP code:** 26.0101
4. **% online (if applicable)**
5. **Current curriculum.** The current BS in Biology has two options: Biomedical and General.

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM - BIOMEDICAL OPTION

The Biomedical Option is designed for students wishing to study medicine, dentistry, physical therapy, and related fields of specialization. Thus, graduates typically apply to a medical school of some type or a graduate program such as physical therapy.

However, while the specified curriculum is well-suited to these studies, professional schools do not specify that entering students have particular majors or options. Graduates who complete the degree option yet do not enter a medical or graduate school program should be prepared for a variety of employment opportunities especially in biomedical or biotechnology-related laboratories.

Curriculum

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

Freshman

Fall	Credits
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra or MATH 1914 Precalculus	3-4
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
Total Hours	15-16

Spring	Credits
ENGL 1023 Composition II ¹	3
CHEM 2134 General Chemistry II	4
BIOL 2124 Principles of Zoology and CHEM 2130 General Chemistry II Lab	4
MATH 2914 Calculus I or MATH higher than MATH 1113 College Algebra	3-4
Total Hours	14-15

Sophomore

Fall	Credits
SOC 1003 Introductory Sociology or PSY 2003 General Psychology	3
CHEM 3254 Fundamentals of Organic Chemistry	4
BIOL 2134 Principles of Botany	4
BIOL 3033 Bioinformatics or COMS 2003 Microcomputer Applications	3
Major Support Course Elective	3
Total Hours	17

Biological Sciences

Spring	Credits
COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking	3
SS 1XXX Social Science Courses ¹	3
CHEM 3264 Mechanistic Organic Chemistry	4
BIOL 2014 Human Anatomy	4
Statistics	3
Total Hours	17

Junior

Fall	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
BIOL 3074 Human Physiology	4
BIOL 3054 Microbiology	4
Total Hours	15

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3
USHG 1XXX U.S. History and Government ¹	3
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
BIOL 3034 Genetics	4
BioMed Elective	3-4
Total Hours	17-18

Senior

Fall	Credits
BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology	4
BioMed Elective	6-8
Electives (as needed to reach a total of 120 hours for graduation)	3
Total Hours	13-15

Spring	Credits
BIOL 4891 Seminar in Biology	1
BioMed Elective	3-4
Electives (as needed to reach a total of 120 hours for graduation)	8
Total Hours	12-15

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

²Major/Support Course Elective courses include: AHS 2013 Medical Terminology, BIOL 4064 Evolutionary Biology, CHEM 3344 Principles of Biochemistry, CHEM 3363 Metabolic Biochemistry, PE 2513 First Aid, PHIL 3103 Logic, PSY 2033 Psychology of Adjustment, PSY 3003 Abnormal Psychology, PSY 3013 Psychosocial Aspects of Death and Dying/SOC 3013 Psychosocial Aspects of Death and Dying, PSY 3053 Behavioral Neuroscience, PSY 3063 Developmental Psychology: Childhood, PSY 3163 Developmental Psychology: Adulthood, PSY 3813 Lifespan Development, PSY 4133 Psychopharmacology, SOC 4013 Drugs in Society, SOC 4053 Sociology of Health and Illness, or SOC 4183 Social Gerontology.

³See advisor for alternatives.

⁴See catalog to assure pre-requisites are met. See advisor to select twelve - sixteen hours (four courses) from: BIOL 3064 Parasitology, BIOL 3803 Applied Pathophysiology, BIOL 4023 Immunology, BIOL 4033 Cell Biology, BIOL 4054 Vertebrate Histology, BIOL 4074 Molecular Genetics, BIOL 4083 Cancer Biology, BIOL 4951 Undergraduate Research in Biology-4 (limited to 4 total hours).

⁵ At least 40 of the total hours required for graduation must be 3000-4000 level courses.

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM - GENERAL OPTION

The biology general option is designed for students who wish to pursue a broadly defined degree program that emphasizes the major areas of biology and provides a solid foundation for further study in any graduate or professional program associated with the life sciences.

With guidance from their academic advisor, the general biology student can create a personalized biology degree tailored for their career goals and interests. The biology general option also encourages undergraduate research and internship opportunities to foster skills needed in a biology-oriented career. Graduates of this option have entered professional programs such as medical and pharmacy school as well as diverse graduate programs.

Curriculum

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

Freshman

Fall	Credits
ENGL 1013 Composition I ¹	3
SS 1XXX Social Science Courses ¹	3
MATH 1113 College Algebra	3
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
Total Hours	14

Spring	Credits
ENGL 1023 Composition II ¹	3
SS 1XXX Social Science Courses ¹	3
Physical Activity	2
BIOL 2124 Principles of Zoology or BIOL 2134 Principles of Botany	4
Math Elective ²	3
Total Hours	15

Sophomore

Fall	Credits
USHG 1XXX U.S. History and Government ¹	3
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
BIOL 2124 Principles of Zoology or BIOL 2134 Principles of Botany	4
BIOL 3033 Bioinformatics or any COMS	3
Elective ⁵	3
Total Hours	17

Biological Sciences

Spring	Credits
COMM 2003 Public Speaking	3
CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab	4
BIOL 3034 Genetics	4
Biology Elective	4
Total Hours	15

Junior

Fall	Credits
CHEM 3254 Fundamentals of Organic Chemistry	4
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
BIOL 3114 Principles of Ecology ³	4
Math Elective ²	3
Total Hours	15

Spring	Credits
CHEM 3264 Mechanistic Organic Chemistry	4
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
Biology Elective (3000-4000 level)	4
Elective ⁵	4
Total Hours	16

Senior

Fall	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3
Physiology or Cellular Elective ⁴	3-4
Biology Elective ⁴	3-4
Elective ⁵	5
Total Hours	15

Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses ¹	3
Physiology or Cellular Elective ⁴	3-4

Spring	Credits
BIOL 4891 Seminar in Biology	1
Biology Elective ⁴	3-4
Elective ⁵	2
Total Hours	13

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

²Six hours of mathematics above MATH 1113 College Algebra. Courses in the areas of statistics, biostatistics, and/or calculus are recommended (e.g. STAT 2163 Introduction to Statistical Methods, PSY 2053 Statistics for the Behavioral Sciences/SOC 2053 Statistics for the Behavioral Sciences, FW 3173 Biostatistics, MATH 2243 Calculus for Business and Economics and/or MATH 2914 Calculus I).

³BIOL 4094 Coastal Ecology which is offered during the May mini-term can serve as an alternative to BIOL 3114 Principles of Ecology in the Biology major.

⁴The physiology choices include: BIOL 3074 Human Physiology, BIOL 3174 Physiological Ecology; whereas, choices in the area of cell or molecular biology include: BIOL 4033 Cell Biology, BIOL 4074 Molecular Genetics, BIOL 3054 Microbiology, BIOL 4023 Immunology. One in each area is required. Other alternatives must be approved by your advisor and Department Head. Each 3-hour selection in one of these areas must be balanced by 4-hours (rather than 3-hours) of biology electives.

⁵Sufficient courses at 3000-4000 level to constitute a total of 40 hours. At least 2 credit-hours of biology research or internship is recommended (BIOL 4112 Biology Internship-4 or BIOL 4951 Undergraduate Research in Biology-4).

- 6. Proposed curriculum. If adding a new course, include new course description.** The proposed curriculum will eliminate the current biology general option, modify the biology biomed option (this will now include the new Pre-Health Profession Advanced Certificate in Biology) and create three new options: Environmental, Ecology and Evolution, and Biostatistics (this will include the Applied Statistics Certificate). No new courses will be needed for these options.

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM: BIOMEDICAL

Curriculum

Freshman

Fall	Credits
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra	3
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
Total Hours	15

Spring	Credits
BIOL 2124 Principles of Zoology	4
ENGL 1023 Composition II ¹	3
CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab	4
STAT 2163 Introduction to Statistical Methods or PSY/SOC 2053 Statistics for the Behavioral Sciences	3
US History or Government ¹	3
Total Hours	17

Sophomore

Fall	Credits
BIOL 2134 Principles of Botany	4
CHEM 3254 Fundamentals of Organic Chemistry	4
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
SOC 1003 Introductory Sociology or PSY 2003 General Psychology ¹	3
Total Hours	15

Spring	Credits
BIOL 2014 Human Anatomy	4
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
CHEM 3264 Mechanistic Organic Chemistry	4
Major Support Elective ³	3
Total Hours	15

Junior

Fall	Credits
BIOL 3054 Microbiology	4
BIOL 3074 Human Physiology	4
BIOL 3034 Genetics	4
Social Science ¹	3
Total Hours	15

Spring	Credits
BIOL 4033 Cell Biology	3
CHEM 3344 Principles of Biochemistry	4
PSY Upper Division Elective ²	3
COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking	3
General Elective	2
Total Hours	15

Senior

Fall	Credits
BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology	4
Fine Arts or Humanities ¹	3
MATH or STAT Elective ⁴	3
Biomed Elective ⁵	3-4
Biomed Elective ⁵	3-4
Total Hours	16-18

Spring	Credits
BIOL 4891 Seminar in Biology	1
Fine Arts or Humanities ¹	3
Biomed Elective ³	3-4
Biomed Elective ⁵	3-4
General Elective	2
Total Hours	12-14

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

² PSY Upper Division Elective courses include: PSY 3003 Abnormal Psychology, PSY 3013 Psychosocial Aspects of Death and Dying, PSY 3813 Lifespan Development, PSY 4133 Psychopharmacology.

³ Major Support Elective courses include: AHS 2013 Medical Terminology, PE 2513 First Aid, PHIL 3103 Logic.

⁴ Mathematics or Statistics Elective: Any MATH higher than MATH 1113 College Algebra or any STAT higher than STAT 2163 Introduction to Statistical Methods.

⁵ Biomed Elective courses include: BIOL 3033 Bioinformatics, BIOL 3064 Parasitology, BIOL 3803 Applied Pathophysiology, BIOL 4023 Immunology, BIOL 4054 Vertebrate Histology, BIOL 4074 Molecular Genetics, BIOL 4951-4 Undergraduate Research in Biology (limited to 4 total hours), BIOL 4881-4 Advanced Topics in Biology.

⁶ At least 40 of the total hours required for graduation must be 3000-4000 level courses.

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM: ENVIRONMENTAL

Curriculum

Freshman

Fall	Credits
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra	3
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
Total Hours	15

Spring	Credits
BIOL 2124 Principles of Zoology	4
ENGL 1023 Composition II ¹	3
CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab	4
STAT 2163 Introduction to Statistical Methods or PSY/SOC 2053 Statistics for the Behavioral Sciences	3
US History or Government ¹	3
Total Hours	17

Sophomore

Fall	Credits
BIOL 2134 Principles of Botany	4
CHEM 3254 Fundamentals of Organic Chemistry	4
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
SOC 1003 Introductory Sociology or PSY 2003 General Psychology ¹	3
Total Hours	15

Spring	Credits
BIOL 4111 Environmental Seminar	1
BIOL 3174 Physiological Ecology	4
Environmental Elective ⁴	4
Fine Arts or Humanities ¹	3
Total Hours	12

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

²Major Support Elective courses include: BIOL 3353 Fundamentals of Toxicology, CHEM 3313 Environmental Chemistry, GEOL 3083 Hydrogeology, GEOL 3153 Environmental Geology, PHSC 3033 Meteorology, FW 2833 Introduction to Geographic Information Systems, FW 3074 Habitat Evaluation, FW 4034 Advanced Geographic Information Systems Applications, CHEM 4991-4 Special Problems in Chemistry.

³Mathematics or Statistics Elective: Any MATH higher than MATH 1113 College Algebra or any STAT higher than STAT 2163 Introduction to Statistical Methods.

⁴Environmental Elective courses include: BIOL 3033 Bioinformatics, BIOL 3064 Parasitology, BIOL 4951-4 Undergraduate Research in Biology (limited to 4 total hours), BIOL 4881-4 Advanced Topics in Biology, BIOL 4043 Conservation Genetics, BIOL 3004 Plant Taxonomy, BIOL 4044 Dendrology, BIOL 3084 Ichthyology, BIOL 3104 Introduction to Entomology, BIOL 3134 Invertebrate Zoology, BIOL 3144 Ornithology, BIOL 3224 Herpetology, BIOL 3154 Mammalogy, BIOL 3184 Animal Behavior, BIOL 4023 Immunology, BIOL 4024 Limnology, BIOL 4054 Vertebrate Histology, BIOL 4064 Evolutionary Biology, BIOL 4163 Biodiversity and Conservation Biology, BIOL 4124 Biological Assessment of Water Quality, BIOL 4112-4 Internship.

⁵ At least 40 of the total hours required for graduation must be 3000-4000 level courses.

Spring	Credits
BIOL 1004 Principles of Environmental Science	4
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
CHEM 3264 Mechanistic Organic Chemistry	4
COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking	3
Total Hours	15

Junior

Fall	Credits
BIOL 3054 Microbiology	4
BIOL 3043 Conservation	3
BIOL 3034 Genetics	4
GEOL 1014 Physical Geology	4
Total Hours	15

Spring	Credits
Environmental Elective ⁴	3-4
Social Science ¹	3
MATH or STAT Elective ³	3
Major Support Elective ²	3-4
General Elective	3
Total Hours	15-17

Senior

Fall	Credits
BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology	4
Fine Arts or Humanities ¹	3
Environmental Elective ⁴	3-4
Major Support Elective ²	3-4
General Elective	3
Total Hours	16-18

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM: ECOLOGY AND EVOLUTION

Curriculum

Freshman

Fall	Credits
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra	3
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
Total Hours	15

Spring	Credits
BIOL 2124 Principles of Zoology	4
ENGL 1023 Composition II ¹	3
CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab	4
STAT 2163 Introduction to Statistical Methods or PSY/SOC 2053 Statistics for the Behavioral Sciences	3
US History or Government ¹	3
Total Hours	17

Sophomore

Fall	Credits
BIOL 2134 Principles of Botany	4
CHEM 3254 Fundamentals of Organic Chemistry	4
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
SOC 1003 Introductory Sociology or PSY 2003 General Psychology ¹	3
Total Hours	15

Spring	Credits
Biology Elective ³	4
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
CHEM 3264 Mechanistic Organic Chemistry	4
COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking	3
Total Hours	15

Junior

Fall	Credits
BIOL 3054 Microbiology	4
BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology	4
BIOL 3034 Genetics	4
Fine Arts or Humanities ¹	3
Total Hours	15

Spring	Credits
Physiology Elective ⁶	4
Social Science ¹	3
MATH or STAT Elective ²	3
Biology Elective ³	3-4
Biology Elective ³	3-4
Total Hours	16-18

Senior

Fall	Credits
Fine Arts or Humanities ¹	3
Organismal Elective ⁴	4
Biology Elective ³	3-4
Biology Elective ³	3-4
General Elective	2
Total Hours	15-17

Spring	Credits
BIOL 4891 Seminar in Biology	1
Cell/Molecular Elective ⁵	3-4
Biology Elective ³	4
General Elective	4
Total Hours	12-13

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

² Mathematics or Statistics Elective: Any MATH higher than MATH 1113 College Algebra or any STAT higher than STAT 2163 Introduction to Statistical Methods.

³ Biology Elective courses include: Any course with BIOL prefix.

⁴ Organismal elective courses include: BIOL 2014 Human Anatomy, BIOL 3004 Plant Taxonomy, BIOL 3064 Parasitology, BIOL 3084 Ichthyology, BIOL 3104 Introduction to Entomology, BIOL 3134 Invertebrate Zoology, BIOL 3144 Ornithology, BIOL 3154 Mammalogy, BIOL 3224 Herpetology, BIOL 4044 Dendrology.

⁵ Cell/Molecular elective courses include: BIOL 4023 Immunology, BIOL 4033 Cell Biology, BIOL 4054 Vertebrate Histology, BIOL 4074 Molecular Genetics.

⁶ Physiology elective courses include: BIOL 3074 Human Physiology, BIOL 3174 Physiological Ecology.

⁷ At least 40 of the total hours required for graduation must be 3000-4000 level courses.

BIOLOGICAL SCIENCES

BIOLOGY PROGRAM: BIostatISTICS

Curriculum

Freshman

Fall	Credits
BIOL 1011 Orientation to the Biological Sciences	1
BIOL 1114 Principles of Biology	4
ENGL 1013 Composition I ¹	3
MATH 1113 College Algebra	3
CHEM 2124 General Chemistry I and CHEM 2120 General Chemistry I Lab	4
Total Hours	15

Spring	Credits
BIOL 2124 Principles of Zoology	4
ENGL 1023 Composition II ¹	3
CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab	4
STAT 2163 Introduction to Statistical Methods	3
US History or Government ¹	3
Total Hours	17

Sophomore

Fall	Credits
BIOL 2134 Principles of Botany	4
CHEM 3254 Fundamentals of Organic Chemistry	4
PHYS 2014 Algebra-Based Physics I and PHYS 2000 Physics Laboratory I	4
SOC 1003 Introductory Sociology or PSY 2003 General Psychology ¹	3
Total Hours	15

Spring	Credits
STAT 2304 Programming Languages for Data Science	4
PHYS 2024 Algebra-Based Physics II and PHYS 2010 Physics Laboratory II	4
CHEM 3264 Mechanistic Organic Chemistry	4
COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking	3
Total Hours	15

Junior

Fall	Credits
BIOL 3054 Microbiology	4
Biology Elective ³	3
STAT 3113 Regression Analysis	4
Fine Arts and Humanities Courses ¹	3
General Elective	2
Total Hours	16

Spring	Credits
BIOL 3034 Genetics	4
Biology Elective ³	4
STAT 4153 Experimental Design and Analysis	3
Social Science ¹	3
Total Hours	14

Senior

Fall	Credits
BIOL 3114 Principles of Ecology or BIOL 4094 Coastal Ecology	4
Fine Arts and Humanities Courses ¹	3
STAT Elective ²	3
BIOL 3033 Bioinformatics	3
General Elective	3
Total Hours	16

Spring	Credits
BIOL 4891 Seminar in Biology	1
STAT Elective ²	3
Biology Elective ³	4
Biology Elective ³	4
Total Hours	12

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

²STAT Electives: STAT 3183 Statistical Process Control, STAT 4113 Categorical Data Analysis, STAT 4163 Mathematical Statistics; STAT 4383 Machine Learning, STAT 4393 Statistical Learning, BDA 3013 Business Spreadsheet Modeling; BDA 3033 Data Modeling and Management.

³Biology Elective courses include: Any BIOL course that is 2000, 3000, or 4000 level.

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

7. Effective date, term, and academic year.

8/1/2024, Fall Term, 2024

8. Reason for change. These changes are proposed for the following reasons:

- Student enrollment in the biology major has declined over the last several years.
- The department is in the process of eliminating four majors (Life Science Education, Environmental Science, Medical Laboratory Science, and Nuclear medicine Technology) due to low enrollment.
- The four new options will provide an efficient, marketable, and career focused set of choices for biology students.
- The first three semesters of all options are identical. This will allow seamless movement among the options as students explore their educational choices and allow faculty to focus on the first-year experience and high-impact learning opportunities.

We have five learning outcomes for biology majors regardless of option. All options use the same learning outcomes for assessment because all options share the same core courses.

1. Construct reports which analyze data using scientific models to justify their conclusions.
2. Students should be able to evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
3. Students will be able to describe characteristics and diversity of life.
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
5. Students should find, analyze, and critique current scientific literature and present their evaluation in written and oral formats.

Curriculum Mapping for Biology Major

Course	LO1 (Data Analysis)	LO2 (Science/Society)	LO3 (Characteristics and Diversity)	LO4 (Techniques)	LO5 (Scientific Literature)
Core Requirements					
BIOL 1011		I			
BIOL 1114	I	I	I	I	
BIOL 2124	R		R	I (Dissection)	I
BIOL 2134	R	R	R	R (Microscopy)	I
BIOL 2014			R	R (Dissection/ Microscopy)	
BIOL 3034		M (Molecular)	R	R	R
BIOL 4891					M
Cell Elective					
BIOL 3054			M (Cells)	M (Microscopy, sterile procedure)	
BIOL 4033			M (Cells)		R
BIOL 4074		M	M	M	M
Physiology Elective					
BIOL 3074		R	M	R	R
BIOL 3174		R	M	R	R
Ecology Course					
BIOL 3114	M	M (Ecological)	M (Organismal)	R (Field Techniques)	
BIOL 4094	M	M (Ecological)	M (Organismal)	M (Field Techniques)	

I=Introduce R=Reinforce M=Mastery

Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

<input type="text" value="Dr. Julie Furst-Bowe"/>	<input type="text" value="Julie Furst-Bowe"/>	<small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:29:03 -05'00'</small>	<input type="text"/>
Name of Provost/Chief Academic Officer	Signature		Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

Title or CIP change

Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*

Program reconfiguration **attach copy of before & after curriculum*

Program curriculum revision **attach copy of before and after curriculum*

Existing program offered by distance technology

Existing certificate or degree program offered at an existing off-campus location

New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Certificate of Proficiency in Game & Interactive Media Design
Degree Code		
CIP Code		50.0411
% Online <i>(if applicable)</i>		

Reason for Proposed Action *(attach additional pages as needed)*

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title**

Certificate of Proficiency in Game and Interactive Media Design

2. **CIP code**

50.0411

3. **% online (if applicable)**

N/A

4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

GAME 1003: Intro to Game Development

A practical introduction to game art, design, and coding through the conception, creation, and evaluation of simple digital game(s).

COMS 1013: Programming Foundations I

An introduction to the foundational concepts of programming using structured programming concepts of C++ as an implementation tool. Topics include sequential, selection, and iterative control structures, functions, strings, and arrays.

COMS 1011: Programming Foundations I Lab

Laboratory for COMS 1013 Programming I course. This course is graded pass/fail.

GAME 3013: Game Development I

This course is an introduction to the fundamentals of game design and development.

GAME 4803: Game Design Theory

This course will serve as an introduction to the interdisciplinary study of commercial videogames as texts, examining their cultural, educational, and social functions in contemporary settings.

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

The CP in Game and Interactive Media Design degree prepares students for employment in interactive digital technology sciences, specifically, for work in the video game and entertainment industries, as well as a broad range of fields requiring skills in animation, simulation, programming, web design, editing, mobile application development, interactive environment construction, and story formation. The CP provides students with opportunities to complete class and real-world projects, and with their knowledge of interactive media, students may collaborate with others through the transfer of information and ideas through creative uses of technology. The most common types of interactive media include application software, apps, games, virtual reality, pervasive gaming (mixture of physical and virtual environments), publications, social media, advertising, and theme parks and cinema.

The field of game and interactive media has many opportunities for employment: Indeed reports over 264 jobs in Arkansas in the field (<https://www.indeed.com/q-Digital-Media-l-Arkansas-jobs.html?vjk=a442d91997dd5a93>). Nationally, the job outlook is even brighter, growing at “much faster than average” rate of 23%, with 197,100 jobs as of 2021. <https://www.bls.gov/ooh/computer-and-information-technology/web-developers.htm>). Salaries are much higher than the average, with median pay in the \$78,000 range (or \$37.65/hour). As with graphic design, a certificate in gaming and IMD is a solid entry point for initial employment, and can be a free-standing certificate on its own, perhaps for non-credit purposes, the principal intent for this CP is to be embedded in current baccalaureate programs as a value-added piece to the student’s résumé. The Art Department has stripped the certificate down to fifteen hours of curriculum, so once completed, students can be employed within the field while they finish the baccalaureate degree or perhaps pursue post-graduate work while earning a living. Current Game and IMD majors (98) may receive this certificate while enrolled in their major, but the department also intends Graphic Design majors (88) to be interested in this option, which can be embedded in their degree programs by using elective courses. In fact, a certificate in Gaming and IMD can be a notable addition for many fields in the University program inventory. Finally, perhaps more than most majors, Game and IMD can provide designing one’s own career with remote work, freelance

contracts, and highly flexible schedules.

There will be no impact for the Ozark campus, but there will be some impact on Computer and Information Science, if students outside Game and IMD decide to complete the certificate, then there will be some rising ripple effects on the Programming I course and its lab. There are no new courses, so there will be no impact on course inventory.

The Art Department estimates that given the number of students already enrolled in Game and IMD, the CP program can have 28 students in the first year, with the following chart indicating anticipated growth:

Year 1	28
Year 2	39
Year 3	44 (some attrition may occur in Year 3, slowing growth)
Year 4	49
Year 5	57

Resources

Increased enrollments in Game and IMD courses, especially from those not majoring in Game and IMD, may entail an additional section of GAME 1003 and perhaps COMS 1013 and 1011. If very successful, additional part-time faculty assistance may be required, with an additional \$6,300-\$10,500 per year needed for salaries. If anticipated projections are correct, the profitability of the certificate would still far outweigh the additional part-time faculty costs.

Faculty

There will be some impact on faculty load, with class sizes rising to a degree. But given the slight decrease in the number of majors in Game and IMD, the overall impact to faculty load will be minimal. Costs for COMS have been included, but those estimates could rise if CP is successful.

Assessment

GAME AND INTERACTIVE MEDIA DESIGN

1.1 Critical Analysis

Objectively participate in class critiques and respond with/ to constructive criticism.

1.2 Communication

Identify and effectively apply the use of visual arts concepts and vocabulary to analyze the artist's work and the work of others in verbal and written formats.

1.3 Tools & Technology

Demonstrate proficiency in the use of art tools, materials, and technology appropriate to the field.

1.4 Professional

Demonstrate an understanding of professionalism required of a serious student of art and develop a substantive portfolio.

1.5 Content

Demonstrate an understanding of contemporary art trends, major artist's works, and historical movements.

6. Approval letter from licensure/certification entity, if required.

N/A – Our accrediting organization does not oversee certificate programs.

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

<input type="text" value="Dr. Julie Furst-Bowe"/> Name of Provost/Chief Academic Officer	<input type="text" value="Julie Furst-Bowe"/> <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:28:45 -05'00'</small>	<input type="text"/> Date
President/Chancellor Approval Date <input type="text"/>	Board of Trustee Approval/Notification Date <input type="text"/>	
Contact Person: <input type="text" value="Ms. Kasten Searles"/>	Contact Person's Title: <input type="text" value="Department Head, Art"/>	
Contact Phone Number: <input type="text" value="(479) 964-0583"/>	Contact Email Address <input type="text" value="ksearles@atu.edu"/>	

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Certificate of Proficiency in Graphic Design
Degree Code		
CIP Code		50.0409
% Online (if applicable)		

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

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- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

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Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title**
Certificate of Proficiency in Graphic Design
2. **CIP code**
50.0409
3. **% online (if applicable)**
N/A
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

ART 1403: Two-dimensional Design

Foundation course in which students learn about composition, color, unity, balance, as well as the other elements & principles of design which they will subsequently apply to the structure of their 2D graphic design work.

ART 1503: Introduction to Graphic Design

Students master the *Illustrator* software, which is one of the top software programs used by designers to create detailed designs for printed pieces such as fliers, menus, and for packaging, logos, and posters.

ART 2213: Digital Skills

Students master *Photoshop* software, another top software program used by designers to apply special effects, edit images and/or re-touch images, and create imagery to be used in their graphic design pieces.

ART 3203: Typography and Layout

Students will learn how to use type effectively/correctly, an important issue in designs done by people with no formal design training. Since the goal of graphic design is to convey a specific—often written—message to a specific audience, it is necessary to learn the basic issues when working with type. Students master Adobe's *InDesign* software, which is used in this course to create multi-page documents.

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

The list of possible jobs in Arkansas for graphic designers ranges from

corporate designers for Walmart, Bobby Hogan Ministries, and Tyson Foods. Many institutions in Arkansas higher education also advertising for teachers of graphic design because the rising demand for these skills has colleges and universities searching for qualified instructors. This market includes specialized design services, advertising, media outlets, and printing and related support activities. The US Bureau of Labor Statistics indicates that graphic designers have starting salaries of over \$50,000 for those who typically enter the market with baccalaureate degrees. In recent years, however, those who merely have certificates with a solid portfolio of work are highly competitive and can easily acquire employment. Zip Recruiter reports, as of April 2023, over 712 positions nationally for those with certificates. The broad spectrum of design services, however, means that businesses, colleges and universities, and non-profits need people who have knowledge of basic design and technological applications for design.

While this can be a free-standing certificate, and can be developed for non-credit purposes, if the community demands it, the principal intent for this CP is to be embedded in current baccalaureate programs as a value-added piece to the student's résumé. The Art Department has stripped the certificate down to twelve hours of curriculum, so once completed, students could be employed within the field while they finish the baccalaureate degree or perhaps pursue post-graduate work while earning a living. Current Graphic Design majors (88) could receive this certificate while enrolled in their major, but the department also intends Gaming and Interactive Media majors (98) to be interested in this option, which can be embedded in their degree programs by using elective courses. The certificate would complement their gaming skills because while, for example, game designers are concerned with concept design, graphic designers are concerned with interface design or the display of dialogue trees. But students with degrees outside Art might also be interested in this value-added piece, such as programming, advertising and marketing, business management, and writing (<https://www.graphicdesigndegreehub.com/lists/5-types-of-degrees-that-can-lead-to-a-career-in-graphic-design/>). One advantage of this certificate is its brevity. With a twelve-hour certificate, students can enter the job market more quickly than their counterparts at other Arkansas institution while learning the necessary skills of entry-level employment.

The Art Department estimates that given the number of students already enrolled, it can have an enrollment in the first year of 25 students, with the following chart indicating anticipated growth:

Year 1	25
Year 2	35
Year 3	40 (some attrition may occur in Year 3, slowing growth)
Year 4	45
Year 5	55

Resources

Increased enrollments in graphic design courses, especially from those not majoring in graphic design, may entail one or two additional sections of Art 1403 and 1503 each year. Additional part-time faculty assistance may require an additional \$4,200-\$6,300 per year. If anticipated projections are correct, the profitability of the certificate would outweigh the additional part-time

faculty costs.

Faculty

There will be some impact on faculty load, with class sizes rising to a degree. But given the slight decrease in the number of majors in these baccalaureate programs, the overall impact to faculty load will be minimal.

Assessment

GRAPHIC DESIGN

1.1 Critical Analysis

Objectively participate in class critiques and respond with/ to constructive criticism.

1.2 Communication

Identify and effectively apply the use of visual arts concepts and vocabulary to analyze the artist's work and the work of others in verbal and written formats.

1.3 Tools & Technology

Demonstrate proficiency in the use of art tools, materials, and technology appropriate to the field.

1.4 Professional

Demonstrate an understanding of professionalism required of a serious student of art and develop a substantive portfolio.

1.5 Content

Demonstrate an understanding of contemporary art trends, major artist's works, and historical movements.

6. Approval letter from licensure/certification entity, if required.

N/A – Our accrediting organization does not oversee certificate programs.

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

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Institution:

Name of Provost/Chief Academic Officer Signature Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification (select all that apply)

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
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- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Certificate of Proficiency in Sports Media
Degree Code		
CIP Code		09.0906
% Online (if applicable)		25%-50%

Reason for Proposed Action (attach additional pages as needed)

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

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- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title**
CP in Sports Media
- 2. CIP code**
09.0906 Sports Communication
- 3. % online (if applicable)**
25%-50%
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Comm 4043 Sports Communication*

An overview of the research and professional opportunities available to those interested in entering the field of sport media. Course topics include professional sports communication, marketing sports brands, and the cultural analysis of sports media.

Jour 2511 and 2521 Sports Media Practicum*

Practical work experience with the ATU athletics program including job shadowing and work as commentator, producer, director or technician.

Jour 3283 Digital Media Production*

Students learn media production using the tools of cameras, film, audio production, lighting, drone photography, editing, and mobile TV production. This hands-on application will develop the physical and mental skills necessary to evolve in the TV production field.

Jour 3583 Sports Reporting*

Students will provide journalistic coverage of sports and its impact through a variety of story types including previous stories, event coverage stories, feature stories and commentary.

1 additional hour of practicum (Print, Broadcast, or Multimedia---Jour 1411, 1421, 1811, 1821, 1911, 1921, 2411, 2421, 2811, 2821, 2911, 2921, 3411, 3421, 3811, 3821, 3911, 3921, 4411, 4421, 4811, 4821, 4911, or 4921)

*** - starred courses are new, though all but Jour 2511 and 2521 have been offered as special seminars before.**

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

According to the Bureau of Labor Statistics, employment in media and communication occupations is projected to grow 6% in the next decade (<https://www.bls.gov/ooh/media-and-communication/home.htm>). The median annual salary for this group was \$62,340 in May 2021.

With the pandemic, more and more organizations began to stream their sporting events. For example, Arkansas Tech now streams most of its sporting events. This pattern is repeated at high schools, leading to a need for the skill of covering these events.

Already, there are several ways for students to be involved in sports media at ATU, though not to take a course of study in that area. The chart below represents Spring 2023: it shows how many students participate in sports media and in which ways.

Sports shows on campus TV	9
Sports shows on campus radio	1
Sports writing in campus newspaper	6
Sports photography in campus newspaper	4
Sports coverage for ATU Athletics (paid student work)	~15

Given that some of these numbers represent overlap, the data above leads to the following projection:

2024-25	17
2025-26	20
2026-27	23
2027-28	27
2028-29	35

This certificate program will be housed in the Department of Communication and Journalism. While some of the classes need to be added to the catalogue, the courses have already been taught as special topic seminars. The only exception is the Sports Media practicums. However, the ATU Journalism program has offered practicums for decades; and many students have emphasized sports in these practicums. The only change would be create practicum courses more directly on sports that work with ATU Athletics.

ATU Athletics has expressed interest in this idea and see a need for it. In fact, the initial impetus came from that division.

Program Review

This program will be reviewed with the BA in Journalism.

Program Learning Outcomes

PLO 1 --- Students will analyze sporting events showing an understanding of current issues in the sports field including message management and identity.

PLO 2 --- Students will use language and technology to document sporting events as they are happening or after the fact.

PLO 1 Applicable Courses and Assignments

Comm 4043: Short essays

Practicum: Field experience as rated by instructor and athletics staff member

PLO 2 Applicable Courses and Assignments

Jour 3283: Final exam questions

Jour 3583: Sports journalist report

Practicum: Field experience as rated by instructor and athletics staff member

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
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Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title. Advanced Certificate in Secondary Education**
2. **CIP code. 13.1205**
3. **% online (if applicable)**
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
 - SEED 2003 Education as a Profession
 - EDMD 2013 Educational Technology
 - SPED 4052 Educating Developing, Diverse, and Exceptional Learners
 - SEED 4503 Seminar in Secondary Education
 - SEED 4553 Classroom Application of Educational Psychology
 - SEED 2113 Human Development and Learning Theories
 - SEED 4909 Teaching in the Secondary School or SEED 4809 - Teaching in the K12 School.
 - Total hours: 26**

Students will also be required to complete a competency module for methods in their teaching area prior to applying to the internship.
5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

Each year the state publishes shortage areas; From the most recent report (22-23) [https://dese.ade.arkansas.gov/Files/2022-2023 Core Academic Subject Area Teacher Shortage List EEF.pdf](https://dese.ade.arkansas.gov/Files/2022-2023%20Core%20Academic%20Subject%20Area%20Teacher%20Shortage%20List%20EEF.pdf) (The programs highlighted in yellow are programs we had, but cut, and the only way students can become teachers is to graduate, then pursue a Masters degree or state licensure through their alternative program APPEL.) Arkansas Department of Education, Division of Elementary and Secondary Education has designated the following as core academic subject teacher shortage areas for the 2022-2023 school year. • Art (K-12) • Computer Science (4-12) • Foreign Language (K-12) • Music (K-12) • Secondary Mathematics (7-12) • Secondary Science (7-12) (all areas) • Secondary Social Studies (7-12) • Special Education (K-12).

At Arkansas Tech – we have cut programs in Computer Science, Foreign Language, all Sciences because they do not pass the ADHE viability tests. This will allow students to still obtain teaching credentials in secondary education even if the program is cut.

- 6. Approval letter from licensure/certification entity, if required.**
This comes after internal approval.

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

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Dr. Julie Furst-Bowe	Julie Furst-Bowe <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:29:58 -05'00'</small>	
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
 - Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
 - Program reconfiguration **attach copy of before & after curriculum*
 - Program curriculum revision **attach copy of before and after curriculum*
 - Existing program offered by distance technology
 - Existing certificate or degree program offered at an existing off-campus location
 - New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*
- Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Certificate of Proficiency in Cyber Resilience
Degree Code		
CIP Code		43.03
% Online (if applicable)		100%

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

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Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title**
Certificate of Proficiency in Cyber Resilience
2. **CIP code**
43.03
3. **% online (if applicable)**
100
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
12 Hours: (all existing courses)
 - EAM 1013: Aim & Scope of Emergency Management
 - EAM 4013: Resilience and Continuity
 - CSEC 1003: Introduction to Cyber Security
 - CSEC 2213: Network Forensics and Incident Response
5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**
In 2021, the ATU emergency management program surveyed alumnus to keep up to date with emerging trends in the field. According to the survey results, cyber resilience was the highest ranked topic to supplement the curriculum. Additionally, business continuity professionals and the department advisory board have continually stressed the need for educated and diverse emergency management – cyber professionals.

At the state level, The Arkansas Economic Development Commission (AEDC) encourages businesses to, "improve resilience by making sure their risk management processes contain comprehensive recovery planning." AEDC Executive Director Mike Preston stated, "... the majority of all targeted cyberattacks in the past year were directed at small and mid-sized businesses. It is especially threatening to these businesses, about 60 percent of which have been reported to go out of business within six months of the attack. We want to do whatever we can to keep Arkansas' small businesses safe so they can continue to grow and reach their full potential."

Nationally, H.R.4910 - State Cyber Resiliency Act, currently in the House committees Homeland Security; Transportation and Infrastructure, aims to

“mitigate talent gaps in the State government cybersecurity workforce, enhancing recruitment and retention efforts for such workforce, and bolstering the knowledge, skills, and abilities of State government personnel to protect against cybersecurity threats and vulnerabilities”. This Act will also require states to have cyber resilience plans and encourages a well-educated and diverse cyber resilience workforce.

This certificate bridges the gap between IT security professionals and organizational personnel, not just emergency managers, who all have overlapping roles in enhancing cyber resilience

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Tammy Weaver

From: Rene Couture
Sent: Monday, August 28, 2023 4:43 PM
To: Christine Austin; Tammy Weaver
Subject: EM assessments for certificate

Maybe these will suffice?

From: Bethany Swindell <bswindell@atu.edu>
Sent: Monday, August 28, 2023 4:22:57 PM
To: Rene Couture <rcouture@atu.edu>; Jamie Stacy <jstacy4@atu.edu>
Subject: RE: example of assessment for certificate

I apologize for any confusion caused by the oversight in the initial proposals. Each of the proposed certificates indeed utilizes existing program learning outcomes as a central component of their assessment framework.

1. **Cyber Resilience:** The technological program learning outcome aligns seamlessly with the core objectives of the cyber resilience certificate. Technological literacy is introduced in EAM 1013, which is a required course for the proposed certificate. Technological Literacy PLO: Upon completion, students possess a fundamental understanding of evolving technologies, their relevant application to practice, and timely adoption of these technologies.

Technological Literacy

The emergency management professional possesses a fundamental understanding of evolving technologies, their relevant application to practice, and timely adoption of these technologies. Technology refers to the mechanisms or devices developed from the application of scientific knowledge. Integrating emerging or evolving technology into emergency management practice requires an awareness of current innovations, the ability to evaluate their potential utility, the expertise to utilize technologies, and a grasp of the security measures necessary to protect the technology.

2. **Global Security:** The certificate was structured around the Disaster & Homeland Security Risk Management program learning outcome. This PLO is introduced in EAM 1013, a required course for the proposed certificate. Disaster & Homeland Security Risk Management PLO: Upon completion, students clearly communicate and explain hazard risks to a wide range of stakeholders.

Disaster Risk Management

Definition:

The emergency management professional communicates and facilitates disaster risk awareness, assessment, measurement, and reduction across a broad spectrum of stakeholders. Disaster risk management is the application of strategies and policies to prevent new disaster risk, reduce existing disaster risk, and manage the residual disaster risk, ultimately contributing to loss reduction, resilience building, and thriving communities. An understanding of how systems interact to create risk, along with recognition that risk is interdependent with social systems is fundamental to the function.

3. **sUAS:** The sUAS certificate will measure the technological literacy PLO. This outcome was carefully chosen to reflect the practical applicability of the skills acquired. Technological Literacy PLO: Upon completion, students consider ethical, legal, and social implications of technology.

4. Emergency Management: This certificate will utilize Operates with the EM Framework PLO as all of the required courses for the certificate measure this PLO. Operates with the EM Framework PLO: Upon completion, students utilize sound risk management principles, such as hazard identification, risk and vulnerability analyses, and impact analysis, in assigning priorities and resources

Operates within the EM Framework

Definition:

The emergency management professional utilizes a proactive, anticipatory, and innovative approach for guiding public policy and in the application of the emergency management framework and principles. Emergency management seeks to promote safer, more resilient, and thriving communities. All necessary actions are employed to mitigate against, prepare for, respond to, and recover from threatened or actual hazards. Emergency Management activities must be comprehensive, progressive, risk-driven, integrated, collaborative, coordinated, flexible, and professional.

From: Rene Couture <rcouture@atu.edu>

Sent: Monday, August 28, 2023 3:58 PM

To: Jamie Stacy <jstacy4@atu.edu>; Bethany Swindell <bswindell@atu.edu>

Subject: example of assessment for certificate

If you can send me some kind of assessment (see the example from Workplace supervision in Section 5) by tomorrow morning, at least for the unmanned aerial systems, and maybe the 3 others, I will be able to send that to Tammy. She will then display it on her screen during the Webex curriculum meeting tomorrow. I'm heading out of the office now because we have 1 kid going to PT and the other to Maumelle. But I can respond to email later tonight.

Rene Couture, Ph.D.

Interim Department Head, EPS

Associate Professor, Student Affairs Administration

Dean 201

Arkansas Tech University

Russellville, AR

rcouture@atu.edu

<https://www.atu.edu/eps/>

Letter of Notification

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Institution: 

Dr. Julie Furst-Bowe	Julie Furst-Bowe <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:29:12 -05'00'</small>	
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date
 Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification (select all that apply)

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other *attach copy of MOU
- Program reconfiguration *attach copy of before & after curriculum
- Program curriculum revision *attach copy of before and after curriculum
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) *attach copy of curriculum

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Certificate of Proficiency in Emergency Management
Degree Code		
CIP Code		43.03
% Online (if applicable)		100%

Reason for Proposed Action (attach additional pages as needed)

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

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LETTER OF NOTIFICATION

New Certificate Program

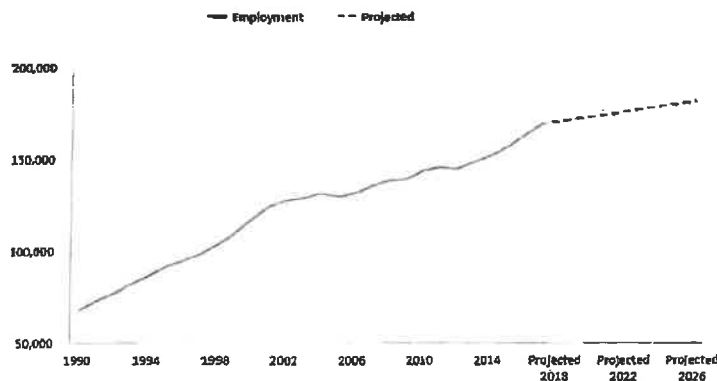
Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title**
Certificate of Proficiency in Emergency Management
- 2. CIP code**
43.03
- 3. % online (if applicable)**
100
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
12 Hours: (all existing courses)
 - EAM 1013: Aim & Scope of Emergency Management
 - EAM 3023: Principles of Preparedness and Response
 - EAM 4003: Principles of Mitigation and Recovery
 - EAM elective (3 hours)
- 5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

According to the U.S. Bureau of Labor Statistics employment in the emergency management industry more than doubled between 1990 and 2017, with continued growth projected through 2026. Employment growth in emergency management is projected to be faster than the average for all occupations from 2016 to 2026.

Chart 1. Employment in emergency and other relief services, 1990–2017 and projected 2026



Source: U.S. Bureau of Labor Statistics, Current Employment Statistics (1990–2017 nonfarm wage and salary employment, not seasonally adjusted) and Employment Projections (2026 projected employment).

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

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Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

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Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Certificate of Proficiency in Global Security
Degree Code		
CIP Code		43.03
% Online (if applicable)		100%

Reason for Proposed Action (*attach additional pages as needed*)

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

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2. **CIP code**
43.03
3. **% online (if applicable)**
100
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
12 Hours: (all existing courses)
 - EAM 1013: Aim & Scope of Emergency Management
 - CJ 2003: Intro to Criminal Justice *OR* EAM 3243: Terrorism and Counterterrorism
 - CSEC 1003: Introduction to Cybersecurity
 - POLS 2413: International Relations *OR* POLS 3473 National Security Policy
5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**
Security studies personnel are on the front lines in the battle against cybersecurity threats, homeland security vulnerabilities, violent crime and data privacy breaches. Security-related career opportunities are expected to increase through 2031, according to recent data from the U.S. Bureau of Labor Statistics:
 - Information security analysts—projected to grow 35%
 - Police and detectives—projected to grow 7%
 - Emergency management directors—projected to grow 6%

The growth of employment opportunities within the **global security studies** field is much faster than the average for all occupations. This undergraduate certificate will prepare students for the Twenty-First Century globalized job market and security environment to meet the growing need of professional **global security** personnel.

The undergraduate **global security** certificate prepares students for a wide range of entry-level positions in the **global security** sector. Depending on the student's primary major, the addition of this multidisciplinary certificate in **global security** will add additional job opportunities such as cybersecurity specialist, global security operations analyst, crime and intelligence analyst and many more, with employers such as:

- Department of Homeland Security
- Defense Intelligence Agency
- National Security Agency
- Local and state law enforcement
- International humanitarian aid organizations

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N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

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Interim Department Head, EPS

Associate Professor, Student Affairs Administration

Dean 201

Arkansas Tech University

Russellville, AR

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Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:28:18 -05'00'

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Signature
Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

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- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Certificate of Proficiency in Nonprofit Leadership
Degree Code		
CIP Code		52.0206
% Online (if applicable)		100%

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

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- Place program on "Inactive Status" list *(program must have no declared students)*
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Program/Certificate/Option	Degree Code	CIP Code

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Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. Proposed degree title: Certificate of Proficiency in Nonprofit Leadership

2. CIP code: 52.0206

3. % online (if applicable): 100%

4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

Requires 12 credit hours.

POLS 3053 Public Administration

OL 4143 Nonprofit Governance

OL 4343 Community Development

OL 4053 Philanthropy and Fundraising OR

OL 3233 Volunteer Leadership and Development (new course)

This course provides students 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.

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

Program Need

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 interdisciplinary design of the degree: 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 example, Indeed.com identifies the following among the Top 10 nonprofit careers: fundraising manager, advocacy manager, philanthropy manager, program director, development director, chief operating officer, and chief executive officers/executive directors. Due to space limitations, this cursory proposal presents national data for two sector career pathways: Social and Community Service Managers (SOC 11-9151), Fundraisers (SOC), and Fundraising Managers (SOC 11-2033).

Program Goals

The program learning outcome adapts the competencies the Nonprofit Leadership Alliance identified. The certificate prepares the student to pursue the Certified Nonprofit Professional through the Nonprofit Leadership Alliance.

Program Learning Outcome:

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.

Enrollment

AY 25: 5 students
AY 26: 15 students (5-10 graduates)
AY 27: 25 students (15-20 graduates)
AY 28: 30 students (15-20 graduates)

The graduation rate estimates vary due to the nature of a 12-hour certificate, which a student may complete in an academic year; however, some students may elect to spread the certificate across their degree program requirements.

With the exception of POLS 3053, the certificate is a cognate of the Bachelor of Arts in Organizational Studies. The number of students who might choose this certificate enrolled in varying degree programs at the institution is insignificant. The certificate can be completed 100% asynchronously. As such, the department will market the program to two-year institutions in the state. The program can also be converted to a non-credit continuing

education certificate or as stand-alone non-credit courses. The department will engage in an expanded enrollment projection with the development of the curriculum proposal. The program presents a unique option within Arkansas for students interested in a career in this expansive sector.

6. Approval letter from licensure/certification entity, if required.

Not applicable

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. Proposed degree title Certificate of Proficiency in Project Management
2. CIP code 52.0211
3. % online (if applicable) 100% online
4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

Certificate of Proficiency (12 credit hours)

BAS 4453 Problem Solving and Root Cause Analysis

BAS 4353 Project Management

BAS 4363 Project Risk Analysis and Mitigation

BAS 4373: Leading Agile Projects

The curriculum does not require any new courses. It is a cognate of the Bachelor of Applied Science degree.

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

Project Management: A program that prepares individuals to apply quantitative and qualitative knowledge, skills, tools, and techniques to manage projects in various fields and occupations.

The curriculum is designed to prepare students to pursue either Certified Associate in Project Management (CAPM) or Project Management Professional status as credentialed by the Project Management Institute. The guiding document for course development is PMI's *A Guide to the Project Management Body of Knowledge (7e)*, with appropriate supplementation from PMI's *Agile Practice Guide*.

The Department of Professional Studies will embed the CP-Project Management in the Bachelor of Applied Science degree. Additionally, an 18-hour concentration in Project Management is submitted for inclusion in the Bachelor of Arts in Organizational Leadership degree program.

According to the Project Management Institute (PMI), the recognized global standard in project management certification, the global demand for qualified project managers has expected growth in the sector by approximately 33 percent by 2027.

According to the Bureau of Labor Statistics, "Employment of project management specialists is projected to grow 7 percent from 2021 to 2031, about as fast as the average for all occupations" (BLS.gov, 2023), with approximately 70,400 national openings for project management specialists each year between 2021-2031.

According to the Bureau of Labor Statistics' current data, the employment projection for Project Management Specialist (SOC 131082) is 4,550 positions with a mean hourly wage of \$34.69/hour, an hourly median wage of \$29.90/hour, and an annual mean salary of \$72,160 (BLS.gov, 2023).

Gray & Associates data for CIP 52.0211 Project Management (2021) identifies 133,072 related positions nationally. By degree level, 34% required a four-year degree, while the degree level is Not Applicable (NA) for 57% of jobs available. For Arkansas, Gray & Associates data identified 743 positions across 174 companies between 2019-2021. Of these positions, 52% required a bachelor's degree, while 40% indicated that a four-year degree is not applicable. In 2021, Gray & Associates data identified 280 position openings connected to CIP 52.0211 Project Management across 75 companies (57% required a four-year degree; 36% degree not applicable).

January 2021:	46 positions
February 2021:	51 positions
March 2021:	121 positions
April 2021:	62 positions

A search for project manager positions in Arkansas on Indeed.com returned 383 advertised jobs in April 2023. (Indeed.com).

According to Burning Glass, the median salary for a project manager is \$80,280; however, the median salary projection for an individual with an associate's degree is \$54,900. With a bachelor's degree and less than two years of experience, the median salary expectation is \$56,000. Burning Glass (as cited in Kolakowski, 2020) data indicates that approximately 80% of project manager positions require a bachelor's degree, while 11.5% seek a candidate who has completed high school, and 4.7% require an associate's degree. As a stackable credential, the CP in Project Management is available to individuals with a high school degree, an associate's degree, or a bachelor's degree.

The critical steps to entry-level project management include earning a degree (Bachelor's preferred, mastering the Project Management Body of Knowledge (PMBOK), and obtaining the Certified Associate in Project Management (CAPM) through the Project Management Institute (PMI).

Program Goal

Program Learning Outcome 1: Students recognize, articulate, and apply the principles of project management identified by the Project Management Institute (PMI): Stakeholders, Team, Development Approach and Life Cycle, Planning, Project Work, Delivery, Measurement, and Uncertainty.

Projected Enrollment

AY 2025 15 students (5-10 graduates)
AY 2026 25 students (15-20 graduates)
AY 2027 30 students (15-20 graduates)
AY 2028 35 students (15-20 graduates)

The Certificate of Proficiency is a 12-credit hour program which students may complete in an academic year; other students may choose to disperse the program of study over the duration of a four-year degree.

Given current enrollment in the BAS degree (50 students, Fall 2023 projection) and the BA-Organizational Leadership degree (100 students, Fall 2023 projection), the expectation is that a minimum of one-third of BAS students will choose the concentration in Project Management with the embedded CP-Project Management (Three years: 30 students; Five years: 40 students). A ten percent selection rate of a concentration in Project Management by students enrolled in the BA-Organizational Leadership program will result in approximately 30 students in three years and 35 students in five years. As a stand-alone certificate offered 100% virtually and asynchronously across the institution (in a HyFlex format), a conservative estimate of 15 students in three years and 30 students in five years is anticipated for students enrolled in varying degrees offered by Arkansas Tech University.

6. Approval letter from licensure/certification entity, if required.

Not applicable

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
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- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title**
Certificate of Proficiency in small Unmanned Aerial Systems (sUAS)
2. **CIP code**
43.03
3. **% online (if applicable)**
100
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
12 Hours:
 - EAM 1013: Aim & Scope of Emergency Management
 - EAM 2413: UAVs in Emergency Management
 - EAM 3413: UAVs for Commercial Use (NEW COURSE)
Description: This course covers 14 CFR Part 107, the FAA regulation governing commercial Small Unmanned Aircraft Systems, or sUAS, required for operation for work or business purposes.
 - *JOUR 4053 or BAS 4353 or EAM 4023*Students will select the certificate emphasis: photography/journalism, project management, or technology
5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

FAA Part 107 certified small unmanned aerial systems (sUAS) operators are employed in a variety of industries including agriculture, insurance, photography and video, mapping, remote sensing, emergency management, and homeland security.

The unmanned system undergraduate certificate will equip students with the skillset required to operate unmanned vehicles, fly safely in the National Airspace while abiding by current regulations, and preparation for drone licensing testing. Courses comply with FAA (Federal Aviation Administration) regulations and provide students with the theoretical and practical knowledge needed to pass the FAA Part 107 Drone Pilot test. At the completion of the certificate, students will understand the current landscape of aviation regulations, flight safety, flight planning, drone service business models, and emergency management.

According to an economic impact study conducted by the Association of Unmanned Vehicle Systems International, Arkansas is estimated to benefit \$80 million and an additional 400 jobs from sUAS technology. And, according to Research and Markets, the demand for drone pilots is expected to grow by 51.1 percent over the next five years, with sales projected to reach over \$16 billion by 2030. Advancing sUAS technology is transforming the entire job landscape.

This certificate will prepare students to capitalize on the increasing job opportunities the moment they graduate.

National studies by the Association for Unmanned Vehicle Systems International (AUVSI) further estimate that the United States could see 100,000 new jobs in unmanned systems by the year 2025 and project an \$82 billion national economic value.

The opportunities for application of sUAS (commonly known as drones) technology are growing exponentially as unmanned vehicles are increasingly able to perform more complex missions with greater operational flexibility and at far lower costs than traditional methods. Drones are being utilized by federal, state, local, tribal, and territorial governments as well as in private enterprises and industries.

The sUAS course provided by the emergency management academic program quickly fill and available seats for the class are increased to accommodate the demand. Current students are requesting additional sUAS special topic courses and indicate interest in obtaining a sUAS certificate.

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Tammy Weaver

From: Rene Couture
Sent: Monday, August 28, 2023 4:43 PM
To: Christine Austin; Tammy Weaver
Subject: EM assessments for certificate

Maybe these will suffice?

From: Bethany Swindell <bswindell@atu.edu>
Sent: Monday, August 28, 2023 4:22:57 PM
To: Rene Couture <rcouture@atu.edu>; Jamie Stacy <jstacy4@atu.edu>
Subject: RE: example of assessment for certificate

I apologize for any confusion caused by the oversight in the initial proposals. Each of the proposed certificates indeed utilizes existing program learning outcomes as a central component of their assessment framework.

1. **Cyber Resilience:** The technological program learning outcome aligns seamlessly with the core objectives of the cyber resilience certificate. Technological literacy is introduced in EAM 1013, which is a required course for the proposed certificate. Technological Literacy PLO: Upon completion, students possess a fundamental understanding of evolving technologies, their relevant application to practice, and timely adoption of these technologies.

Technological Literacy

The emergency management professional possesses a fundamental understanding of evolving technologies, their relevant application to practice, and timely adoption of these technologies. Technology refers to the mechanisms or devices developed from the application of scientific knowledge. Integrating emerging or evolving technology into emergency management practice requires an awareness of current innovations, the ability to evaluate their potential utility, the expertise to utilize technologies, and a grasp of the security measures necessary to protect the technology.

2. **Global Security:** The certificate was structured around the Disaster & Homeland Security Risk Management program learning outcome. This PLO is introduced in EAM 1013, a required course for the proposed certificate. Disaster & Homeland Security Risk Management PLO: Upon completion, students clearly communicate and explain hazard risks to a wide range of stakeholders.

Disaster Risk Management

Definition:

The emergency management professional communicates and facilitates disaster risk awareness, assessment, measurement, and reduction across a broad spectrum of stakeholders. Disaster risk management is the application of strategies and policies to prevent new disaster risk, reduce existing disaster risk, and manage the residual disaster risk, ultimately contributing to loss reduction, resilience building, and thriving communities. An understanding of how systems interact to create risk, along with recognition that risk is interdependent with social systems is fundamental to the function.

3. **sUAS:** The sUAS certificate will measure the technological literacy PLO. This outcome was carefully chosen to reflect the practical applicability of the skills acquired. Technological Literacy PLO: Upon completion, students consider ethical, legal, and social implications of technology.

4. **Emergency Management:** This certificate will utilize Operates with the EM Framework PLO as all of the required courses for the certificate measure this PLO. Operates with the EM Framework PLO: Upon completion, students utilize sound risk management principles, such as hazard identification, risk and vulnerability analyses, and impact analysis, in assigning priorities and resources

Operates within the EM Framework

Definition:

The emergency management professional utilizes a proactive, anticipatory, and innovative approach for guiding public policy and in the application of the emergency management framework and principles. Emergency management seeks to promote safer, more resilient, and thriving communities. All necessary actions are employed to mitigate against, prepare for, respond to, and recover from threatened or actual hazards. Emergency Management activities must be comprehensive, progressive, risk-driven, integrated, collaborative, coordinated, flexible, and professional.

From: Rene Couture <rcouture@atu.edu>

Sent: Monday, August 28, 2023 3:58 PM

To: Jamie Stacy <jstacy4@atu.edu>; Bethany Swindell <bswindell@atu.edu>

Subject: example of assessment for certificate

If you can send me some kind of assessment (see the example from Workplace supervision in Section 5) by tomorrow morning, at least for the unmanned aerial systems, and maybe the 3 others, I will be able to send that to Tammy. She will then display it on her screen during the Webex curriculum meeting tomorrow. I'm heading out of the office now because we have 1 kid going to PT and the other to Maumelle. But I can respond to email later tonight.

Rene Couture, Ph.D.

Interim Department Head, EPS

Associate Professor, Student Affairs Administration

Dean 201

Arkansas Tech University

Russellville, AR

rcouture@atu.edu

<https://www.atu.edu/eps/>

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
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- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title** Certificate of Proficiency in Training and Organizational Development
- 2. CIP code** 13.1201
- 3. % online (if applicable)** 100% online
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Certificate of Proficiency (12 credit hours)

OL 3133: Principles of Personnel Management

OL 4243: Adult Learning in Organizations

OL 4743: Organizational Change

OL 4843: Training and Organizational Development

- 5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

Description: The Certificate of Proficiency (CP) in Training and Organizational Development includes undergraduate instruction in personnel management, the application of adult learning theory in organizations, organizational change, training, and organizational development.

Rationale for Development: The CP in Training and Organizational Development supports multiple elements of Arkansas Tech University's strategic plan:

Goal 1 Student Access and Opportunity

- Item 1: Recruit and enroll first-time freshmen, transfer students, new graduate students and students who have dropped out/stopped out.

Goal 4 Programs and Deliveries

- Item 1: Identify and implement academic and non-credit programs in response to market demand.
- Item 3: Identify and implement new pathways to stackable courses and/or degree offerings.

Employment of training and development managers is projected to grow 11 percent from 2020 to 2030, faster than the average for all occupations. About 4,300 openings for training and development managers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. In many occupations, employees are required to take continuing education and skill development courses throughout their careers, creating demand for workers who develop and provide training materials.

Innovations in training methods and learning technology are expected to continue throughout the decade, particularly for organizations with remote workers. Organizations use social media, visual simulations, mobile learning, and social networks in their training programs. Training and development managers need to continue modifying training programs, allocating budgets, and integrating these features into training programs and curriculums.

In addition, as companies seek to reduce costs, training and development managers may be required to structure programs to enlist available experts, take advantage of existing resources, and facilitate positive relationships among staff. Training and development managers may use informal collaborative learning and social media to engage and train employees in the most cost- effective way.

11.3131.00 Training and Development Managers (O*Net, 2022)

<u>2018 Employment</u>	<u>2028 Projected Employment</u>	<u>Projected Growth (2018-2028)</u>	<u>Projected Annual Openings (2028)</u>
230	270	17%	30
420	460	10%	40
1,960	460	5%	40
450	2310	18%	220
190	480	7%	No data
1,150	200	5%	No data
	1,320	15%	130
42,100	46,600	11%	4,300

The data (O*Net, 2022) projects a “bright outlook” both within Arkansas and Nationally between now and 2028:

Arkansas Employment Trends for: 11-3131.00 - Training and Development Managers

View trends for state:

Arkansas

Employment (2018)	Projected employment (2024)	Projected growth (2018-2024)	Projected annual job openings (2018-2024)
234 employees	270 employees	17%	30

United States

Employment (2020)	Projected employment (2030)	Projected growth (2020-2030)	Projected annual job openings (2020-2030)
42 100 employees	46 600 employees	see 11% (faster than average)	4,300

Projected Enrollment: Enrollment in the CP in Training and Organizational Development, as a cognate of the Bachelor of Arts in Organizational Leadership, will depend on various factors such as the program's reputation, marketing efforts, competition, and industry demand. However, based on market research and analysis, the following are three to five-year enrollment goals for an undergraduate training and organizational development certificate program in Arkansas. The program's first-year target is a minimum of 20 students, which will be supported by the cognate status of the certificate in Bachelor of Arts in Organizational Leadership programs. To achieve this, the program must develop strong marketing strategies to promote the program across the state, such as social media campaigns, email marketing, and local advertisements. Additionally, partnerships with local businesses, industries, community colleges, and organizations could help attract potential students. By the third year, the program establishes a minimum of 25 students. At this stage, the program should have established itself as a reputable program, and potential students should have more awareness of the program.

Partnerships with local organizations and businesses should continue to play a role in attracting new students. Additionally, the program should consider developing new courses or expanding its program offerings to meet industry demand. By the fifth year, the program aims to sustain enrollment numbers and gradually increase its maximum number of students. The program will leverage its reputation and marketing strategies to attract potential students. The four-course certificate of proficiency has the potential for conversion to a non-credit certificate as a professional development offering to business and industry in the region.

Projected Enrollment

- AY 2025 – 20 students (5-10 graduates)
- AY 2026 – 35 students (15 - 20 graduates)
- AY 2027 – 50 students (25 – 30 graduates)

Program Learning Outcome: 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.

6. Approval letter from licensure/certification entity, if required.

Not applicable.

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution: 

Dr. Julie Furst-Bowe	Julie Furst-Bowe <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:27:29 -05'00'</small>	
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Certificate of Proficiency in Workplace Supervision
Degree Code		
CIP Code		52.0213
% Online (if applicable)		100%

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
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Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title** Certificate of Proficiency in Workplace Supervision
2. **CIP code** 52.0213 Organizational Leadership
3. **% online (if applicable)** 100% online

4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Certificate of Proficiency (12 credit hours)

OL 4543 Workplace Supervision

OL 3133 Principles of Personnel Management

OL 4443 Professional Leadership

OL 4643 Organization Globalization & Diversity

The certificate does not include a new course.

5. **Justification/need for the new program, including degree program goals, objectives, student learning outcomes, and projected enrollment of the new degree.**

The Certificate of Proficiency in Workforce Supervision is designed to provide individuals in front-line leadership positions with current content in balancing the requirements for high work performance with the workforce's diverse needs. The emerging leader preparing to take on a supervisory role for the first time and who is responsible for translating an organization's vision, mission, and objectives to first-level or departmental employees or those that want to enhance their effectiveness as a current team leader.

The need for a workforce supervision academic certificate has become increasingly important as organizations strive to improve their productivity, efficiency, and overall performance. Effective supervision ensures employees are motivated, engaged, and productive, ultimately leading to higher organizational success. An academic certificate in workforce supervision provides individuals with the knowledge and skills necessary to become effective supervisors. In addition, these courses provide individuals with a

comprehensive understanding of the various elements of workforce supervision and enable them to develop strategies for managing teams effectively.

Moreover, the certificate program is designed to equip individuals with the practical skills to implement their knowledge effectively. Students are exposed to real-life case studies, which enables them to apply their theoretical knowledge to practical situations. This hands-on experience is essential to developing the practical skills required for successful workforce supervision.

In addition to practical skills, a workforce supervision academic certificate enhances an individual's credibility as a supervisor. Employers are more likely to hire and promote individuals who have completed such a program as they demonstrate a commitment to professional development and a willingness to learn. Moreover, individuals who have earned a certificate in workforce supervision are typically more confident in their abilities, which can lead to improved performance and greater job satisfaction. Finally, a workforce supervision academic certificate can provide a pathway to career advancement. Many organizations require or prefer supervisors who have completed such a program, and earning a certification can open up new opportunities for improvement or higher-paying positions.

Program Goal

Program Learning Outcome 1: Upon completion, students demonstrate a comprehensive understanding of the principles of front-line workforce supervision, including leadership, communication, employee motivation, team building, conflict resolution, and performance management.

Enrollment Projection

AY 25: 10 students (5 graduates)
AY 26: 15 students (10-15 graduates)
AY 27: 25 students (15-20 graduates)
AY 28: 25 students (15-20 graduates)

The certificate of proficiency is a 12-credit hour program. Students may complete the certificate in an academic year; others may choose to distribute the requirements across a four-year program of study.

The enrollment goals for a workforce supervision certificate program in Arkansas will depend on various factors, such as the program's reputation, marketing efforts, competition, and industry demand. However, based on market research and analysis, the following are three to five-year enrollment goals for a workforce supervision certificate program in Arkansas.

The program's first-year target is a minimum of 10 students, which the cognate status of the certificate will support in three departmental four-year programs. To achieve this, the program must develop robust marketing strategies to promote the program across the state, such as social media campaigns, email marketing, and local advertisements. Additionally, partnerships with local businesses, industries, community colleges, and organizations could help attract potential students.

By the third year, the program establishes a minimum of 25 students. At this stage, the program should have established itself as a reputable program, and potential students should have more awareness of the program. Partnerships with local organizations and businesses should continue to play a role in attracting new students. Additionally, the program should consider developing new courses or expanding its program offerings to meet industry demand.

By the fifth year, the program aims to sustain enrollment numbers and gradually increase its maximum number of students. In addition, the program will leverage its reputation and marketing strategies to attract potential students.

The four-course certificate of proficiency has the potential for conversion to a non-credit certificate as a professional development offering to businesses and industries in the region.

6. Approval letter from licensure/certification entity, if required.

Not applicable

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

Please save and upload this form and supporting documents to: [File Transfer System](#)

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title**
Business Continuity Graduate Certificate
- 2. CIP code**
43.03
- 3. % online (if applicable)**
Offered 100% online, on-campus, and in hybrid format.
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
The graduate certificate will require completion of 15 hours of course work. The EMHS and MBA programs at ATU are already offering these courses. The proposed curriculum for the Business Continuity Graduate Certificate is shown below.
 - EMHS 6063: Principles of Emergency Management
 - EMHS 6033: Leadership and Management
 - EMHS 6513: Technology for Comprehensive Emergency Management
 - EMHS 6023: Risk and Vulnerability Assessment for Business and Industry
 - MGMT 6203: Decision Modeling in Supply Chain Management
- 5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

Justification & Need for Program:

Disasters, both natural and man-made, have multitude of impacts on businesses that result in disruption of services. In a study conducted by Data Core, 54% of businesses reported downtime incidents that lasted at least eight hours within the past five years. According to the Federal Emergency Management Agency (FEMA) 90% of the businesses fail within a year if they are unable to get back and running within 5 days after a disaster. Moreover, 9 in 10 small businesses permanently close if they are slow to reopen. Business Continuity personnel are equipped with skills and expertise to provide continuity of operation and are involved in preparedness, response, recovery, and mitigation activities for businesses that minimize the impact during and after a disaster. The U.S. Bureau of Labor Statistics projects 5% job growth in business continuity related areas in the United States from 2021-2031. Furthermore, in a survey conducted by the ATU Emergency Management Program in 2021, alumnus of the program indicated business continuity as one of the important topics within emergency.

management. The proposed graduate certificate program will provide students additional job opportunities as business continuity planner, business resilience associate, crisis analyst, disaster recovery specialist, and risk advisor, with employment in banking field, corporations, healthcare, insurance agencies and many more. It will also allow the Emergency Management and Homeland Security (EMHS) program to collaborate with the Master of Business Administration (MBA) program at Tech.

Program Learning Outcomes:

- Acquire proficiency in conducting business impact analysis, developing business continuity plans, and identifying business recovery strategies to minimize organizational risks and impacts to disasters (PLO: Continual Learning).
- Implement strategies to provide continuity of operations during and in the aftermath of a disaster (PLO: Critical Thinking).

Enrollment:

It is expected that enrollment in this new certificate program will specifically attract students from the Emergency Management and Homeland Security (EMHS), Master of Business Administration (MBA) and Organizational Leadership (OL) Programs.

2024 - 2025 4 students
2025 - 2026 6 students
2026 - 2027 8 students
2027 - 2028 10 students
2028 - 2029 12 students

6. Approval letter from licensure/certification entity, if required.

Not Applicable

7. Effective date, term, and academic year

08/23/2024, 2024 Fall Term, 2024-25 Academic Year

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

<input type="text" value="Dr. Julie Furst-Bowe"/> Name of Provost/Chief Academic Officer	<input type="text" value="Julie Furst-Bowe"/> Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:23:45 -05'00' Signature	<input type="text"/> Date
President/Chancellor Approval Date <input type="text"/>	Board of Trustee Approval/Notification Date <input type="text"/>	
Contact Person: <input type="text" value="Dr. Rockie Pederson"/>	Contact Person's Title: <input type="text" value="Department Head, Kinesiology & Rehab Science"/>	
Contact Phone Number: <input type="text" value="(479) 968-0323"/>	Contact Email Address <input type="text" value="rpederson@atu.edu"/>	

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Graduate Certificate in Coaching, Strength, and Conditioning
Degree Code		
CIP Code		31.0599
% Online (if applicable)		80%

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. Proposed degree title

Graduate Certificate in Coaching Strength and Conditioning

2. CIP code 31.0599

3. % online (if applicable)

80% - All of the courses except for SCS 6043 and SCS 6053 are fully online. These 2 courses are half online and half face-to-face.

4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

- a. SCS 6013 Measurement and Evaluation in Strength and Conditioning
- b. SCS 6033 Strength and Conditioning Program Design and Development
- c. SCS 6043 Techniques for Development of Hypertrophy, Strength, and Power
- d. SCS 6053 Techniques for Development of Speed, Agility, Reaction Time, and Endurance
- e. SCS 6063 Trends in Sports Nutrition and Metabolism

All of these are existing courses. Additionally, this certificate would be directly stackable with both degree tracks in the MS in Kinesiology program. It is likely to be more appealing to students to continue into the Sport Science degree track, as it is fully online, whereas the Strength and Conditioning track is face-to-face.

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

A survey was sent to athletic directors and coaches in the northwest quadrant of the state of Arkansas. While the survey was asking about an educator licensure endorsement rather than specifically related to a certificate, the coursework would be the same. The results of the survey are attached in Appendix A. Of the 40 respondents to the survey, 72.5% were coaches. Of the responses, 100% of participants indicated that this credential would be beneficial to them.

Approximately 80% (9.7% yes and 71% maybe) of the respondents indicated that their district might be able to help pay for it. Of those who were interested personally, 64.3% would begin immediately while another 28.6% would begin in the

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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- Place program on "Inactive Status" list *(program must have no declared students)*
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Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
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Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title**
Cyber Risk Management Graduate Certificate
- 2. CIP code**
43.03
- 3. % online (if applicable)**
Offered 100% online, on-campus, and in hybrid format.
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
The graduate certificate will require completion of 15 hours of course work. The EMHS and IT programs at Arkansas Tech University are already offering these courses. The proposed curriculum for the Cyber Resilience Graduate Certificate is shown below.
 - EMHS 6063: Principles of Emergency Management
 - EMHS 6513: Technology for Comprehensive Emergency Management
 - EMHS 6023: Risk and Vulnerability Assessment for Business and Industry
 - INFT 5803: Principles of Cybersecurity
 - INFT 6803: Advanced Cybersecurity
- 5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

Justification & Need for Program:

The Presidential Policy Directive (PPD-21) specifies cyber resilience to be a national priority since 2013. Cyber-related jobs are one of the fastest-growing employment opportunities in the United States. Existing data suggests that there are more than 3.4 million skilled cyber professionals needed globally. Thus, there is a significant demand for professionals with a specialization in cyber risk management. Also, our graduates and current students have emphasized the importance of incorporating cyber resilience/cyber risk management into the Emergency Management and Homeland Security (EMHS) curriculum. This new graduate certificate program will provide opportunities to collaborate with the Information Technology (IT) Program and help with student enrollment and retention.

Program Learning Outcomes:

- Acquire skills to identify risks and vulnerabilities to cyber threats and technological failures (PLO: Technological Literacy).
- Adopt strategies to build cyber and technological resilience by focusing on preparedness, response, recovery, and mitigation related to cyber and technological incidents (PLO: Critical Thinking).

Enrollment:

Enrollment in this new certificate program is expected to attract students from the Emergency Management and Homeland Security (EMHS), Master of Business Administration (MBA), and Information Technology (IT) Programs. The projected number of program enrollments for 1-5 years is shown below:

2024 - 2025 3 students
2025 - 2026 5 students
2026 - 2027 8 students
2027 - 2028 10 students
2028 - 2029 12 students

6. Approval letter from licensure/certification entity, if required.

Not Applicable

7. Effective date, term, and academic year

08/23/2024, 2024 Fall Term, 2024-25 Academic Year

Letter of Notification

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Institution:

<input type="text" value="Dr. Julie Furst-Bowe"/> Name of Provost/Chief Academic Officer	<input type="text" value="Julie Furst-Bowe"/> Signature	<input type="text"/> Date
---	--	------------------------------

Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:23:03 -05'00'

President/Chancellor Approval Date:

Board of Trustee Approval/Notification Date:

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address:

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate Title	Before Proposed Changes	After Proposed Changes/New Program
		Graduate Certificate in Dyslexia Therapist K-12
Degree Code		
CIP Code		13.1315
% Online <i>(if applicable)</i>		100%

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. Proposed degree title

Dyslexia Therapist, K-12

2. CIP code

13.1315

3. % online (if applicable)

100%

4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

The proposed curriculum would consist entirely of existing courses in the K-12 Dyslexia Endorsement program. (15 hours)

DYS 5003 Dyslexia and Other Learning Disorders

DYS 5013 Foundation of Language and Literacy Development

DYS 5023 Interpreting and Administration of Assessments for Planning Instruction

DYS 5033 Professional Learning and Leadership

DYS 5043 Structured Language Teaching

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

Students completing the K-12 Dyslexia Endorsement program are currently being categorized as dropouts. This certificate will remedy that situation.

Degree program goals/objectives are the same as the current endorsement program. Students completing the program may receive a dyslexia therapist endorsement for their Arkansas Teaching License.

The courses for the endorsement program are also a part of the K-12 Literacy program. One result of Arkansas L.E.A.R.N.S. is a potential increase in enrollment of that program. It is difficult to estimate the number of potential students who will seek only the dyslexia endorsement.

6. Approval letter from licensure/certification entity, if required.

Not applicable

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

CAEP Proficiency	Class	Artifact
Applications of data literacy	DYS 5023 DYS 5043	Assessment Administration and Interpretation, Structured Language Case Study
Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies	DYS 5043	Structured Language Case Study
Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments	DYS 5023	Assessment Administration and Interpretation
Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	DYS 5033	Reading Case Study and Professional Development Plan
Supporting appropriate applications of technology for their field of specialization	DYS 5003 DYS 5023	UDL Lesson Plan and Video Teach, Assessment Administration and Interpretation
Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization	DYS 5013 DYS 5033	Strategies and Standards Notebook, Reading Case Study and Professional Development Plan

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Name of Provost/Chief Academic Officer
Signature
Date

President/Chancellor Approval Date
 Board of Trustee Approval/Notification Date

Contact Person:
 Contact Person's Title:

Contact Phone Number:
 Contact Email Address

Category 1: New or Existing Program Modification (select all that apply)

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Graduate Certificate in Leading in Crisis
Degree Code		
CIP Code		43.03
% Online (if applicable)		100%

Reason for Proposed Action (attach additional pages as needed)

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. Proposed degree title

Leading in Crisis Graduate Certificate

2. CIP code

43.03

3. % online (if applicable)

Offered 100% online, on-campus, and in hybrid format.

4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

The graduate certificate will require completion of 15 hours of course work. The EMHS and OL programs at ATU are already offering these courses. The proposed curriculum for the Crisis Leadership certificate is shown below.

- EMHS 6033: Leadership and Management
- EMHS 6063: Principles of Emergency Management
- EMHS 6023: Risk and Vulnerability Assessment for Business and Industry
- EMHS 6203: Crisis Communications
- OL 6143: Consultation, Coaching and Leadership Development

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

Justification & Need for Program:

Research suggests that disasters are rising in frequency and severity impacting individuals and organizations worldwide. Subsequently, organizations need a leader that is equipped to handle crises effectively and foster trust and unity among employees. Professions with knowledge and skills in crisis leadership can detect organizational threats and opportunities and use it so that they are better able to coordinate and manage crises. According to a study by Gitnux more than 80% of organizations are faced with a leadership talent shortage and 77% of organizations reported they are currently experiencing a leadership gap. Hence there is a significant demand for professionals that have knowledge and skills in leadership. Furthermore, many of our current students have shown interest in a graduate certificate in leadership. This graduate certificate program will provide opportunities to collaborate with the Organizational Leadership (OL), and other leadership relevant programs at Tech and is expected to increase student enrollment and retention.

Program Learning Outcomes:

- Accomplish skills and knowledge to become a responsible leader to effectively manage crisis and disasters (*Leadership*).
- Implement plans and strategies to address the challenges and opportunities pertaining to leading in crisis (*Systems Literacy*).

Enrollment:

Enrollment in this new certificate program is expected to attract students from the Emergency Management and Homeland Security (EMHS) and Organizational Leadership (OL) Programs. The projected number of program enrollments for 1-5 years is shown below:

2024 - 2025	8 students
2025 - 2026	10 students
2026 - 2027	12 students
2027 - 2028	14 students
2028 - 2029	16 students

6. Approval letter from licensure/certification entity, if required.

Not Applicable

7. Effective date, term, and academic year

08/23/2024, 2024 Fall Term, 2024-25 Academic Year

Letter of Notification



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Institution:

Julie Furst-Bowe Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:29:45 -05'00'

Name of Provost/Chief Academic Officer Signature Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: **New or Existing Program Modification** (select all that apply)

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Advanced Certificate in Pre-health Profession in Biology
Degree Code		
CIP Code		51.11
% Online (if applicable)		16%

Reason for Proposed Action (attach additional pages as needed)

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title**
Pre-Health Profession Advanced Certificate in Biology
- 2. CIP code**
51.11 Health/Medical preparatory Programs
- 3. % online (if applicable)**
16% of classes
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Required Courses (42 hrs.)

BIOL 1114 Principles of Biology with Laboratory
BIOL 3034 Genetics

CHEM 2124 + 2120 General Chemistry I with Laboratory
CHEM 2134 + 2130 General Chemistry II with Laboratory
CHEM 3254 + 3250 Organic Chemistry I with Laboratory
CHEM 3264 + 3260 Organic Chemistry II with Laboratory
CHEM 3344 + 3340 Biochemistry I with Laboratory

PHYS 2014 + 2000 Algebra-Based Physics I with Laboratory
PHYS 2024 + 2010 Algebra-Based Physics II with Laboratory
PHYS 2114 and 2124 may be substituted for PHYS 2014 & 2024

STAT 2163 Introduction to Statistical Methods
PSY/SOC 2053, STAT 3153 or FW 3177 may be substituted for STAT 2163

PSY (UD) Three hour upper division Psychology elective
PSY 3003 (Abnormal Psychology), PSY 3013 (Psychosocial Aspects of Death and Dying), and PSY 3813 (Lifespan Development) are highly recommended.

4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions. (cont.)

Electives (03 hrs.)

for optimal entrance exam readiness, take as many as possible.

**highly recommended courses*

BIOL 2014	Human Anatomy
BIOL 3054*	Microbiology
BIOL 3064	Parasitology
BIOL 3074*	Human Physiology
BIOL 3803	Applied Pathophysiology
BIOL 4023	Immunology
BIOL 4033*	Cell Biology
BIOL 4054	Vertebrate Histology

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

While pre-health professional schools (*i.e.* Medical, Dental, Pharmacy, Physician's Assistant, Physical Therapy, Occupational Therapy) have prerequisite core knowledge classes, most no longer require a specific degree subject area concentration, and many no longer require a completed Bachelor's degree. As a result, there are a significant number of pre-health professional applicants who are NOT Biology majors (51% of U.S. of pre-medical applicants according to the Association of American Medical Colleges). Arkansas numbers resemble the national averages, with 44% of pre-medical students majoring in non-biology degrees (UAMS Office of Medical Student Admissions data for 2021). Using those trend projections, A.T.U. can expect several non-biology, pre-health professional applicants each year.

This certificate program's goal is to provide a guide that will direct participants to take "high impact" courses, that will lead to higher pre-professional entrance exam scores, and a higher admission acceptance rate. The certificate's learning outcomes will mirror those of the Department of Biological Sciences^A, with some variances due to a smaller number of required elective courses.

A ten-year data analysis by A.T.U.'s Office of Institutional Research indicate that an average of 20 or more BioMed students per year (Argos Report of Graduate Status and Characteristics, June 2023) would participate in this certificate program. Additionally, 3-5 non-biology majors per year would be anticipated (5 year data analysis of A.T.U. Pre-Med Committee data).

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

^Department of Biological Sciences Learning outcomes

1. Construct reports which analyze data using scientific models to justify their conclusions.
2. Students should be able to evaluate the interactions between human and biological systems, and to articulate and convey societal relevance to the general public.
3. Students will be able to describe characteristics and diversity of life.
4. Students will demonstrate common lab procedures, operate lab and field equipment, perform sterile techniques, and conduct online data analyses.
5. Students should find, analyze, and critique current scientific literature and present their evaluation in written and oral formats.

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.


Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:	<input type="text" value="Arkansas Tech University"/>	<input type="button" value="v"/>	
<input type="text" value="Dr. Julie Furst-Bowe"/>		<input type="text" value="Julie Furst-Bowe"/>	<input type="text" value="Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:29:30 -05'00'"/>
Name of Provost/Chief Academic Officer		Signature	Date
President/Chancellor Approval Date <input type="text"/>			
Board of Trustee Approval/Notification Date <input type="text"/>			
Contact Person:	<input type="text" value="Dr. Hamed Shojaei"/>	Contact Person's Title:	<input type="text" value="Department Head, Physical & Earth Sciences"/>
Contact Phone Number:	<input type="text" value="(479) 968-0248"/>	Contact Email Address	<input type="text" value="hshojaei@atu.edu"/>

Category 1: New or Existing Program Modification (select all that apply)

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: <input type="text" value="06/01/2024"/>	Effective Term: <input type="text" value="Summer I"/>	Effective Academic Year: <input type="text" value="2024-25"/>
---	---	---

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Certificate of Proficiency in Chemistry Technician
Degree Code		
CIP Code		40.0501
% Online (if applicable)		

Reason for Proposed Action (attach additional pages as needed)

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. Proposed degree title - Chemistry Technician Certificate of Proficiency
2. CIP code – 40.0501 Chemistry, general
3. % online (if applicable) – No online instruction is currently anticipated.
4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

The curriculum will be composed of the following currently available courses:

CHEM 2124/2120 General Chemistry I with lab	4sch
CHEM 2134/2130 General Chemistry II with lab	4sch
CHEM 3254 Fundamentals of Organic Chemistry with lab	4sch
CHEM 3264 Mechanistic Organic Chemistry with lab	4sch
<u>One additional Chemistry course from the following list</u>	<u>4sch minimum</u>
Total credit hours	20sch*

CHEM 3245 Quantitative Analysis	5sch*
CHEM 3324 Physical Chemistry I with lab	4sch
CHEM 3344 Biochemistry I with lab	4sch
CHEM 4952 Undergraduate Research in Chemistry**	2sch

*Students choosing this option will complete the Certificate of Proficiency with 1 additional semester credit hour for a total of 21 sch.

**This course must be taken twice to fulfill the credit hour requirements for the certificate

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

General Description –

The primary goal of the Certificate is to document that students are trained in basic lab techniques, lab safety, scientific communication and record keeping. These techniques enhance both employment opportunities for students majoring in Chemistry and those students who choose to pursue relevant pre-professional tracks. In addition, it has potential to attract participation from regional industrial QA/QC labs.

Justification/Need –

Numerous students pursue STEM degree tracks with the intent of entering post-baccalaureate professional programs (e.g. – medical school, dental school or veterinary school). Unfortunately, acceptance rates are well below 100%. Acceptance rates range from 2 to 5% for highly selective national medical schools¹ to approximately 8% for UAMS 2020 'freshman' class. In addition, nationwide 4-year dropout rates are reported by the AAMC as being between 15.7 and 18.4 %². Similar scenarios exist for other professional programs such as those for Dental school, Veterinary school, Pharmacy school, etc. This leaves large numbers of students looking for alternate opportunities, including employment, instead of continued schooling. One such employment opportunity for science related majors is as a laboratory technician. This certificate will serve to document that students who choose this route have advanced training in laboratory techniques in the chemical sciences. In addition, the flexibility in choice of 'one additional 3xxx level or above course' will set this certificate apart from the UALR certificate³, as it can be used by both students pursuing the previously mentioned medically related pre-professional tracks and traditional chemistry majors*.

Program Goals and Objectives-

Learning outcomes are adapted from the current program learning outcomes for the Chemistry program. These adaptations reflect the nature of a certificate vs. a major.

Learning outcome 1 - Students will master content in several branches of chemistry relating to the composition, structure, and properties of matter, along with those factors affecting changes in matter. This learning outcome is assessed in each course.

Learning outcome 2 - Students will measure and characterize properties of matter using a variety of instrumentation, laboratory techniques, statistical and computational methods. This learning outcome is assessed in each course.

Learning outcome 3 - Students will be familiar with chemical literature and communicate experimental motivations and results through both oral and written means. This learning outcome is assessed in each course.

*The CHEM 3344 option will allow students majoring in courses of study other than Chemistry (e.g. Biology, Animal Science (i.e. pre-vet) and Psychology) to also obtain

this certificate. Total students per year in this option should exceed 40 based on previous 3-year enrollment data for CHEM 3344.

References-

1. <https://www.usnews.com/education/best-graduate-schools/the-short-list-grad-school/articles/medical-schools-with-the-lowest-acceptance-rates>
2. https://ausoma.org/medical-school-tips/dropout-rate-for-medical-students/#The_Four-Year_Graduation_Rate
3. https://catalog.ualr.edu/preview_program.php?catoid=20&poid=6261

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title**
Electronic Circuit Design & Analysis
2. **CIP code**
14.1001
3. **% online (if applicable)**
None
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
All are existing courses in the Sophomore and Junior years in the electrical engineering, electrical engineering with biomedical option, and computer engineering degree programs. Students must earn a minimum 3.0 grade point average with no course grade less than a C in the required courses.
Required Courses and Credit Hours:
 - ELEG 2103 – Electric Circuits I (3 credit hours)
 - ELEG 2111 – Electric Circuits Laboratory (1 credit hour)
 - ELEG 2113 – Electric Circuits II (3 credit hours)
 - ELEG 3103 – Electronics I (3 credit hours)
 - ELEG 4103 – Electronics II (3 credit hours)
5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**
Program Goals & Objectives:
The certificate of proficiency in electronic circuit design & analysis will provide the student with the basic knowledge and acumen to be a successful electronic circuit designer, and will provide verification to the employer that the student can perform at the highest level.
Student Learning Outcomes:
 - Students will be able to analyze and design basic circuits with resistive, capacitive, inductive, and active components both in the time and frequency domains.

- Students will be able to analyze magnetically coupled networks and polyphase circuits.
- Students will be able to build and test circuits in a laboratory utilizing modern test equipment.
- Students will be able to work effectively in teams.

Enrollment:

The courses that comprise the certificate program are all required as part of the BS Electrical Engineering and BS Computer Engineering programs. Thus, the estimated annual enrollment in the program will be approximately 40-50 students. However, only the students who meet the completion criteria specified in paragraph 4 will be awarded the certificate.

- 6. Approval letter from licensure/certification entity, if required.**
None required.

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

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
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- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

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- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. Proposed degree title – Certificate of Proficiency in Instrumental Analysis
2. CIP code – 40.0501 Chemistry, general
3. % online (if applicable) - No online instruction is currently anticipated.
4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.

The curriculum will be composed of the following currently available courses:

CHEM 3254 Fundamentals of Organic Chemistry with lab	4sch
CHEM 3264 Mechanistic Organic Chemistry with lab	4sch
CHEM 4414 Instrumental Analysis	4sch
CHEM 4952 Undergraduate Research in Chemistry	2sch
Total credit hours	14sch

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

Justification/Need –

The American Chemical Society requires students to be trained in specific instrumental analysis techniques including: NMR spectroscopy, mass spectrometry, chromatography, atomic and molecular spectroscopies and electrochemistry for the purposes of having an ACS certified degree program (see attached excerpt from January 2023 ACS guidelines section 4). However, in those Chemistry degree tracks which may not be ACS certified, it is felt that an alternative route of documenting training in instrument based analytical techniques becomes prudent. In this manner, a student pursuing any of the available 'tracks' within the Chemistry area can be documented as having met the ACS requirements for training in Instrumental analysis techniques.

In addition, the Chemistry program receives multiple requests per year for assistance with QC type analytical work from regional industrial partners. Working with these partners to train students (both ours and theirs) in QA/QC level work is beneficial to both ATU students and industrial partners.

Program Goals and Objectives

Learning outcomes are ~~identical to~~ ^{derived from} those that apply to the overall chemistry program.

~~Learning outcome 1 - Students will master content in several branches of chemistry relating to the composition, structure, and properties of matter, along with those factors affecting changes in matter.~~

Learning outcome 2 - Students will measure and characterize properties of matter using a variety of chemical instrumentation, laboratory techniques, statistical and computational methods.

~~Learning outcome 3 - Students will be familiar with chemical literature and communicate experimental motivations and results through both oral and written means.~~

Learning outcome 4 - Students will demonstrate critical thinking through the evaluation and interpretation of data and the use of this data to solve problems.

Based on previous years enrollments, it is anticipated that 9 to 10 students will benefit from this certificate each year. It is anticipated that additional on-campus students may partake of this opportunity since it will only require a single course in addition to their normal curriculum. In addition, requests from external partners indicate an additional 1 to 2 students per year would also participate.

6. Approval letter from licensure/certification entity, if required.

7. Effective date, term, and academic year

06/01/2024, 2024 Summer Term, 2024-25 Academic Year

Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Dr. Julie Furst-Bowe	Julie Furst-Bowe	Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:28:27 -05'00'
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date:

Board of Trustee Approval/Notification Date:

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address:

Category 1: New or Existing Program Modification *(select all that apply)*

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Certificate of Proficiency in Mathematics
Degree Code		
CIP Code		27.0101
% Online (if applicable)		

Reason for Proposed Action *(attach additional pages as needed)*

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title: Mathematics Certificate of Proficiency**

2. **CIP code: 27.0101**

3. **% online (if applicable): NA**

4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

MATH 2703 Discrete Mathematics

MATH 2914 Calculus I

MATH 2924 Calculus II

MATH 2934 Calculus III and 5 hours from any 3000–4000 level mathematics or statistics courses OR 9 hours from any 3000–4000 level mathematics or statistics courses

NOTE: MATH 3033 Methods for Teaching Elementary Mathematics, MATH 3703 Mathematics in the Secondary School, MATH 3772 Praxis II

Mathematics: Content Knowledge Test Preparation, and MATH 4703 Special Methods in Mathematics, can't be used to satisfy any of the 3000–4000 level mathematics or statistics courses)

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

The Mathematics Certificate of Proficiency is designed to provide students with a foundational knowledge base in the field of Mathematics. The certificate will replace the minor in Mathematics and will be stackable for all students seeking BS degrees in the Department. The certificate will consist of 20 total hours.

STEM majors require a lengthy list of mathematics courses as requirements for their degree. With the addition of only a few math courses, students acquire a background in a core of foundational areas of mathematics including Calculus, Statistics and Mathematical Proofs. Having completed the proposed courses for the Certificate of Proficiency, students are worthy of recognition for this accomplishment.

The Mathematics Department currently offers several sections of each of the courses in the proposed list for the certificate. Several students in STEM

fields currently take all but one of these as required for their degrees. The addition of the certificate would have little or no impact on the courses offered by the department whereas the number of students that could/would pursue the certificate would increase due to the stackable potential. Based on enrollment for the math minor, we estimate that 40 to 50 students will be enrolled for this certificate.

Goal: Develop a strong foundation in mathematical concepts and problem-solving skills.

Students who complete the program will:

1. Attain proficiency in mathematical topics, especially some advanced mathematical topics, through completion of required courses.
2. Develop critical thinking and analytical skills by applying mathematical reasoning and logic to solve complex problems.
3. Communicate mathematical concepts and solutions effectively through written reports and presentations.
4. Prepare for further study or career advancement in fields that require a strong mathematical background, such as engineering, finance, or data science.

Expected student learning outcomes:

1. Analyze and evaluate mathematical problems, identifying appropriate strategies and techniques to arrive at logical solutions.
2. Apply mathematical models and formulas to analyze and interpret quantitative data.
3. Apply mathematical principles to solve problems accurately.
4. Apply advanced mathematical principles to solve complex problems and analyze mathematical structures.
5. Clearly communicate mathematical ideas, solutions, and reasoning in a concise and coherent manner.

6. Approval letter from licensure/certification entity, if required. NA

7. Effective date, term, and academic year

August 2024, fall semester 2024, 2024-25 Academic Year



Letter of Notification

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Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Digitally signed by Julie Furst-Bowe
Date: 2023.09.29 09:23:23 -05'00'

Name of Provost/Chief Academic Officer

Signature

Date

President/Chancellor Approval Date

Board of Trustee Approval/Notification Date

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address

Category 1: New or Existing Program Modification (select all that apply)

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Graduate Certificate in Cybersecurity
Degree Code		
CIP Code		11.0103
% Online (if applicable)		100%

Reason for Proposed Action (attach additional pages as needed)

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
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- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

Please save and upload this form and supporting documents to: [File Transfer System](#)

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title**
Graduate Certificate in Cybersecurity
2. **CIP code**
11.0103
3. **% online (if applicable)**
100% option for remote students. Courses will be taught as HyFlex so students can attend in person, such as international students. It is expected most students will attend online.
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Curriculum: The Graduate Certificate in Cybersecurity program will consist of six courses with each being 3 credit hours for a total of 18 credit hours.

Required Courses:

- **INFT 5803 Principles of Cybersecurity** - An introduction to the principles of cybersecurity where students will help learn how to protect networks, devices, and data from unauthorized access and ensure confidentiality, integrity, availability, and authentication of information. This course introduces the fundamental principles of cybersecurity. Those topics include risk management, network security, end users training and awareness, incident management, data privacy and security, and malware prevention. A balance between theory and current practices will be discussed.
- **INFT 5233 Legal Issues in Cybersecurity** - This course will provide a high-level explanation of the legal issues governing the authorized conduct of cyber operations and the use of related tools, techniques, technology and data. Both international and U.S. laws that operations in cyberspace must be in compliance, will be introduced. Note: this will be a new course, however it will be cross listed with CSEC 4233. Therefore, it will not require any additional resources since both courses will be taught at the same time.
- **INFT 5213 Information Systems Risk Management** - This course provides an overview for Information Security and Assurance to allow students to understand the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. Topics include but are not limited to:

inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post- incident procedures. Note: this will be a new course, however it will be cross listed with CSEC 4213. Therefore, it will not require any additional resources since both courses will be taught at the same time.

- INFT 5703 Principles of Networking - An introduction to the concepts of computer data communication networks. Topics include an introduction to network topologies, routing, protocols, infrastructure, security, and troubleshooting tools.

Elective Courses (pick two):

- INFT 5503 The Unix Operating System – in-depth study of the Unix operating system, focusing on both its theoretical and practical aspects. The course covers the principles, architecture, commands, and tools of Unix, with an emphasis on Unix security. Students will gain a deep understanding of the principles and techniques involved in managing and securing Unix systems. Note: This is a modified course description. It will be included as part of this proposal.
- INFT 6403 Information Security Systems Analysis and Design - The course will cover concepts, principles, and tools for designing secure information systems. Students will learn about the latest cybersecurity threats and vulnerabilities that may affect information systems, and how to address these challenges during system design. Topics covered will include secure coding practices, encryption techniques, access control mechanisms, security testing, and incident response planning. Note: This is a modified course title and description. This course title will be renamed and the course description will be updated as part of this proposal.
- INFT 6703 Advanced Computer Networks - an advanced study of computer networking concepts and technologies. The course covers the principles, protocols, architectures, and emerging trends in computer networks, with a focus on modern technologies and network security. Note: This is a modified course description. It will be included as part of this proposal.
- INFT 6803 Advanced Cybersecurity - An advanced course in cybersecurity covering a wide range of concepts. Topics include web and network basics, cryptography, hacking, packet analysis, and pen testing. Additional topics include social engineering, cyber countermeasures, incident response and mitigation, digital forensics, counter surveillance, security the IoT, and AI in cybersecurity are also discussed.

Learning Outcomes:

- Use and apply current technical concepts and practices in the core of information technologies.
- Analyze, identify and define the requirements which must be satisfied to address problems or opportunities faced by organizations or individuals.
- Demonstrate an understanding of best practices and standards and their application

Projected Enrollment: We currently have over 90 active students enrolled in MS in Information Technology degree program. We expect at least 1/3 of those students to complete the graduate certificate in cybersecurity along with their IT degree. We also expect to attract new students to this new program since cybersecurity is such a popular

area of study and employment opportunities. Additionally, with the program being offered with a fully online component, we can attract students from all over the world. We will also work with the graduate recruitment office to advertise this program to potential students to increase enrollment.

5. Approval letter from licensure/certification entity, if required.

N/A

6. Effective date, term, and academic year

07/01/2024, Fall 2024 Term, 2024-25 Academic Year

Letter of Notification

A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution:

Dr. Julie Furst-Bowe	Julie Furst-Bowe <small>Digitally signed by Julie Furst-Bowe Date: 2023.09.29 09:23:12 -05'00'</small>	
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date:

Board of Trustee Approval/Notification Date:

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address:

Category 1: New or Existing Program Modification (*select all that apply*)

- Title or CIP change
- Articulation Agreement: 2+2 3+1 4+1 Other **attach copy of MOU*
- Program reconfiguration **attach copy of before & after curriculum*
- Program curriculum revision **attach copy of before and after curriculum*
- Existing program offered by distance technology
- Existing certificate or degree program offered at an existing off-campus location
- New certificate program (certification of proficiency, technical certificate, or graduate certificate) **attach copy of curriculum*

Effective Date: Effective Term: Effective Academic Year:

	Before Proposed Changes	After Proposed Changes/New Program
Program/Certificate Title		Graduate Certificate in Data Science
Degree Code		
CIP Code		11.0103
% Online (if applicable)		100%

Reason for Proposed Action (*attach additional pages as needed*)

See Attached.

Category 2: Program Deletion/Inactive or Reactivation

- Delete program/option/emphasis/track *(requires phase-out plan)*
- Place program on "Inactive Status" list *(program must have no declared students)*
- Reactivation of program from inactive status *(inactive for less than 5 years)*

Effective Date: Effective Term: Effective Academic Year:

Program/Certificate/Option	Degree Code	CIP Code

Reason for Proposed Action *(attach additional pages as needed)*

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

- Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*
- Deletion of instruction, research, or service institute/center.
- Establishment of administrative/organization unit **attach copy of before and after organization chart*
- Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Date: Effective Term: Effective Academic Year:

Reason for Proposed Action *(attach additional pages as needed)*

SAVE

ATTACH

SUBMIT

SHOW ATTACHMENTS

Please save and upload this form and supporting documents to: [File Transfer System](#)

LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title**
Graduate Certificate in Data Science
- 2. CIP code**
11.0103
- 3. % online (if applicable)**
100% option for remote students. Courses will be taught as HyFlex so students can attend in person, such as international students. It is expected most students will attend online.
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

Curriculum:

The Graduate Certificate in Data Science program will consist of six courses with each being 3 credit hours for a total of 18 credit hours.

Required Courses:

- STAT 5113 Categorical Data Analysis: Statistical tools to analyze univariate and multivariate categorical responses. Emphasis is given to Generalized Linear Models, including logistic regression and loglinear models.
- INFT 5603 Principles of Data Science: This course will introduce students to the basics of programming, statistics, and data analysis using Python.
- INFT 5103 Python Programming: This course will provide a strong foundation in the Python programming language with an emphasis in data science. Note: this course's title is currently Software Development. The course will be renamed as part of this proposal.

Elective Courses (pick three):

- INFT 5113 Artificial Intelligence: This course will cover advanced topics in machine learning, including supervised and unsupervised learning, decision trees, and clustering. Note: This will be a new course, however it is currently taught as an INFT 6903 Emerging Trends course, so it will only need to have a permanent course number.
- INFT 6103 Advanced Python Programming: This course will be a continuation of Python Programming and will go deeper into the language with more advanced concepts. Note: This course's current title is Visual Programming. This course will be renamed as part of this proposal.

- INFT 6603 Advanced Data Science and Machine Learning: This course will continue with more advanced concepts in data science and machine learning.
- INFT 6903 Emerging Trends: This course's topic varies each semester and therefore allows faculty to teach the latest technologies to students. The course may be repeated for credit providing it is a different topic.

5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.

Justification: Data science is a rapidly growing field that involves the extraction, analysis, and interpretation of data to inform decision-making. As the amount of data generated by businesses, governments, and individuals continues to increase, the need for skilled data scientists has never been greater. According to the Bureau of Labor Statistics, employment of computer and information research scientists, which includes data scientists, is projected to grow 19% from 2020 to 2030, much faster than the average for all occupations.

Objectives: The Graduate Certificate in Data Science program aims to:

- Provide students with a solid foundation in statistics, programming, and data analysis.
- Equip students with the skills needed to extract, transform, and load data from various sources.
- Enable students to analyze data using machine learning, statistical modeling, and data visualization techniques.
- Foster critical thinking and problem-solving skills needed to interpret data and make informed decisions.

Learning Outcomes:

- Use and apply current technical concepts and practices in the core of information technologies.
- Analyze, identify and define the requirements which must be satisfied to address problems or opportunities faced by organizations or individuals.
- Demonstrate an understanding of best practices and standards and their application

Projected Enrollment: We currently have over 90 active students enrolled in MS in Information Technology degree program. We expect at least 1/3 of those students to complete the graduate certificate in data science along with their IT degree. We also expect to attract new students to this new program since data science is such a popular area of study and employment opportunities. Additionally, with the program being offered with a fully online component, we can attract students from all over the world. We will also work with the graduate recruitment office to advertise this program to potential students to increase enrollment.

6. Approval letter from licensure/certification entity, if required.

N/A

7. Effective date, term, and academic year

07/01/2024, Fall 2024 Term, 2024-25 Academic Year

New Degree Program Proposal Form



A New Program Proposal can be submitted once a Letter of Intent has been approved by the Arkansas Higher Education Coordinating Board. Program Proposals must be received by ADHE by the established deadlines. After ADHE reviews a submitted proposal, a member of ADHE Executive Staff will present a recommendation for approval at the next AHECB meeting. An institution's Provost/Chief Academic Officer, or their representative, is required to be in attendance to answer questions and/or present information.

When completing this form, please use a font color other than black. Make all attempts to preserve document formatting. If you choose to create a separate document, please use the same outline structure as below.

1. **PROPOSED PROGRAM TITLE: Master of Music in Music Education**
2. **CIP CODE REQUESTED:**
Link for CIP Codes: **13.1312**
3. **PROPOSED STARTING DATE: June 3, 2024**
4. **CONTACT INFORMATION**
 - a. **Provost/Chief Academic Officer: Dr. Julie Furst-Bowe**
Name of Institution: **Arkansas Tech University**
E-mail Address: **jfurstbowe@atu.edu**
Phone Number: **(479) 968-0319**
 - b. **Program Contact Person: Dr. Jeff Bright**
Title: **Head, Department of Music**
E-mail Address: **jbright6@atu.edu**
Phone Number: **(479) 968-0369**
5. **PROGRAM SUMMARY**
 - a. Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.
The Online Master of Music in Music Education program is designed to allow currently employed music educators to continue their professional development while maintaining employment in their current teaching position. The program allows participants to complete the requirements for the degree at their own pace. This program will require the creation of several new courses, including MUS 6001 Applied Music, MUS 6002 Applied Music, MUS 6203 Topics in Music Theory and Analysis, MUS 6303 Topics in Music History, MUS 6013 Introduction to Music Research, MUS 6023 Music Curriculum & Assessment, MUS 6032 Contemporary Issues in Music Education, MUS 6042 Applied Music Pedagogy, and MUS 6103 Graduate Capstone Project. The program has been designed to use the strengths of the current music department faculty, so no additional program costs or faculty resources are anticipated. Library, equipment, and facility infrastructure for the Master of Music in Music Education program is sufficient to start the program.
 - b. List degree programs or emphasis areas currently offered at the institution that support the proposed program.
No current programs will offer support for this new program.

6. **NEED FOR THE PROGRAM**

a. Submit Workforce Analysis Form or Employer Needs Survey (only when workforce data is deficient for the academic discipline within the proposal). Employer Needs Survey should include the following:

- Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.
- Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.
- Provide names and types of organizations/businesses surveyed.

Workforce analysis has been submitted to ADHE, and we are awaiting the results. Survey under development – results to follow in August.

b. Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Letters of support to follow once they have been collected.

c. Indicate if employer tuition assistance is provided or if there are other enrollment incentives.

None

d. Describe what need the proposed program will address and how the institution became aware of this need.

This program makes additional graduate study and professional development in music education available to currently employed public school music educators. We became aware of this need in speaking to music teachers at the state music conference and during recruitment visits to the public schools.

e. Indicate which employers contacted the institution about offering the proposed program.

We have not been contacted by any specific public school. The need has been expressed by current music teachers in the public schools.

f. Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

No advisory board currently exists.

g. Indicate the projected number of program enrollments for Years 1 - 3.

Year 1 = 5

Year 2 = 8

Year 3 = 10

h. Indicate the projected number of program graduates in 3-5 years.

Year 3 = 10

Year 4 = 13

Year 5 = 16

7. **CURRICULUM**

- a. Provide curriculum outline by semester (include course number and title). For bachelor's degree program, submit the 8-semester degree plan.

Sequence to complete the Master of Music in Music Education degree in 4 semesters.

Even Fall-

MUS 6013 Introduction to Music Education Research

MUS 6002 Applied Music

MUS xxx2 Music Elective (2 hours)

Odd Spring-

MUS 6203 Topics in Music Theory and Analysis

MUS 6032 Contemporary Issues in Music Education

GEN xxx3 Any elective (3 hours)

Odd Fall-

MUS 6023 Music Curriculum & Assessment

MUS 6042 Applied Music Pedagogy

MUS xxx2 Music Elective (2 hours)

Even Spring-

MUS 6303 Topics in Music History

MUS xxx2 Music Elective (2 hours)

MUS 6103 Graduate Capstone Project

- b. Give total number of semester credit hours required for the program, including prerequisite courses.

30 Semester Credit Hours

- c. Identify new courses (*in italics*) and provide course descriptions.

MUS 6001 Applied Music- Individual instrument, vocal, or conducting lessons.

MUS 6002 Applied Music- Individual instrument, vocal, or conducting lessons.

MUS 6013 Introduction to Music Education Research- Problems and methods of research in music education. Includes application of pure and action research and investigation of published research in music education.

MUS 6023 Music Curriculum & Assessment- Includes advanced study of 21st century music education curriculum, instruction, assessment, and research-based practices applicable for teaching junior and senior high school performing and non-performing courses. Classroom management strategies and use of multiple modes of technology applicable for teaching and assessing music will be addressed.

MUS 6032 Contemporary Issues in Music Education- This course provides the opportunity to investigate current issues influencing music education in the public schools. Course topics will change each semester and may include subjects such as the use of new technologies, political issues related to education, and students with special needs to name a few.

MUS 6042 Applied Music Pedagogy- This course provides a broad introduction to the methodologies, practices, and applications of music pedagogy for advanced musicians. The course material will include historical treatises, method books, scales and technical studies, etudes, and graded repertoire. Each topic of discussion will be addressed through independent research, reading, discussion, and the practical application of concepts and exercises through studio or classroom teaching.

MUS 6103 Graduate Capstone Project- Independent study leading to the completion of the Graduate Capstone Project.

MUS 6203 Topics in Music Theory and Analysis- Examination of various topics in music theory

and analysis through the intensive study of selected periods/composers and musical compositions.

MUS 6303 *Topics in Music History*- Examination of various topics through the intensive study of selected periods/composers in music history.

- d. Identify required general education courses, core courses, and major courses.

General Education Courses

None

Core Courses

MUS 6002	<i>Applied Music</i>
MUS 6013	<i>Introduction to Music Education Research</i>
MUS 6023	<i>Music Curriculum & Assessment</i>
MUS 6032	<i>Contemporary Issues in Music Education</i>
MUS 6042	<i>Applied Music Pedagogy</i>
MUS 6103	<i>Graduate Capstone Project</i>
MUS 6203	<i>Topics in Music Theory and Analysis</i>
MUS 6303	<i>Topics in Music History</i>

Major Courses

MUS 5803	<i>History of American Music</i>
MUS 5853	<i>Music of the World's Peoples</i>
MUS 6001	<i>Applied Music</i>

- e. For each program major/specialty area course, list the faculty member assigned to teach the course.

MUS 5803	<i>History of American Music</i> – Dr. Kae Reed
MUS 5853	<i>Music of the World's Peoples</i> – Dr. Kae Reed
MUS 6001	<i>Applied Music</i> ¹
MUS 6002	<i>Applied Music</i> ¹
MUS 6013	<i>Introduction to Music Education Research</i> – Dr. Jeff Bright
MUS 6023	<i>Music Curriculum & Assessment</i> – Dr. Jeff Bright
MUS 6032	<i>Contemporary Issues in Music Education</i> – Dr. Jonathan Nash
MUS 6042	<i>Applied Music Pedagogy</i> ¹
MUS 6103	<i>Graduate Capstone Project</i> ¹
MUS 6203	<i>Topics in Music Theory and Analysis</i> – Dr. Nick del Grazia
MUS 6303	<i>Topics in Music History</i> – Dr. Phoebe Robertson

¹ Flute- Dr. Phoebe Robertson; Oboe- Dr. Leanna Renfro; Bassoon- Richard Bobo; Clarinet- Dr. Nick del Grazia; Saxophone- Dr. Nate Mensink; Trumpet- Dr. T.J. Perry; French horn- Evan Mino; Trombone/Euphonium- Dr. Sean Reed; Tuba- Ryan Matejek; Percussion- Phil Parker; Voice- Dr. Jon Clements or Dr. Barb Clements; Conducting- Dr. Daniel Belongia; Music Education- Dr. Jeff Bright or Dr. Jonathan Nash

- f. Identify courses currently offered by distance technology (with an asterisk*) and endnote at the end of the document.

*MUS 5803	<i>History of American Music</i>
*MUS 5853	<i>Music of the World's Peoples</i>

- g. Indicate the number of contact hours for internship/clinical courses.

Not applicable

- h. State the program admission requirements.

- 1) Music education bachelor's degree from an institutionally accredited college verified by an official transcript.
 - 2) Applicants must have a cumulative grade point average of 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from an institutionally accredited institution to be accepted into ATU Graduate Studies.
 - 3) Teacher licensure with prior teaching experience.
 - 4) Video or in-person demonstration of teaching aptitude.
 - 5) A writing sample articulating the applicant's professional goals and how additional studies at the graduate level will align with those goals.
 - 6) Resume or curriculum vitae.
 - 7) Three professional letters of recommendation
- i. Describe specified learning outcomes and course examination procedures.
 - 1) As a result of participating in the Master's of Music in Music Education program, students will be able to interpret research results and use that information to refine their curriculum and pedagogical approaches.
 - 2) As a result of participating in the Master's of Music in Music Education program, students will be able to develop a curriculum map.
 - 3) As a result of participating in the Master's of Music in Music Education program, students will be able to develop assessment methods that will accurately measure student achievement.
 - 4) As a result of participating in the Master's of Music in Music Education program, students will be able to identify and use appropriate pedagogical resources and approaches for use in lessons or the classroom.
 - 5) As a result of participating in the Master's of Music in Music Education program, students will be able to demonstrate an advanced level of technical skill on an instrument or voice.
 - j. Include a copy of the course evaluation to be completed by the student.
See "ATU Music Department Master's of Music Supporting Documents"
 - k. Include information received from potential employers about course content.
Not applicable
 - l. Provide institutional curriculum committee review/approval date for proposed program.
TBD

8. FACULTY

- a. List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)
 - Dr. Daniel Belongia-** Michigan State University; DMA; Instrumental Conducting; Conducting
 - Dr. Jeff Bright-** University of Oklahoma; PhD; Music Education; Music Education
 - Dr. Barbara Clements-** Florida State University; DM; Vocal Performance; Vocal Pedagogy and applied voice
 - Dr. Jon Clements-** Florida State University; DM; Vocal performance; Vocal Pedagogy and applied voice
 - Dr. Nick del Grazia-** Indiana University; DM; Clarinet Performance; Woodwind applied and pedagogy
 - Prof. Ryan Matejek-** Arizona State University; ABD; Tuba Performance; Brass applied and

pedagogy

Dr. Nate Mensink- University of Miami; DMA; Saxophone Performance; Woodwind applied and pedagogy

Prof. Evan Mino- Southern Methodist University; MM; Horn Performance; Brass applied and pedagogy

Dr. Jonathan Nash- University of Memphis; DMA; Wind Band Conducting; Music Education

Prof. Patty Oeste- Northwestern University; MM; Performance; Music Education and elementary pedagogy

Prof. Phil Parker- Indiana University; MM; Percussion Performance; Percussion applied and pedagogy

Dr. T.J. Perry- Michigan State University; DMA; Trumpet performance; Brass applied and pedagogy

Dr. Kae Reed- University of Memphis; DMA; Percussion Performance; Percussion applied and pedagogy, world music, music history

Dr. Sean Reed- Eastman School of Music; DMA; Trombone performance and literature; Brass applied and pedagogy

Dr. Leanna Renfro- University of Cincinnati; DMA; Oboe Performance; Woodwind applied and pedagogy

Dr. Phoebe Robertson- Manhattan School of Music; DMA; Flute performance; Woodwind applied and pedagogy

Dr. Tim Smith- Indiana University; DM; Piano and Music Literature; piano applied and pedagogy

Dr. Mary Trotter- University of Minnesota; DMA; Collaborative Piano; piano applied and pedagogy

- b. Indicate lead faculty member or program coordinator for the proposed program.

Dr. Jeff Bright

- c. Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. **For new faculty, provide the expected credentials/experience and expected hire date.**

18 Faculty members required for the program. We will use the 18 existing faculty members to implement the program. We do not anticipate needing to hire any new faculty to start this program.

- d. For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

See "ATU Music Department Master's of Music Supporting Documents"

No need for any additional funds for start-up costs and graduate assistants

9. DESCRIPTION OF RESOURCES

- a. Current library resources in the field.

Monographs, serials, study scores, video recordings, and reference materials are located on the first and second floors of the ATU Library. Sound recordings, CDROM sheet music, and music multimedia production software are found in the Media Lab, located on the second floor of the main library. There is also a significant collection of digital sheet music and streamed audio

recordings, for which access is purchased annually from the library budget and made available from the ATU Library and Media Lab websites.

- b. Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable).

Facilities

The Music Unit is housed in Witherspoon Hall, along with the Office of the Dean of Arts and Humanities and three additional academic departments (English, History and Political Science, and Behavioral Sciences). The building is a three-story brick structure completed in 1972. The original building was designed to be shared with other departments by acoustically encasing the music program in the western sections of each floor. Renovation efforts spanning the last four years include a total renovation of the auditorium, which was completed in the summer of 2019. In response to the COVID-19 pandemic, the HVAC system for the entire building was replaced in the spring of 2022 to provide improved air circulation and filtration.

The Department of Music is comprised of 19 offices/studios, three dedicated classrooms, one piano lab, one instrumental rehearsal hall, one choral rehearsal hall, one recording/chamber rehearsal space, 18 practice rooms, and an auditorium that is also used for theatrical productions, lectures, and other institutional functions. The department has a dedicated storage building and practice field for marching band. Other equipment storage spaces are located in Witherspoon Hall. The Ross Pendergraft Library & Technology Center houses the print and audio resources for the music department. Within the library, there is a dedicated computer lab for music, art and general students where all the reel-to-reel, LP, and CD media is located. Through the Ad Astra scheduling system, the music department has access to other classrooms in Witherspoon Hall for both music and general students. The use of additional classroom space is necessary to allow courses to be scheduled so that each required class in the music curriculum can be taught when it is advised to be taken on the curriculum map. The use of additional classrooms in the building is also necessary due to the limited seats available in one of the smaller music classrooms. In addition to these concerns, the instrumental (and, to some extent, the vocal) rehearsal hall does not have adequate space to house the largest ensemble.

Equipment

Music students are encouraged to purchase their own equipment, but the music department does provide music and general students equipment to participate in music activities when necessary or appropriate. Every applied studio has access to an acoustic or electric piano with the piano and vocal studios equipped with a baby or full grand pianos. The piano lab has 16 electronic pianos and one acoustic piano available for use in the group piano classes. Each practice room has an upright or electric piano available for student use. The Witherspoon Hall Auditorium has two concert grand pianos for use in solo and ensemble performances. The department also provides instruments for techniques courses.

Technology

All faculty computers were replaced with laptops and docking stations in the spring of 2022. These purchases were made with HEERF funds to allow faculty to work virtually at home if future conditions warrant virtual instruction. Every music department classroom, ensemble rehearsal, and performance space has been upgraded with sound and projection technology. The department recently purchased a smart board to allow students in elementary methods to have access to and gain experience with using this

technology. The department has its own 18-workstation computer/media lab located on the second floor of Ross Pendergraft Library. The music/media librarian manages the ATU Media Lab, as well as two new creative technology spaces: the ATU Audio Lab and ATU Video Lab. All three creative spaces are collectively known as the ATU Media Production Labs (ATU MPL). The Media Lab also houses the library's recorded music collection of over 6000 audio titles, primarily on CD and LP, including many rare recordings not available in digital format. The library also hosts an impressive collection of streaming audio and digital music recordings, such as the Naxos Music Library and Digital Theatre Plus. The sound and recording technology have been upgraded in the auditorium to allow for all performances to be live-streamed and archived on the department's YouTube channel. Faculty communicate course requirements and content through the Blackboard, which is the university learning management system. ATU also has a contract with ~~Webex~~WebEx, which provides conferencing and project management platforms and software.

- c. New instructional resources required, including costs and acquisition plan.
We do not anticipate needing to purchase new instructional resources for this program.

10. NEW PROGRAM COSTS – Expenditures for the first 3 years

- a. New administrative costs (number and position titles of new administrators).
Program Coordinator – 3 hour per semester release/overload (\$4,200 overload per year)
- b. Number of new faculty (full-time and part-time) and costs.
No new faculty members are necessary for this program.
- c. New library resources and costs.
No new library resources are needed for this program.
- d. New/renovated facilities and costs.
No new facilities are needed for this program.
- e. New instructional equipment and costs.
No new instructional equipment needed for this program.
- f. Distance delivery costs (if applicable).
Not applicable.
- g. Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, program accreditation, etc.).
Program accreditation will be necessary, but we already hold accreditation for our undergraduate programs, so the additional amount to earn accreditation as a Master's Degree granting institution will be \$764. The total accreditation membership dues (bachelors and master's) will be \$2,272.

If no new costs are required for program implementation, provide an explanation.

11. SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation

If there will be a reallocation of funds, indicate from which department, program, etc.

- a. Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

Projected annual student enrollment= 15

Student tuition per credit hour= \$304.50

Total cost of the program= \$13,583.11

- b. Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).

Provided by Academic Affairs

- c. Other grants (list grant source & amount of grant), employers, special tuition rates, mandatory technology fees, program specific fees, etc.

\$25 per hour curriculum content fee

\$60 per hour applied music fee (for applied music and applied music pedagogy)

\$10 per hour distance learning fee

\$17.25 per hour technology operations fee

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

- a. Proposed program will be housed in which college/department.

Academic Affairs>College of Arts and Humanities>Music Department>Master's of Music in Music Education Program

13. SPECIALIZED REQUIREMENTS

- a. If specialized accreditation is required for the proposed program, list the name of accrediting agency.

Accreditation required by the National Association of Schools of Music

- b. Indicate the licensure/certification requirements for student entry into the field.

Teacher Licensure in Music

- c. Provide documentation of Agency/Board review/approvals (education, nursing-initial approval required, health professions, counseling, etc.)

Initial approval of the program will be considered by the Commission on Accreditation at the NASM national conference in November of 2023. The next accreditation visit will occur in 2033.

14. BOARD OF TRUSTEES APPROVAL

- a. Provide the date that the Board approved (or will consider) the proposed program.

TBD

- b. Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

TBD

15. SIMILAR PROGRAMS

- a. List institutions offering a similar program:

- Proposed undergraduate program – list institutions in Arkansas.
- Proposed master's program – list institutions in Arkansas and region.

University of Arkansas – Fayetteville
 Arkansas State University – Jonesboro
 University of Central Arkansas

- Proposed doctoral program – list institutions in Arkansas, region, and nation.
- b. State why proposed program is needed if it's offered at other institutions in Arkansas or region. **The ATU Master's of Music in Music Education program will differ from other programs in the state because it will be offered completely online, allowing currently employed music teachers to pursue additional professional development and graduate study while still maintaining employment. This program also differentiates itself from others in the state through its curriculum, which reflects a practice-oriented program emphasizing the extension of specialized performance and pedagogy competencies for music teachers.**
- c. List institution(s) offering a similar program that the institution used as a model to develop the proposed program. **We used the University of Memphis and the NASM requirements as a guide for developing our program.**
- d. Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to **"Reply All"**. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

Email to be sent out by the office of Academic Affairs

Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.

16. DESEGREGATION

- a. State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable. **Here is the demographic distribution of all students pursuing any master's degree in music in the state of Arkansas (2022).**

	N	Male	Female	Total
Master's Specific	23	303	167	478
American Indian/Alaska Native	1	0	1	1
Asian	10	8	14	22
Black/African-American	18	25	18	43
Hispanic (of any race)	12	26	11	37
Native Hawaiian/Pacific Islander	0	0	0	0
Other/Ethnicity Unknown	14	33	16	49
White	23	211	107	318

17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)

- a. If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement. **No MOU's will need to be negotiated or in effect to offer this program.**

18. ACADEMIC PROGRAM REVIEW

- a. Provide scheduled program review date (within 10 years of program implementation date). **The program will be assessed internally every year. The National Association of Schools of Music will execute a program review every 10 years. Initial approval of the program will be considered by the Commission on Accreditation at the NASM national conference in November of 2023. The next accreditation visit will occur in 2033.**

19. INSTRUCTION BY DISTANCE TECHNOLOGY

If the proposed program will be offered by distance technology, provide the following information:

- a. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.

As an institutional member of NC-SARA, our institutional policies are a reflection of the institution requirement policies outlined in the annual renewal agreement with NC-SARA. Within the NC-SARA agreement, our institutional policies adhere to the Interregional Guidelines for the Evaluation of Distance Education.

- b. Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

Academic Affairs oversees the instructional technologists who are certified and qualified to support and work with faculty to development quality online courses. In academic Affairs, the Associate Vice President of Academic Affairs, who is the Quality Matters coordinator for the institution, oversees and coordinates the development and technical support for distance courses and degrees. This includes initiatives to provide course development stipends for faculty to create and update online courses. To be implemented, these online courses must meet the criteria outlined in the Arkansas Tech University Hyflex/Online Rubric Standards based on criteria provided in the current Quality Matters Rubric Standards.

- c. Summarize the policies and procedures to keep the technology infrastructure current.

Technical support of the Learning Management System (LMS), and any other system integrated with it, begins with the Campus Support Center, managed by the Office of Information Systems (OIS). Support tickets are then escalated as needed to the Course Management Systems team within the Learning Technology Resources division of OIS.

- d. Summarize the procedures that assure the security of personal information.

We have established policies and procedures to ensure the technology infrastructure supporting distance education remains current. This includes regular evaluation and upgrading of hardware, software, and network systems. We also have mechanisms in place to monitor emerging technologies and trends in distance education to inform future infrastructure planning and development. Additional information, including these policies, can be found at: <https://ois.atu.edu/resource-summary/>

- e. Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

The department hosting the program would have to answer about course materials and if they plan to

use a third-party publisher for the materials. The course management/delivery and technical services are handled in-house. Other than that, we don't have any information regarding anything outsourced.

20. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF

New Degree Program Proposal Form



A New Program Proposal can be submitted once a Letter of Intent has been approved by the Arkansas Higher Education Coordinating Board. Program Proposals must be received by ADHE by the established deadlines. After ADHE reviews a submitted proposal, a member of ADHE Executive Staff will present a recommendation for approval at the next AHECB meeting. An institution's Provost/Chief Academic Officer, or their representative, is required to be in attendance to answer questions and/or present information.

When completing this form, please use a font color other than black. Make all attempts to preserve document formatting. If you choose to create a separate document, please use the same outline structure as below.

1. **PROPOSED PROGRAM TITLE:** [Masters of Science in Counseling](#)

2. **CIP CODE REQUESTED:** [42.2899](#)

3. **PROPOSED STARTING DATE:** [June 1, 2024](#)

4. **CONTACT INFORMATION**

a. Provost/Chief Academic Officer: [Dr. Julie Furst-Bowe](#)

Name of Institution: [Arkansas Tech University](#)

E-mail Address: jfurstbowe@atu.edu

Phone Number: [\(479\) 968-0319](#)

b. Program Contact Person: [Dr. Erica L. Wondolowski](#)

Title: [Program Director and Associate Professor of Rehabilitation Science](#)

E-mail Address: ewondolowski@atu.edu

Phone Number: [\(479\) 968-0461](#)

5. **PROGRAM SUMMARY**

a. Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

[The proposed 60 credit-hour Masters of Science in Counseling \(MS-CNSL\), sponsored by the Kinesiology and Rehabilitation Science department, provides graduate-level instruction in counseling theory, individual and group facilitation skills, psychopharmacologic and psychiatric rehabilitation, research and assessment competencies, ethics, evidence-based decision making, diversity, equity, inclusion and social justice practices, in addition to a 100 clock hour pre-professional practicum \(40 direct client contact hours\) and a 600 clock hour pre-professional internship \(280 direct client contact hours\), split across two consecutive semesters. This multidisciplinary program provides for two tracks where enrolled students could specialize in either Rehabilitation or Clinical Mental Health Counseling and would be provided in a hybrid/hybrid flexible \(hy-flex\) modality. Curriculum design is strategic in ensuring that all graduates would be eligible for Arkansas state licensure and/or certification as a rehabilitation counselor via the Commission on Rehabilitation Counselor Certification \(CRCC\) upon graduation and provides eligibility for accreditation by the Council for Accreditation of Counseling and Related Educational Programs \(CACREP\), should it be pursued in the future.](#)

Curriculum Additions or Modifications

[Three \(3\) courses in the proposed curriculum are being modified from offerings at the undergraduate level for the Rehabilitation Science program \(CNSL 5003: Medical and Psychosocial Aspects of](#)

Disability, CNSL 5223: Ethics and Professional Development, and CNSL 5233: Diversity and Inclusion in Human Services Settings). As a new program at Arkansas Tech University, all but two courses of the remaining courses in the curriculum (EDFD 6003: Educational Research and COUN 6213: Developmental Counseling- Theory and Application) including those taken to satisfy an available five (5) credit hours of electives, will be additions to the graduate college catalog. Therefore, the following are original courses built for the Master's in Counseling program:

- CNSL 5141-3 Seminar
- CNSL 5163 Foundations of Substance Abuse
- CNSL 5243 Psychopathology
- CNSL 6013 Vocational Rehabilitation
- CNSL 6023 Assessment in Counseling Environments
- CNSL 6123 Counseling Theories
- CNSL 6163 Addictions Diagnosis and Treatment Strategies
- CNSL 6204 Counseling Skills
- CNSL 6223 Family and Relationship Counseling: Theories and Techniques
- CNSL 6233 Theories and Techniques of Group Counseling
- CNSL 6803 Psychopharmacology and the Counseling Profession
- CNSL 6823 Advanced Case Management Strategies for Counseling
- CNSL 6891-4 Independent Study
- CNSL 6973 Practicum in Counseling
- CNSL 6981-6 Internship in Counseling
- CNSL 6991-5 Thesis Research

Program Costs

While the proposed program will not require an additional Administrative Assistant, it is being requested that the Administrative Specialist (Level II) for the Rehabilitation Science program be moved to an Administrative Specialist III level due to increased job demands, managing both the undergraduate Rehabilitation Science program and proposed Masters of Counseling program. This will require an additional \$1,930.04 annually or \$5,790.12 for the first three years.

The only new library resources requested are copies of the textbooks used in the Counseling program's courses. This would cost approximately \$2,165.00 in year one (1) and potentially as much as an additional \$1,000.00 annually in the event that textbooks change or new courses are offered. For the first three years, this would be an estimated cost of \$4,165.00.

It is projected that for the first three years of successful implementation, that there will be one (1) graduate teaching assistant for the program. Annually, this will cost \$12,090.00 in graduate assistant stipends and tuition waivers.

With regard to supplies, general office supplies are estimated to cost \$500.00 annually. The testing and assessment kits necessary for use in the CNSL 6013 - Vocational Rehabilitation and CNSL 6023 - Assessment in Counseling Environments courses are estimated to cost approximately \$2,000.00 annually. Lastly, the software to be utilized in the CNSL 6823 - Advanced Case Management Strategies for Counseling course is estimated to cost \$3,000.00 in initial subscription costs and an additional \$500.00 annually for renewal. Supplies necessary to engage in continued recruitment are approximated at \$1,500.00 annually. This is a subtotal of \$7,000.00 in initial supply costs.

As it pertains to travel, the fieldwork coordinator will be required to complete two site visits per semester, for all practicum and internship students. For 15 students per cohort, this is estimated at

\$5,741.00. Additionally, for each of the four (4) faculty members (three core faculty and one fieldwork coordinator) to engage in professional development opportunities, \$2,000.00 will be needed annually. This equates to \$500.00 per faculty member. This is a subtotal of \$7,741.00 in travel costs annually.

In total, new costs for the first year will amount to \$28,761.04 or \$86,283.12 for the first three (3) years. It should be noted that at year five (5), dependent upon the success of the program, the program may seek CACREP accreditation. This will cost \$2,500.00 in application fees, \$2,000.00 per site visitor, if granted, and if approved an annual maintenance fee of \$3,914.00.

Faculty Resources

There are no additional resources needed beyond what is already established at this time.

Library Resources

Copies of all textbooks (approximately \$2,165.00), and access to contemporary professional journals in the field of Counseling and Rehabilitation is necessary. Many of the contemporary professional journals are included in the Arkansas Tech University's online periodical database, as outlined in Section 9.a.

Facilities and Equipment

While there are no dedicated classrooms for the proposed Counseling program, the Arkansas Tech University campus has 191 classrooms and conference rooms across 22 buildings. Currently, there are 32 classrooms containing SmartBoards and over 20% of all classrooms and conference rooms are equipped with lecture capture capabilities. Many classrooms have wireless presentation capabilities via Apple TV or Crestron AirMedia devices. Many of these spaces are able to be reserved and used for course delivery. Of those 191 spaces, six (6) are equipped with the technology to host hybrid-flexible (hy-flex) courses effectively. Most of the 191 spaces are equipped with a projector and screen, DocCam, webcam, and lapel microphone, necessary for efficient course delivery. Please see Appendix A for a list of all instructional equipment and technology available on the Arkansas Tech University campus.

Purpose of the Program

The purpose of the proposed Master's in Counseling program is to address local, regional, and national needs for clinical mental health counseling and rehabilitation counseling providers. This program would allow for students to engage in coursework that is both rigorous and stimulating, while allowing them some flexibility for how they attend classes through the use of the hybrid-flexible (hy-flex) technologies. Upon successful graduation, students would meet the criteria to sit for the Certified Rehabilitation Counselor Certification (CRCC exam), as well as the National Counselor Examination (NCE) which is required by most states as part of the process to becoming a Licensed Associate Counselor (LAC)/Licensed Professional Counselor (LPC).

Accelerated Graduate Program

For those students in the undergraduate Rehabilitation Science program at Arkansas Tech University wishing to apply to the Master's in Science Counseling program, there are four courses (12 credit hours) which they can take in their senior year of undergraduate studies at the graduate level. These courses are RS 3003/CNSL 5003 Medical and Psychosocial Aspects of Disability, RS 4123/CNSL 5223: Ethics and Professional Development, RS 4233/CNSL 5233: Diversity and Inclusion in Human Services Settings, and RS 4243/CNSL 5243: Psychopathology. Undergraduate students who take these graduate level courses are still subject to the admissions process and criteria. Successful

completion of these courses is not a guarantee of admission to the Masters of Science in Counseling program.

- b. List degree programs or emphasis areas currently offered at the institution that support the proposed program.

Master of Education in School Counseling and Leadership

6. NEED FOR THE PROGRAM

- a. Submit Workforce Analysis Form or Employer Needs Survey (only when workforce data is deficient for the academic discipline within the proposal). Employer Needs Survey should include the following:

- Submit numbers that show job availability, corporate demands and employment/wage projections, not student interest and anticipated enrollment. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.
- Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; for graduate programs, focus on state, regional and national needs.
- Provide names and types of organizations/businesses surveyed.

Please see Appendix B for completed Workforce Analysis Form.

- b. Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Please see Appendix C for letters of support from regional organizations and employers.

- c. Indicate if employer tuition assistance is provided or if there are other enrollment incentives.
At this time, there is no known employer tuition assistance available.

- d. Describe what need the proposed program will address and how the institution became aware of this need.

The proposed Master's in Counseling program will address local, regional, and national needs for clinical mental health counseling and rehabilitation counseling providers who are licensed in their state of practice and/or nationally certified. The institution became aware of this need through the Advisory Board meetings held by the undergraduate Rehabilitation Science program with several key providers in the area (please see Section 6.f. for more detailed information), the desire of undergraduate students through informal surveys (Appendix D), and anecdotal evidence collected throughout the state of Arkansas and its contiguous states regarding the growing size of caseloads for counseling professionals and number of open positions remaining to be filled.

- e. Indicate which employers contacted the institution about offering the proposed program.
While interest in a Master's in Clinical Mental Health and Rehabilitation Counseling has been present in our undergraduate student body for some time, the Rehabilitation Science program first collected information from local and regional employers/organizations on this subject in 2021. At that time, results indicated overwhelming support for the program. In 2022, representatives from the Rehabilitation Science program began being approached by these regional and local employers/organizations who desired additional trainings, bridge programs between established programs at Arkansas Tech University, and continuing education opportunities.

- f. Indicate the composition of the program advisory committee, including the number of members,

professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

The current program advisory committee consists of 38 members (14 faculty and staff from Arkansas Tech University, 6 representatives from other universities in Arkansas, and 15 community employers/professionals). It meets annually, typically in the spring semester.

The 14 Arkansas Tech University faculty and staff/institutional representative(s) include the three (3) core faculty of the Rehabilitation Science program, the Administrative Specialist for the Rehabilitation Science program, the Kinesiology and Rehabilitation Science department head, the Dean of Education and Health, the Vice President of Academic Affairs, the University President, the Title IX Coordinator, the Dean of Student Wellness, the Child Welfare Grant Staff, and a faculty member from the Therapeutic Recreation program. Also included are two (2) current students, one (1) retired faculty member, and one (1) alumnus.

Representatives from Arkansas universities include two (2) from University of Arkansas – Little Rock, one (1) from University of Arkansas – Pine Bluff, two (2) from University of Central Arkansas, and one (1) from University of Arkansas – Fayetteville.

One (1) of the community professionals who is involved with the advisory board is a retired professional who worked for over 20 years in the rehabilitation field. The 14 remaining community employers/professionals are connected with the following organizations: Arkansas Rehabilitation Services (3 members), BOST, Inc. (2 members), Friendship Community Cares (2 members), Independent Living Services, Juvenile Probation, MARVA Workshop, Lane Physical Therapy, Pediatrics Plus, Restored Life Services of Arkansas, and River Valley Child Advocacy Center.

Topics to be considered by advisory board members include: curriculum updates/changes, fieldwork requirements, fieldwork site partnerships with Arkansas Tech University, the program mission and vision statements, enrollment, recruitment, and retention strategies, accreditation and program outcomes, student organizations connected with the program, and career trajectory, paths, and extended education opportunities for students.

- g. Indicate the projected number of program enrollments for Years 1 - 3.
15 person cohorts beginning each summer semester for Years 1-3.
- h. Indicate the projected number of program graduates in 3-5 years.
15/15 students per year during Years 3-5, for a total of 45 program graduates.

7. CURRICULUM

The proposed Counseling master's program curriculum would be comprised of 19-20 courses, two of which would be hosted by other departments. Of the overall curriculum, 16 courses would be considered core including 1 Practicum and 2 Internships (49 credits total). These core courses would require the development of 4 new courses. Each of the two specialty tracks (Rehabilitation Counseling and Clinical Mental Health) would require 11 credits, including 5 elective credit hours which could be sought in applicable graduate programs campus-wide or used to complete a graduate thesis.

It should be noted that the proposed curriculum can be successfully completed in 5 semesters (including one summer term) if 12 credits are taken each semester. Furthermore, of the proposed program's required 60 credit hours, 31 would be cross-listed with the Rehabilitation Science Bachelors of Science degree. This allows for the creation of an accelerated program

track from the undergraduate degree to the graduate degree. Furthermore, the proposed curriculum meets standards set by the Arkansas State Licensing Board, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), and the Commission on Rehabilitation Counselor Certification (CRCC).

- a. Provide curriculum outline by semester (include course number and title). For bachelor's degree program, submit the 8-semester degree plan.

Sample Degree Plan: Rehabilitation Counseling Track

Summer 1-

EDFD 6003 Educational Research

Fall 1-

CNSL 5233 Diversity and Inclusion in Human Services Settings

CNSL 5223 Ethics and Professional Development

CNSL 5163 Foundations of Substance Abuse

CNSL 6123 Counseling Theories

Spring 1-

CNSL 5243 Psychopathology

CNSL 6204 Counseling Skills

CNSL 5003 Medical and Psychosocial Aspects of Disability

2- hour graduate elective or thesis hours (CNSL 6991-5)

Summer 2-

CNSL 6803 Psychopharmacology and the Counseling Profession

CNSL 6223 Family and Relationship Counseling: Theories and Techniques

CNSL 6013 Vocational Rehabilitation

COUN 6213 Developmental Counseling- Theory and Application

Fall 2 –

CNSL 6823 Advanced Case Management Strategies for Counseling

CNSL 6023 Assessment in Counseling Environments

CNSL 6233 Theories and Techniques of Group Counseling

CNSL 6973 Practicum in Counseling

Spring 2 –

CNSL 6981-6 Internship in Counseling

3- hour graduate elective or thesis hours (CNSL 6991-5)

Sample Degree Plan: Clinical Mental Health Track

Summer 1-

COUN 6213 Developmental Counseling- Theory and Application

Fall 1-

CNSL 5233 Diversity and Inclusion in Human Services Settings

CNSL 5223 Ethics and Professional Development

CNSL 5163 Foundations of Substance Abuse

CNSL 6123 Counseling Theories

Spring 1-

CNSL 5243 Psychopathology

CNSL 6204 Counseling Skills

CNSL 6163 Addictions Diagnosis and Treatment Strategies

2- hour graduate elective or Thesis Research (CNSL 6991-5)

Summer 2-

CNSL 6803 Psychopharmacology and the Counseling Profession

CNSL 6223 Family and Relationship Counseling: Theories and Techniques
CNSL 6013 Vocational Rehabilitation
EDFD 6003 Educational Research

Fall 2 –

CNSL 6823 Advanced Case Management Strategies for Counseling
CNSL 6023 Assessment in Counseling Environments
CNSL 6233 Theories and Techniques of Group Counseling
CNSL 6973 Practicum in Counseling

Spring 2 –

CNSL 6981-6 Internship in Counseling
3- hour graduate elective or Thesis Research (CNSL 6991-5)

- b. Give total number of semester credit hours required for the program, including prerequisite courses. The total number of semester credit hours for the proposed program is 66. This includes the prerequisite courses of Research Methods (3 credit hours) and Statistics (3 credit hours).
- c. Identify new courses (*in italics*) and provide course descriptions.

Ethics and Professional Development

Studies that provide an understanding of all of the following aspects of professional functioning: a.) history and philosophy of the counseling profession, including significant factors and events; b.) professional roles, functions, and relationships with other human service providers; c.) technological competence and computer literacy; d.) professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; e.) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; f.) public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; g.) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and h) ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

Vocational Rehabilitation

Studies that provide an understanding of career development and related life factors, including all of the following: a.) career development theories and decision making models; b.) career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems; c.) career development program planning, organization, implementation, administration, and evaluation; d.) interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; e.) career and educational planning, placement, follow-up, and evaluation; f.) assessment instruments and techniques that are relevant to career planning and decision making; g.) technology-based career development applications and strategies, including computer assisted career guidance and information systems and appropriate world wide web sites; h.) career counseling processes, techniques, and resources, including those applicable to specific populations; and i.) ethical and legal considerations.

Assessment in Counseling Environments

Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following: a.) historical perspectives concerning the nature and meaning of assessment; b.) basic concepts pf standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment,

environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations and computer-managed and computer-assisted methods; c.) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d.) reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); e.) validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity; f.) age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; g.) Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; h.) An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and i.) Ethical and legal considerations.

Psychopathology

A survey of behavior disorders ranging from the mild to severe. The etiology, treatment, and prognosis of the various maladaptive behavior patterns are examined. Students will gain a broad understanding of psychological disorders, dysfunctional behaviors and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. Course content regarding these disorders will include historical views, current models, the diagnostic classification system (including the current edition of the Diagnostic and Statistical Manual), etiology, assessment and treatment.

Counseling Theories

A comparative study of the major theories of counseling, stressing their philosophical views of mankind, assumptions, techniques, strengths, and weaknesses. Students will explore their own inclinations toward given theories so that they may begin to develop their own theoretical toolkit.

Diversity and Inclusion in Human Service Settings

Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individual, couples, families, ethnic groups, and communities including all of the following; a) multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; b) attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; c) individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; d.) counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; e) theories of multicultural counseling, theories of identity development, and multicultural competencies; and f.) Ethical and legal considerations.

Counseling Skills

Studies that provide an understanding of counseling and consultation process, including all of the following: a.) counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; b.) an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate

counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic, and the counselor maintains appropriate professional boundaries; c.) Counseling theories that provide the student with a consistent model (s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include and examination of the historical development of counseling theories, an exploration of affective, behavior, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; d.) a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and systems theories as appropriate modalities for family assessment and counseling; e.) a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation; f.) Integration of technological strategies and applications within counseling and consultation processes; and g.) Ethical and legal considerations. A study of the process, application and implementation of technology assisted counseling/therapy that meets state academic requirements for the distance delivery of clinical services. Areas of study will include the integration of ethical and social responsibility, current standards of practice for distance delivery and appropriateness of services with diverse individuals, relationships, and families.

Family and Relationship Counseling: Theories and Techniques

A course to gain an understanding of the historical development of family systems theory and the major contributors of the theory and practice of family therapy, to demonstrate a working knowledge of the major theoretical concepts that are foundational to the field of family therapy. An Examination of systems framework and the influence of family forms on family functioning.

Theories and Techniques of Group Counseling

Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following: a.) principles of group dynamics including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work; b.) group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles; c.) theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; d.) group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and , methods of evaluation of effectiveness; e.) approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups; f.) professional preparation standards for group leaders; and g.) ethical and legal considerations.

Psychopharmacology and the Counseling Profession

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. An introduction to behavioral psychopharmacology. Considerable attention is given to general principals of pharmacology as applied to the nervous system. Instruction is focused on broad principles and the activity of classes of drugs.

Advanced Case Management Strategies for Counseling

An examination and application of the case management process from conceptualization to resolution including complete case recording and documentation, principles of caseload management, and techniques for working with individuals with limited English proficiency or varied communication methods. Studies will highlight principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning, in addition to negotiation, mediation, and conflict resolution strategies. Students will also understand and address institutional and social barriers that impeded access, equity, and success for clients.

Medical and Psychosocial Aspects of Disability

A study of the etiology, treatment and prognosis of various disabling conditions. Emphasis will be placed on medical information as received in medical reports, and as related to vocational functioning and to the everyday psychological and social adjustment problems associated with disability.

Foundations of Substance Abuse

An introduction to mood and mind-altering substances and related issues. It is designed to provide an overview of the physical, psychological, and sociocultural effects of psychoactive substance use and abuse. Topics include the history of psychoactive substances, pharmacokinetics, models of addiction, patterns of use, diagnostic and treatment information, cultural perspectives, sociopolitical issues, prevention and education.

Addictions Diagnosis and Treatment Strategies

A study and assessment of addiction disorders and related treatment planning approaches with an overview of evidence-based intervention techniques and strategies. Group facilitation skills and meeting cultural issues in the group setting, organizational and facility needs, and navigating the utilization of client resources will be addressed.

Practicum in Counseling

The practicum totals a minimum of 100 clock hours including 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member; an average of 1 ½ hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member, and evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.

Internship in Counseling

The Internship(s) requires the minimum of supervised 600 total clock hours that is begun after the completion of the practicum. The internship includes 240 total hours of direct service with clients appropriate to the program of study; weekly interaction with an average of one hour per week of individual and/or triadic supervision, throughout the internship(s), (usually performed by the on-site supervisor); an average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (record keeping, supervision, information and referral, in-service and staff meetings); the student develops program-appropriate audio and/or videotapes of student's interactions with clients for use

in supervision; the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research, and a formal evaluation of the student's performance during the internship be a program faculty member in consultation with the site supervisor

Thesis Research

Directed research on a thesis topic selected by the student in consultation with a supervising professor. Successful completion of the thesis study and written document is required for those choosing this option (as opposed to passing the Certified Rehabilitation Counselor examination) in order to graduate.

Seminar

A directed seminar in an area of counseling. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available.

Independent Study

Independent study courses are intended for graduate students who have the interest and the ability to investigate a topic not covered in the graduate courses available in their major field of study. The topic, format, and specific requirements of each independent study project must be approved in writing by the supervising instructor, graduate advisor, program director, and Graduate College Dean prior to enrollment for independent study credit. The original copy of the independent study approval form will be kept in the student's file in the Registrar's Office as part of the student's official graduate record. A student may not enroll in an independent study course before completing twelve (12) hours of graduate credit.

d. Identify required core and major courses

Core and major courses include:

- Educational Research
- Developmental Counseling- Theory and Application
- Ethics and Professional Development
- Vocational Rehabilitation
- Assessment in Counseling Environments
- Psychopathology
- Counseling Theories
- Diversity and Inclusion in Human Service Settings
- Counseling Skills
- Relationship and Family Counseling: Theories and Techniques
- Theories and Techniques of Group Counseling
- Psychopharmacology and the Counseling Profession
- Advanced Case Management Strategies for Counseling
- Practicum in Counseling
- Internship in Counseling

e. For each program major/specialty area course, list the faculty member listed to teach that course

Major/Core Courses:

- Educational Research: Dr. Taneka Tate
- Developmental Counseling- Theory and Application: Prof. Kathy Steffy
- Ethics and Professional Development: New Faculty Member
- Vocational Rehabilitation: New Faculty Member

- Assessment in Counseling Environments: Dr. Erica L. Wondolowski/New Faculty Member
- Psychopathology: Dr. Robert L. Stevens
- Counseling Theories: New Faculty Member
- Diversity and Inclusion in Human Service Settings: Dr. Erica L. Wondolowski
- Counseling Skills: Dr. Robert L. Stevens
- Relationship and Family Counseling: Theories and Techniques: Dr. Erica L. Wondolowski
- Theories and Techniques of Group Counseling: Dr. Robert L. Stevens
- Psychopharmacology and the Counseling Profession: Dr. Erica L. Wondolowski
- Advanced Case Management Strategies for Counseling: Dr. Erica L. Wondolowski

Specialty Area Courses:

- Medical and Psychosocial Aspects of Disability: Dr. Robert L. Stevens
- Foundations of Substance Abuse: Dr. Robert L. Stevens
- Addictions Diagnosis and Treatment Strategies: Dr. Robert L. Stevens
- Practicum in Counseling: New Fieldwork Coordinator
- Internship in Counseling: New Fieldwork Coordinator
- Thesis: Dr. Erica L. Wondolowski/Dr. Robert L. Stevens/New Faculty Member
- Seminar: Dr. Erica L. Wondolowski/Dr. Robert L. Stevens/New Faculty Member

- f. Identify courses currently offered by distance technology with an asterisk and endnote at the end of the document.

Major/Core Courses:

- CNSL 5003 Medical and Psychosocial Aspects of Disability
- CNSL 5223 Ethics and Professional Development
- CNSL 5233 Diversity and Inclusion in Human Services Settings
- CNSL 5243 Psychopathology
- EDFD 6003 Educational Research*
- CNSL 6013 Vocational Rehabilitation*
- CNSL 6023 Assessment in Counseling Environments
- CNSL 6123 Counseling Theories*
- CNSL 6204 Counseling Skills
- COUN 6213 Developmental Counseling- Theory and Application*
- CNSL 6223 Family and Relationship Counseling: Theories and Techniques*
- CNSL 6233 Theories and Techniques of Group Counseling
- CNSL 6803 Psychopharmacology and the Counseling Profession
- CNSL 6823 Advanced Case Management Strategies for Counseling
- CNSL 6973 Practicum in Counseling*
- CNSL 6981-6 Internship in Counseling*

Specialty and Elective Courses:

- CNSL 5141-3 Seminar
- CNSL 5163 Foundations of Substance Abuse*
- CNSL 6163 Addictions Diagnosis and Treatment Strategies*
- CNSL 6891-4 Independent Study
- CNSL 6991-5 Thesis Research

- g. Indicate the number of contact hours for internship/clinical courses.
The practicum totals a minimum of 100 clock hours including 40 hours of direct service with clients.

The Internship(s) requires the minimum of supervised 600 total clock hours that is begun after the completion of the practicum. The internship includes 240 total hours of direct service with clients appropriate to the program of study

h. State the program admission requirements.

- Prerequisite coursework includes undergraduate-level Research Methods (3 credit hours) and undergraduate-level Statistics (3 credit hours).
- Academic requirements include 3.0 GPA on all undergraduate, and any previous graduate course work. Applicants with grade-point averages of less than 3.00 (B) in their last two years of undergraduate study must also submit scores from the Graduate Record Examination General Test (subject test scores not required).
- Submit a Graduate Application to the Graduate School Admissions office.
- Applicants must be admitted to the Graduate School at Arkansas Tech University prior to, and separate from, admission to the Counseling program in the College of Education and Health.
- Request that official transcripts be sent to Graduate School Admissions from each college or university ever attended.
- Applicants should submit three letters of recommendation. Recommendations should be from former instructors, employers or other professionals in your community.
- Provide a statement of the applicant’s professional goals.
- An interview with the Counseling faculty is required.

i. Describe specified learning outcomes and course examination procedures.

Standard Outcome	Courses for Outcome	Outcome Measure
<p>Standard 1: Successful graduates comprehend the major concepts, principles, theories, and research underlying the philosophical foundations of clinical mental health and rehabilitation counseling, and they work successfully within organizational components.</p>	<p>CNSL 5223 CNSL 6123</p>	<ul style="list-style-type: none"> - Written Synthesis Exercises - Clinical Case Studies - Quizzes & Exams - Reflection Papers
<p>Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.</p>	<p>CNSL 5223 CNSL 5163 CNSL 5223 CNSL 5233 CNSL 5243 CNSL 6013 CNSL 6023 CNSL 6123 CNSL 6163 CNSL 6204 CNSL 6233 CNSL 6803</p>	<ul style="list-style-type: none"> - Video/Live Counseling & Reflection Exercises - Clinical Case Studies - Case Management Portfolio - Reflection Journals - Quizzes & Exams - Formative & Summative Assessments - Experiential Assessments - Treatment Plan Development

<p>Standard 3: Successful graduates are successful in their various roles as clinical professionals. They serve as informed advocates for those with rehabilitation and/or mental health needs, and for providing consultative services to community organizations. They engage with families and community members to form collaborative relationships.</p>	<p>CNSL 5163 CNSL 6223 CNSL 6823</p>	<ul style="list-style-type: none"> - Case Study and Advisory Plan - Treatment Plan Development - Consultation Plan Development
<p>Standard 4: Successful graduates can competently obtain, evaluate and utilize research, in addition to classroom knowledge, in a manner that scaffolds the clinical relationship.</p>	<p>EDFD 6003 CNSL 5163 CNSL 6023 CNSL 6973 CNSL 6981-6 CNSL 6991-5</p>	<ul style="list-style-type: none"> - Video/Live Counseling & Reflection Exercises - Clinical Case Studies - Formative & Summative Assessments - Experiential Assessments - Pre-Professional Experience - Research Project and Thesis
<p>Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.</p>	<p>CNSL 5003 CNSL 5163 CNSL 5233 CNSL 6013 CNSL 6163 CNSL 6204 COUN 6213 CNSL 6223</p>	<ul style="list-style-type: none"> - Research & Analysis Synthesis Paper - Clinical Case Studies - Formative & Summative Assessments - Experiential Assessments - Research Project and Thesis

- j. Include a copy of the course evaluation to be completed by the student. Please see Appendix E for the electronic course evaluation form.
- k. Include information received from potential employers about course content. Potential employers have encouraged course content that aligns with CACREP and CRCC standards, so that students have the ability to sit for the CRCC exam and the National Counselor Examination for state licensure. In addition, coursework that addresses the “darker side of Human Services” (e.g., trauma, sexual assault, intimate partner violence), informed advocacy, virtual counseling and telehealth, and utilizing community professionals as guest speakers in classes have all been recommended. To increase professionalism and academic rigor, strong adherence to the American Psychological Association (APA) 7th edition writing standards, requiring interviews for each fieldwork student prior to them beginning at their placement sites, and utilizing the ELEVATE Career Development Academy available at Arkansas Tech University to further their professional identity development have all been proposed.
- l. Provide institutional curriculum committee review/approval date for proposed program. August 22nd, 2023 – University Curriculum Committee Review

8. FACULTY

- a. List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)
- Erica L. Wondolowski, Ph.D., CRC
 - Ph.D. Michigan State University, Doctorate: Rehabilitation Counselor Education
 - Diversity, Equity, and Inclusion, Case Management, Psychopharmacology, Family and Relationship Counseling, Intimacy and Disability
 - Robert L. Stevens, Ph.D., CRC, LPC
 - Ph.D. Ohio University, Doctorate: Counselor Education and Supervision - Rehabilitation Counselor Education
 - Addictions/Substance Abuse, Group Counseling, Psychopathology, Interviewing Skills/Counseling Skills, Medical and Psychosocial Aspects of Disability
 - Full-Time, Tenure-Track Professor (to be hired)
 - Terminal Degree in Clinical Mental Health or Counseling-Related Field
 - LAC/LPC and CRC (preferred)
 - Ethics (Undergraduate and Graduate), Counseling Theories, Vocational Rehabilitation, Family and Relationship Counseling, Assessment in Counseling Environments
 - Fieldwork Coordinator (to be hired)
 - LAC/LPC and CRC (preferred)
 - Master's Degree in Clinical Mental Health or Counseling-Related Field (Ph. D. preferred)
 - Internship (Undergraduate and Graduate), Practicum, Field Placement Experiences, Service Learning
- b. Indicate lead faculty member or program coordinator for the proposed program.
Robert L. Stevens, Ph.D., LPC, CRC
- c. Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. **For new faculty, provide the expected credentials/experience and expected hire date.**
- 1 Full-Time, Tenure Track, Professors with a Terminal Degree in Clinical Mental Health or Counseling-Related Field, is a Licensed Associate Counselor (LAC) or Licensed Professional Counselor (LPC) in the state of Arkansas, and preferably a Certified Rehabilitation Counselor (CRC). Expected hire date: January 2024.
 - 1 Full-Time Fieldwork Coordinator with a Master's degree (Ph.D. preferable) in Clinical Mental Health or Counseling-Related Field, is a Licensed Associate Counselor (LAC) or Licensed Professional Counselor (LPC) in the state of Arkansas, and preferably a Certified Rehabilitation Counselor (CRC). Expected hire date: August 2023.
- d. For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide

the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

Please see Appendix F for Curriculum Vitae of current faculty.

- 1 Full-Time, Tenure Track, Professors with a Terminal Degree in **Clinical Mental Health or Counseling-Related Field**, is a Licensed Associate Counselor (LAC) or Licensed Professional Counselor (LPC) in the state of Arkansas, and preferably a Certified Rehabilitation Counselor (CRC). Expected hire date: January 2024.
- 1 Full-Time Fieldwork Coordinator with a Master's degree (Ph.D. preferable) in **Clinical Mental Health or Counseling-Related Field**, is a Licensed Associate Counselor (LAC) or Licensed Professional Counselor (LPC) in the state of Arkansas, and preferably a Certified Rehabilitation Counselor (CRC). Expected hire date: August 2023.

Graduate Assistant Costs

- It is projected that for the first three years of successful implementation, that there will be one (1) graduate teaching assistant for the program. Annually, this will cost \$12,090.00 in graduate assistant stipends and tuition waivers.

9. DESCRIPTION OF RESOURCES

a. Current library resources in the field.

Arkansas Tech University currently has related reference materials including the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-V; American Psychiatric Association, 2013) and The Concise Corsini Encyclopedia of Psychology and Behavioral Science (Craighead & Nemeroff, 2004). Arkansas Tech University also has access to four (4) resource databases through which students can access scholarly journal articles, book chapters, books, and dissertations. These four (4) databases are PsycInfo (APA), PsycArticles (APA), Opposing Viewpoints (GALE in Context), and JSTOR. While there are many resources available in full-text, digital format for students, any resources not currently held by or accessible through the Arkansas Tech University library or its databases can be requested through interlibrary loan.

b. Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable).

While there are no dedicated classrooms for the proposed Counseling program, the Arkansas Tech University campus has 191 classrooms and conference rooms across 22 buildings. Currently, there are 32 classrooms containing SmartBoards and over 20% of all classrooms and conference rooms are equipped with lecture capture capabilities. Many classrooms have wireless presentation capabilities via Apple TV or Crestron AirMedia devices. Many of these spaces are able to be reserved and used for course delivery. Of those 191 spaces, six (6) are equipped with the technology to host hybrid-flexible (hy-flex) courses effectively. Most of the 191 spaces are equipped with a projector and screen, DocCam, webcam, and lapel microphone, necessary for efficient course delivery. Please see Appendix A for a list of all instructional equipment and technology available on the Arkansas Tech University campus.

c. New instructional resources required, including costs and acquisition plan.

The testing and assessment kits necessary for use in the CNSL 6013 - Vocational Rehabilitation and CNSL 6023 - Assessment in Counseling Environments courses are estimated to cost approximately \$2,000.00 annually. These would be purchased by the program each year. The software to be utilized in the CNSL 6823 - Advanced Case Management Strategies for Counseling course is estimated to

cost \$3,000.00 in initial subscription costs and an additional \$500.00 annually for renewal, and will be purchased and maintained by the program and Arkansas Tech University's Office of Information Systems.

10. NEW PROGRAM COSTS – Expenditures for the first 3 years

a. New administrative costs (number and position titles of new administrators).

While the proposed program will not require an additional Administrative Assistant, it is being requested that the Administrative Specialist (Level II) for the Rehabilitation Science program be moved to an Administrative Specialist III level due to increased job demands, managing both the undergraduate Rehabilitation Science program and proposed Master's of Counseling program. This will require an additional \$1,930.04 annually or \$5,790.12 for the first three years.

b. Number of new faculty (full-time and part-time) and costs.

It is anticipated that prior to Summer 2024, all open positions will be filled and therefore should leave no pressing need for, or cost associated with, new faculty at that time.

c. New library resources and costs.

The only new library resources requested are copies of the textbooks used in the Counseling program's courses. This would cost approximately \$2,165.00 in year one (1) and potentially as much as an additional \$1,000.00 annually in the event that textbooks change or new courses are offered. For the first three years, this would be an estimated cost of \$4,165.00.

d. New/renovated facilities and costs.

None

e. New instructional equipment and costs.

The testing and assessment kits necessary for use in the CNSL 6013 - Vocational Rehabilitation and CNSL 6023 - Assessment in Counseling Environments courses are estimated to cost approximately \$2,000.00 annually. These would be purchased by the program each year. The software to be utilized in the CNSL 6823 - Advanced Case Management Strategies for Counseling course is estimated to cost \$3,000.00 in initial subscription costs and an additional \$500.00 annually for renewal, and will be purchased and maintained by the program and Arkansas Tech University's Office of Information Systems.

f. Distance delivery costs (if applicable).

Arkansas Tech University charges \$10.00 per credit hour, per student in distance delivery fees. This would total approximately \$270.00 in fees, per student, per cohort for the nine (9) planned distance courses in the program. For each 15-person cohort, an approximate total of \$4,050.00 in distance delivery fees would be collected.

g. Other new costs (graduate assistants, secretarial support, supplies, faculty development, faculty/students research, program accreditation, etc.).

It is projected that for the first three years of successful implementation, that there will be one (1) graduate teaching assistant for the program. Annually, this will cost \$12,090.00 in graduate assistant stipends and tuition waivers.

While the proposed program will not require an additional Administrative Assistant, it is being requested that the Administrative Specialist (Level II) for the Rehabilitation Science program be moved to an Administrative Specialist III level due to increased job demands, managing both the undergraduate Rehabilitation Science program and proposed Masters of Counseling program. This

will require an additional \$1,930.04 annually.

With regard to supplies, general office supplies are estimated to cost \$500.00 annually. The testing and assessment kits necessary for use in the CNSL 6013 - Vocational Rehabilitation and CNSL 6023 - Assessment in Counseling Environments courses are estimated to cost approximately \$2,000.00 annually. Lastly, the software to be utilized in the CNSL 6823 - Advanced Case Management Strategies for Counseling course is estimated to cost \$3,000.00 in initial subscription costs and an additional \$500.00 annually for renewal. Supplies necessary to engage in continued recruitment are approximated at \$1,500.00 annually. This is a subtotal of \$7,000.00 in initial supply costs.

As it pertains to travel, the fieldwork coordinator will be required to complete two site visits per semester, for all practicum and internship students. For 15 students per cohort, this is estimated at \$5,741.00. Additionally, for each of the four (4) faculty members (three core faculty and one fieldwork coordinator) to engage in professional development opportunities, \$2,000.00 will be needed annually. This equates to \$500.00 per faculty member. This is a subtotal of \$7,741.00 in travel costs annually.

In total, new costs for the first year will amount to \$28,761.04 or \$86,283.12 for the first three (3) years. It should be noted that at year five (5), dependent upon the success of the program, the program may seek CACREP accreditation. This will cost \$2,500.00 in application fees, \$2,000.00 per site visitor, if granted, and if approved an annual maintenance fee of \$3,914.00.

If no new costs are required for program implementation, provide an explanation.

11. SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation

If there will be a reallocation of funds, indicate from which department, program, etc.

- a. Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

Annual graduate student enrollment is projected to be 15 students per annual cohort, with each cohort beginning in the summer semester. At the June 15, 2023 meeting of the Arkansas Tech University Board of Trustees, the fiscal year 2024 budget was approved including a provision that all graduate students, regardless of classification (e.g., in-state, out of state, international) would pay the same in tuition per student semester credit hour (SSCH) at \$314.50. Please see Appendix G for the approval of the 2024 fiscal year budget.

Utilizing the Arkansas Tech University tuition calculator and basing calculations on the Spring 2023 and Summer 2024 semesters, a single graduate student in the proposed Master's in Counseling program would pay a total of approximately \$25,672.60 in tuition and fees for two (2) years of study. These years each include summer semesters. In three (3) years, accounting for 15-student cohorts each year, the University will have charged approximately \$942,358.05 in tuition and fees. Please see Appendix H for a breakdown of approximate tuition and fees charges.

- b. Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).

This past year we received \$4,902.00 per full-time enrolled (FTE) student from State general revenues. It is petitioned that an equitable amount will be received in future years.

- c. Other grants (list grant source & amount of grant), employers, special tuition rates, mandatory technology fees, program specific fees, etc.

While there are no currently obtained grants, the federal Rehabilitation Services Administration

(RSA; n.d.) often welcomes applications for training grants that they make available. It is the intention of the proposed Counseling program faculty to apply for these grants to help assist with student need.

At the June 15, 2023 meeting of the Arkansas Tech University Board of Trustees, the fiscal year 2024 budget was approved including a provision that all graduate students, regardless of classification (e.g., in-state, out of state, international) would pay the same in tuition per student semester credit hour (SSCH) at \$314.50 (Appendix G).

Program specific fees include a \$60.00 fee for all students in the CNSL 6973: Practicum in Counseling course and a \$120.00 fee for all students in the CNSL 6981-6: Internship in Counseling course to assist in offsetting any cost related to fieldwork travel, etc. For a 15-person cohort, with each student having to take practicum once and internship at least once, the approximate total in fees collected would be \$2,700.00. This number would only increase if students needed to take an additional section of the CNSL 6981-6: Internship in Counseling course.

Arkansas Tech University charges \$10.00 per credit hour, per student in distance delivery fees. This would total approximately \$270.00 in fees, per student, per cohort with the nine (9) planned distance courses in the program. For each 15-person cohort, an approximate total of \$4,050.00 in distance delivery fees would be collected.

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

Please see Appendix I for Organizational Chart reflecting program.

- a. Proposed program will be housed in which college/department.
College of Education and Health
Department of Kinesiology and Rehabilitation Science

13. SPECIALIZED REQUIREMENTS

- a. If specialized accreditation is required for the proposed program, list the name of accrediting agency. After five years of successful implementation, the program will seek accreditation through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).
- b. Indicate the licensure/certification requirements for student entry into the field.

Course Title	Arkansas LAC/ LPC Licensure Requirement	Credit(s)	CRC Eligibility Requirements
CNSL 5223: Ethics and Professional Development	Professional Identity & Ethics	3	Professional Orientation & Ethics in Rehabilitation Counseling
CNSL 5233: Diversity and Inclusion in Human Service Settings	Social & Cultural Diversity	3	N/A

CNSL 5243: Psychopathology	Abnormal Psychology/DSM and /ICD Use/Psychopathology	3	N/A
EDFD 6003: Educational Research	Research & Program Evaluation	3	Research, Methodology, & Performance Management
CNSL 6003: Medical and Psychosocial Aspects of Disability	N/A	3	Medical & Psychosocial Aspects of Disabilities
CNSL 6013: Vocational Rehabilitation	Career Development	3	Career Development Theories & Job Development and Placement Techniques
CNSL 6023: Assessment in Counseling Environments*	Assessment	3	Assessment
CNSL 6123 – Counseling Theories	N/A	3	Theories & Techniques of Counseling
CNSL 6204: Counseling Skills	Helping Relations -&- Use of Technology in Counseling/Therapy	3 -&- 1	N/A
COUN 6213: Developmental Counseling - Theory and Application	Human Growth & Development	3	N/A
CNSL 6223: Family and Relationship Counseling – Theories and Techniques*	Family & Relationship	3	N/A
CNSL 6233 – Theories and Techniques of Group Counseling*	Group Work	3	N/A
CNSL 6803 – Psychopharmacology and the Counseling Profession*		3	
CNSL 6823 – Case Management Strategies	N/A	3	Case Management & Community Partnerships

CNSL 6973: Practicum in Counseling*	Practicum (100 clock hours w/ 40 direct contact)	9 (2-3 graduate courses over a minimum of 6 mos.)	Practicum – 100 clock hours w/ 40 direct contact with PWD.
CNSL 6981-6 – Internship in Counseling	Internship (600 total clock hours w/ 240 direct contact)		Internship – 600 clock hours w/ 240 direct contact with PWD
TOTAL	40 required credit hours		30 required clock hours

- c. Provide documentation of Agency/Board review/approvals (education, nursing-initial approval required, health professions, counseling, etc.)
Please see Appendix J for review/approval letters from the Commission on Rehabilitation Counselor Certification (CRCC) and the Arkansas State Board of Examiners (ARBOE).

14. BOARD OF TRUSTEES APPROVAL

- a. Provide the date that the Board approved (or will consider) the proposed program.
Thursday, June 15th, 2023.
- b. Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.
Please see Appendix K for the Arkansas Tech University Board of Trustees meeting agenda and approval documentation.

15. SIMILAR PROGRAMS

- a. List institutions offering a similar program:
- ~~Proposed undergraduate program – list institutions in Arkansas.~~
 - Proposed master’s program – list institutions in Arkansas and region.
 - Arkansas State University (Jonesboro; Ed.S. in Clinical Mental Health Counseling)
 - Harding University (Searcy; M.S. in Clinical Mental Health Counseling)
 - Henderson State University (Arkadelphia; M.S. in Clinical Mental Health Counseling)
 - University of Arkansas (Fayetteville; M.S. in Clinical Mental Health Counseling and M.S. in Rehabilitation Counseling)
 - University of Arkansas (Little Rock; M.A. in Clinical Mental Health Counseling, M.A. in Clinical Rehabilitation, and M.A. in Traditional Rehabilitation Counseling)
 - ~~Proposed doctoral program – list institutions in Arkansas, region, and nation.~~
- b. State why proposed program is needed if it’s offered at other institutions in Arkansas or region. The proposed Master’s in Counseling program at Arkansas Tech University is necessary for the following reasons:
- The program is constructed in a way that it is hybrid in nature. Several classes will be available in completely online modality while several others will be offered in hybrid-flexibility (hy-flex) modalities. The hy-flex delivery allows for students to attend either synchronously or asynchronously, and either in-person or online. While there remain several classes that students will need to attend in-person with no online option, this flexible delivery of the program as a whole makes the program unique compared to the programs offered at University of Arkansas – Fayetteville and University of Arkansas - Little Rock.
 - In the June meeting of the Arkansas Tech University Board of Trustees, a proposal was

passed to offer tuition reduction to graduate students from the contiguous states to Arkansas. This offers in-state tuition to all graduate students from these areas and not only keep us competitive in comparison to other universities and colleges, but also expands our recruitment opportunities beyond the region and state.

- The program offers an option to enrolled students to either successfully pass the Certified Rehabilitation Counselor (CRC) exam or to complete thesis research as their final capstone or comprehensive academic exercise. Of the programs listed in item 15.a, three require a comprehensive exam for at least one of the programs offered (in the event that multiple are offered at a single institution), only one has the option of completing a master's level thesis, and none provide the option of successfully completing a certifying exam (i.e., CRC or National Counselor Examination). The options provided by the proposed program at Arkansas Tech University guarantees that a student will either have a credential or have completed their own research prior to graduation.
- Arkansas Tech University is located in Russellville, AR. Of the institutions listed in item 15.a, the closest Clinical Mental Health and Traditional Rehabilitation Counseling programs are in Little Rock, AR (approximately 79.3 mi from Russellville). It is important to note, however, that both of these programs, in addition to their Clinical Rehabilitation offering, are facilitated completely online. If potential applicants are looking for a program with a hybrid delivery system, the geographically closest to Russellville, AR would be the Clinical Mental Health Counseling program offered at Harding University in Searcy, AR (approximately 96.4 mi away) and the Rehabilitation Counseling program offered at the University of Arkansas in Fayetteville, AR (approximately 102 mi away). Notable of these programs is that Harding University, while providing a hybrid program delivery modality, is a Christian university and that the program provided at University of Arkansas – Fayetteville is primarily delivered in-person. Please see Appendix L for a pictorial representation of institutions in Arkansas and where they are located.
- Arkansas Tech University is seated within Pope County. According to the Arkansas Mental Health Professional Shortage Areas (HPSA) map (Appendix M), published by the Arkansas Department of Health (2017), there is significant need for mental health clinicians not only in Pope County but in all of its contiguous counties as well (i.e., Conway, Yell, Logan, Johnson, Van Buren, Searcy and Newton). The associated Health Professional Shortage Areas (HPSA), specifically those pertaining to mental health, scores are calculated through the analysis of population-to-provider ratio, percent of population below 100% of the federal poverty level, the youth ratio (those under the age of 18), the elderly ratio (those over the age of 65), the prevalence of alcohol abuse, the prevalence of substance abuse, and the travel time to the nearest source of care outside of the HPSA designation area. Mental health HPSAs can receive a score between 0-25, with the higher scores indicating greater need. Seven of the eight counties, including Pope, score within the highest category (18-25) and the remaining contiguous county (Van Buren) scores within the second highest category (15-17). The proposed program would directly feed clinical mental health clinicians back into these areas, helping to satiate these underserved areas.

Please see Appendix D for recent survey results taken from undergraduate Rehabilitation Science students at Arkansas Tech University.

Please see Appendix C for letters of support from regional organizations and employers.

- c. List institution(s) offering a similar program that the institution used as a model to develop the proposed program.
University of Arkansas - Fayetteville

- d. Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to “Reply All”. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

Please see Appendix N for e-mail notification.

Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.

16. DESEGREGATION

- a. State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

	Black	Other Minority
Arkansas Tech University – Russellville Campus	443	1322
Arkansas Tech University – Ozark	42	329
School Counseling (Graduate)	2	24
Rehabilitation Science	6	17
Psychology	14	52

17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)

- ~~a. If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.~~

18. ACADEMIC PROGRAM REVIEW

- a. Provide scheduled program review date (within 10 years of program implementation date).
May 31, 2034

19. INSTRUCTION BY DISTANCE TECHNOLOGY

If the proposed program will be offered by distance technology, provide the following information:

- a. Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.

As an institutional member of the National Council for State Authorization Reciprocity Agreements (NC-SARA), our institutional policies are a reflection of the institution requirement policies outlined in the annual renewal agreement with NC-SARA. Within the NC-SARA agreement, our institutional policies adhere to the Interregional Guidelines for the Evaluation of Distance Education.

- b. Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

Academic Affairs oversees the instructional technologists who are certified and qualified to support and work with faculty to development quality online courses. In Academic Affairs, the Associate Vice President of Academic Affairs, who is the Quality Matters coordinator for the institution, oversees and coordinates the development and technical support for distance courses and degrees.

This includes initiatives to provide course development stipends for faculty to create and update online courses. To be implemented, these online courses must meet the criteria outlined in the Arkansas Tech University Hy-flex/Online Rubric Standards based on criteria provided in the current Quality Matters Rubric Standards.

Technical support of the Learning Management System (LMS), and any other system integrated with it, begins with the Campus Support Center, managed by the Office of Information Systems (OIS). Support tickets are then escalated as needed to the Course Management Systems team within the Learning Technology Resources division of OIS.

c. **Summarize the policies and procedures to keep the technology infrastructure current.**

Arkansas Tech University has established policies and procedures to ensure the technology infrastructure supporting distance education remains current. This includes regular evaluation and upgrading of hardware, software, and network systems. Mechanisms are also in place to monitor emerging technologies and trends in distance education to inform future infrastructure planning and development. Please see Appendix O for the Arkansas Tech University Office of Information Systems resource summary.

d. **Summarize the procedures that assure the security of personal information.**

Arkansas Tech University has established policies and procedures to secure all information systems and to protect all business, personnel, and student information from unauthorized access or disclosure. This includes that information access to personal data held on ATU faculty, staff and students is controlled by a multi-level user-id/password system, and that primary electronic (computer) data is coordinated by and stored under the supervision of the Office of Information Systems (Arkansas Tech University, 2020). Please see Appendix P for the Arkansas Tech University information security plan.

e. **Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).**

At this time, there are no services that will be outsourced to other organizations.

20. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF

None Requested

* Denotes courses provided either entirely online or utilizing hybrid-flexibility delivery technologies.

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Classroom/Conference Room Technology

Administration (ADM)

- 103 (Conference) – PC, 50" monitor, Webcam, Wireless mic
- 204 (Conference) –?
- 210 (Conference) – Mac Mini, 46" monitor, Conference phone

Agri. Greenhouse (GH)

- Classroom – PC, Projector, DocCam (Elmo), DVD/VCR
- Workshop – PC, Projector

Baswell Techtionery (BASWTC)

- 202 (Conference) – PC, 46" monitor
- 203 (Conference) – PC, 46" monitor
- 204 (Conference) – PC, 46" monitor

Brown (RCB)

- 134 – PC, BYOD (HDMI & AirMedia), 2- 80" monitors, 2- 65" monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, 7 tables each with a 50" monitor and 6 connection cable caddies (all controllable from the podium), Crestron touchscreen room controller
- 147 – PC, BYOD (HDMI & AirMedia), 2- 80" monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 148 – PC, BYOD (HDMI & AirMedia), 3- 80" monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 253 – PC, BYOD (HDMI & AirMedia), 2- 80" monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller

- 254 – PC, BYOD (HDMI & AirMedia), 3- 80” monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 355 (Conference) – PC, BYOD (HDMI), 80” monitor, Ultra-wide angle webcam, Conference phone
- 356 – PC, BYOD (HDMI & AirMedia), 3- 80” monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 417 (Conference) – PC, 50” monitor, Webcam
- 435 – PC, BYOD (HDMI & AirMedia), 3- 80” monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 436 – PC, BYOD (HDMI & AirMedia, AppleTV), 3- 80” monitors, PTZ camera, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 446 – PC, BYOD (HDMI & AirMedia, AppleTV), 3- 80” monitors, PTZ Cam, DocCam (Hovercam), Lavalier mic, Blu-ray player, Crestron touchscreen room controller
- 449 (Conference) – PC, 65” monitor, Webcam, Wireless mic pod

Energy Center (CES)

- 134 – PC, Projector/screen, DocCam, DVD/VCR, PTZ camera coming soon, Webcam, DocCam (Samsung), Extron push-button room controller
- 137 – PC, Projector/screen, DocCam, DVD/VCR, PTZ camera coming soon, Webcam, DocCam (Samsung), Extron push-button room controller
- 139 – PC, SmartBoard, DocCam (Hovercam), DVD/VCR
- 140 – PC, Projector/screen, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 141 – PC, Projector/screen, Webcam, DocCam (Samsung), DVD/VCR, Extron push-button room controller

Chambers

- West Dining Hall – PC, BYOD (HDMI), Dual projectors, Lavalier mic, 6- Hand-held mics

Center for Leadership & Learning (CLL)

- 112 – PC, BYOD (AppleTV), Projector/screen, 65” monitor, DocCam (Hovercam), DVD/VCR, Wireless mic, Hand-held mic, Crestron touchscreen room controller
- 113 – PC, BYOD (AppleTV), Projector/screen, DocCam (Hovercam), Wireless mic, DVD/VCR, Crestron touchscreen room controller

Corley (COR)

- 101 – PC, SmartBoard, PTZ camera coming soon, Webcam, DocCam (Hovercam)
- 102 – PC, SmartBoard, DocCam (Hovercam)
- 103 – PC, Projector/screen, DocCam (Hovercam), VCR
- 104 – PC, Projector/screen, PTZ camera coming soon, Webcam, DocCam (Elmo)
- 111C (Conference) – PC, 58” monitor, Webcam, Wireless mic pod
- 113 (Conference) – PC, TV
- 114 – PC, Projector/screen, DocCam (Hovercam)
- 115 (Cyber Security Lab) – PC (w/ no campus network access), Projector/whiteboard, Crestron touchscreen room controller
- 116 – PC, Projector/screen, Webcam
- 117 (Cyber Security Lab) – PC, BYOD (HDMI & AirMedia), Dual projectors/whiteboards, PTZ camera coming soon, Webcam, DocCam (Hovercam), Crestron touchscreen room controller
- 120 – PC, Projector/screen, Webcam, Extron push-button room controller
- 127 – Projector
- 131 – PC, SmartBoard, Webcam, VCR
- 234 – PC, Projector/screen, Webcam
- 235 – PC, BYOD (HDMI, VGA), Projector/screen, 55” monitor, PTZ camera coming soon, Webcam, DocCam (Hovercam), Crestron touchscreen room controller
- 240 – PC, BYOD (HDMI, VGA), Dual projectors/screens, PTZ camera coming soon, Webcam, DocCam (Hovercam), Crestron touchscreen room controller
- 267 – PC, Projector/screen, PTZ camera coming soon, Webcam, DocCam (Elmo), Extron push-button room controller
- 268 – PC, Projector/screen, PTZ camera, DocCam (Hovercam), Extron push-button room controller
- 269 – PC, Projector/screen, Webcam, DocCam (Elmo), Extron push-button room controller

Crabaugh (CRA)

- 105 – PC, SmartBoard, PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray player
- 115 – PC, SmartBoard, 58” monitor, 3 – 47” monitors, Blu-ray player, PTZ camera coming soon, Webcam, DocCam (Elmo), Wireless mics
- 216 – PC, SmartBoard, PTZ camera coming soon, Webcam, DocCam (Hovercam), VCR
- 221 – PC, Projector/screen, SmartBoard, PTZ camera, DVD/VCR
- 301 – PC, SmartBoard, Webcam, DVD/VCR
- 302 – PC, SmartBoard, PTZ camera coming soon, Webcam, DocCam (Elmo), Extron push-button room controller
- 303 – PC, 58” monitor, Webcam

- 304 – PC, SmartBoard, Webcam, DocCam (Elmo)
- 307 – PC, SmartBoard, DocCam (Hovercam), VCR
- 310 – PC, BYOD (HDMI, VGA, AirMedia, AppleTV), Projector/screen, 3 – 55” monitors, PTZ camera, DocCam (Hovercam)

Dean (DNH)

- 102 – PC, SmartBoard, Webcam, DVD/VCR, Extron push-button room controller
- 103 – PC, Projector/screen, PTZ camera, DocCam (Elmo), DVD/VCR, Crestron push-button room controller
- 104 – PC, SmartBoard, PTZ camera coming soon, Webcam, DocCam (Hovercam), TV Cart w/ VCR
- 105 – PC, Projector/screen, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 106 – PC, Projector/screen, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 110 –?
- 113 (Conference) – PC, 43” monitor, Smart Podium, Webcam
- 115 – PC, Projector/screen, Webcam, DocCam (Elmo), Extron push-button room controller
- 117 – PC, Projector/screen, Webcam, DocCam (Hovercam), Extron push-button room controller, TV Cart w/ VCR
- 121 – PC, BYOD (AppleTV), Projector/screen, PTZ camera coming soon, Webcam, Doc Cam (Hovercam), Sympodium, Crestron touchscreen room controller
- 124A (Conference) – PC, 60”Monitor, Webcam, Wireless mic
- 204 – PC, Projector/screen, DocCam (Elmo), DVD/VCR, Extron push-button room controller
- 205 – PC, Projector/screen, Webcam, DVD/VCR, Extron push-button room controller
- 206 – PC, Projector/screen, Webcam, DVD/VCR, Extron push-button room controller
- 207 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 210 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR
- 211 – Nursing Sim room
- 212 – PC, BYOD (HDMI, VGA, AirMedia), Projector/screen, Webcam, DVD/VCR, Crestron touchscreen room controller
- 213 – PC, Projector/screen, Webcam, VCR
- 215 – PC, BYOD (AppleTV), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Elmo), TV Cart w/ VCR
- T6A – Projector/screen, DVD/VCR
- T6B – Projector/screen, DVD/VCR

Online Learning Center (OLC) (eTech)

- 103 (Conference) – PC, BYOD (AppleTV), 2 50” monitors, Wireless mic, Lecture capture camera

Hull

- 111 – PC, Projector/screen, Webcam, DVD/VCR
- 115 – PC, BYOD (AppleTV), SmartBoard, PTZ camera coming soon, Webcam, DocCam (Elmo), DVD/VCR
- 119 – PC Projector/screen, Webcam, TV Cart
- 121 – PC, Projector/screen, Webcam, DVD/VCR
- 127 – TECH FIT
- 132 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 133 – PC, Projector/screen, Webcam, DVD/VCR
- 134 – PC, SmartBoard, PTZ camera coming soon, Webcam, Smart Slate, DVD/VCR, Lecture capture camera
- 135 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR

McEver (MCE)

- 002 – PC, Projector/screen, Webcam, DVD/VCR
- 007 – PC, Projector/screen, DocCam (Hovercam)
- 009 – PC, Projector/screen, Webcam, Extron push-button room controller
- 013 – PC, Projector/screen, Webcam, Extron push-button room controller
- 015 – PC, Projector/screen, PTZ camera coming soon, Webcam, DocCam (?)
- 016 – PC, Projector/screen, Webcam, Extron push-button room controller
- 020 – PC
- 023 – PC, Projector/screen, Webcam, Crestron push-button room controller
- 028 – PC, Projector/screen, Webcam,
- 029 – PC, Projector/screen, Webcam,
- 030 – PC, Projector/screen, Webcam,
- 036 – PC, Projector/screen, Webcam,
- 037 – PC, Projector/screen, Webcam, Extron push-button room controller
- 101 – PC, Projector/screen, Webcam, DocCam (Samsung), DVD/VCR, Extron push-button room controller
- 102 – PC, Projector/screen, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 103 – PC, Projector/screen, Webcam, DocCam (Samsung), DVD/VCR, Extron push-button room controller
- 107 – PC, Projector/screen, Webcam, DocCam (Samsung), DVD/VCR, Extron push-button room controller
- 121 – PC, Projector/screen, DocCam (Elmo), Webcam, Conference phone, Extron push-button room controller
- 124 – PC, Projector/screen, Webcam
- 126 – PC, Projector/screen, Webcam, TV/VCR Cart
- 128 – PC, Projector/screen, DocCam (Hovercam)

- 129 – PC, Projector/screen, DocCam (Hovercam)
- 131 – PC, SmartBoard, Webcam, DVD/VCR
- 133 – PC, Projector/screen, Webcam, DVD
- 152 – PC, Projector/screen, PTZ camera coming soon, Webcam, DocCam, DVD/VCR, Extron push-button room controller
- 162 – PC, Dual Projectors/screens, PTZ camera coming soon, Webcam, DocCam, Wireless lavalier mic, Crestron touch-screen room controller
- 172 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller

Morton (MOR)

- 124 – PC, BYOD (HDMI, VGA), Projector/screen, DocCam (Hovercam), Blu-ray player, Crestron touch-screen room controller
- 125 – PC, BYOD (HDMI, VGA), Projector/screen, DocCam (Hovercam), Blu-ray player, Crestron touch-screen room controller
- Multi-sports Complex (MSC)
- 212 – PC, 65” monitor

Norman (NOR)

- 105 – PC, Projector/screen, PTZ camera coming soon, Webcam, DocCam (Elmo), DVD/VCR, Extron push-button room controller
- 110 – PC, Projector/screen, Webcam
- 112 – PC, Projector/screen, Webcam
- 113 – PC, Projector/screen, Webcam
- 204 – PC, Projector/screen, Webcam
- 205 – PC, Projector/screen, Webcam
- 207 – Mac, Projector/screen, Webcam
- 208 – PC, Projector/screen, Webcam, DocCam (Elmo), Crestron push-button controller
- 213 – Projector/screen, Webcam
- 214 – PC, 4 70” monitors, Webcam, Crestron touch-screen controller

Ross Pendergraft Library (RPL)

- 220 – PC, BYOD (HDMI, VGA, AirMedia), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Crestron touch-screen room controller
- 300A (North) – PC, BYOD (HDMI, VGA, AirMedia, AppleTV), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Wireless lavalier & handheld mics, Crestron touch-screen room controller
- 300B (South) – PC, BYOD (HDMI, VGA, AirMedia), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Crestron touch-screen room controller

- 300C (Combined) – PC, BYOD (HDMI, VGA, AirMedia), Projector/screen, Webcam, DocCam (Hovercam), Blu-ray Player, Wireless lavalier & handheld mics Crestron touch-screen room controller
- 325 (Conference) – PC, BYOD (HDMI, VGA, AirMedia), Projector/screen, PTZ camera, Webcam, DocCam (Hovercam), Blu-ray Player, Wireless lavalier & handheld mics, Crestron touch-screen room controller
- 331 – PC, BYOD (HDMI, VGA), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Crestron touch-screen room controller
- 332 – PC, Projector/screen, BYOD (HDMI, VGA, AppleTV), PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Crestron touch-screen room controller
- 334 – PC, Projector/screen, BYOD (HDMI, VGA, AppleTV), PTZ camera coming soon, Webcam, DocCam (Hovercam), Blu-ray Player, Crestron touch-screen room controller

Rothwell (RTH)

- 132 – PC, Sympodium, Dual projectors/screens, PTZ camera coming soon, Webcam, DocCam (AverMedia), Extron push-button room controller
- 133 – (offline as classroom)
- 138 – PC, Projector/screen, PTZ camera, DocCam (AverMedia), Extron push-button room controller
- 206 – PC, Sympodium, Projector/screen, Webcam, DocCam (AverMedia), DVD Player, Extron push-button room controller
- 207 – PC, SmartBoard, Webcam DocCam (AverMedia), DVD player
- 208 – SmartBoard, Webcam
- 211 – PC, Sympodium, Projector/screen, PTZ camera coming soon, Webcam, DocCam (AverMedia), DVD Player, Extron push-button room controller
- 212 – PC, Sympodium, Projector/screen, PTZ camera coming soon, Webcam, DocCam (Elmo), DVD/VCR, Extron push-button room controller
- 213 – PC, Sympodium, Projector/screen, DocCam (Hovercam), Extron push-button room controller
- 214 – PC, SmartBoard, Webcam
- 217 – PC, SmartBoard, Webcam, DocCam (AverMedia), DVD Player
- 221 – PC Projector/screen, PTZ camera coming soon, Webcam, DocCam (AverMedia), DVD/VCR, Extron push-button room controller
- 306 – PC, Projector/screen, Webcam DocCam (AverMedia), Extron push-button room controller
- 307 – PC, SmartBoard, Webcam DocCam (Hovercam), DVD Player, Lecture capture camera
- 308 – SmartBoard, Webcam, DVD/VCR
- 311 – PC, Projector/screen, DocCam (Hovercam), Extron push-button room controller

- 312 – PC, Projector/screen, PTZ camera, DocCam (Hovercam), Extron push-button room controller
- 313 – PC, Sympodium, Projector/screen, Webcam, DocCam (AverMedia), DVD Player, Extron push-button room controller
- 317 – PC, SmartBoard, PTZ camera, DocCam (Hovercam), DVD Player
- 321A – PC, BYOD (AppleTV), Projector/screen, PTZ camera coming soon, Webcam, DocCam (Hovercam), Extron push-button room controller
- 321B – PC, BYOD (AppleTV), Projector/screen, DocCam (Hovercam), Wireless Lavalier mic, Crestron touch-screen room controller
- 456 (Conference) – PC, Projector/screen, Wireless Lavalier mic, Conference phone

Student Services Center, Doc Bryan (SSC)

- Lecture-hall – PC, Projector/screen, 3 – PTZ cameras, DocCam (Hovercam), DVD player, Blu-ray player, Crestron touch-screen room controller
- 133 – PC, Projector/screen, Blu-ray player, PTZ camera (front & rear facing), Crestron touch-screen room controller
- 242 – PC, Projector/screen, Webcam, Extron push-button room controller

Tomlinson (TOM)

- 004 – PC, Projector/screen, Webcam, DocCam (Elmo), DVD/VCR, Extron push-button room controller
- 012 – PC, SmartBoard, Webcam, DVD/VCR
- 017 – PC, SmartBoard, Webcam, DVD/VCR, Crestron touch-screen room controller
- 102 – PC, SmartBoard, Smart Slate, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 110 – PC, SmartBoard, Webcam, DocCam (Elmo), DVD/VCR
- 119 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 121 – Projector, PTZ camera coming soon, Webcam, Extron push-button room controller
- 126 – PC, Projector/screen, Webcam, DocCam (Elmo), DVD/VCR

Williamson (WIL)

- 125 – PC, Smartboard, BYOD (HDMI, VGA), Projector/screen, PTZ camera, DocCam (Hovercam), Crestron touch-screen room controller
- 201 – PC, BYOD (HDMI, VGA), Projector/screen, PTZ camera, DocCam (Hovercam), Crestron touch-screen room controller
- 202(new) – still in development
- 205 – PC, BYOD (HDMI, VGA), Projector/screen, PTZ camera, DocCam (Hovercam), Crestron touch-screen room controller

Witherspoon (WPN)

- 101 (Band) – PC, Webcam/Boundary mic on a stand
- 111 – PC, Projector/screen, Webcam/Boundary mic on a stand, DocCam (Hovercam), DVD/VCR, Wireless lavalier mic, Crestron touch-screen room controller
- 113A (Conference) – PC, Projector/screen, DVD/VCR, Surround sound speakers
- 126 – PC, Projector/screen, PTZ camera coming soon, Webcam, Blu-ray player, 7.1 Surround sound system, Crestron touch-screen room controller
- 127 – Mac Pro, 80” Monitor, PTZ camera coming soon, Webcam, Blu-ray player, DVD, Crestron touch-screen room controller
- 128 – Mac Pro, Projector/screen, Webcam, Blu-ray player
- 164 – Mac Pro, Projector/screen, DVD/VCR, Extron push-button room controller
- 165 – Mac Pro, SmartBoard, DVD/VCR
- 166 – Mac Pro, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 167 – Mac Pro, SmartBoard, DVD/VCR
- 168 – Mac Pro, SmartBoard, DVD/VCR
- 212 (Choir) – PC, Webcam/Boundary mic on a stand
- 238 – PC, Projector/screen, PTZ camera coming soon, Webcam,
- 241 – PC, Projector/screen, Webcam, DVD/VCR, Extron push-button room controller
- 273 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 274 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 275 – PC, Projector/screen, PTZ camera coming soon, Webcam, DVD/VCR, Extron push-button room controller
- 300 – PC, Projector/screen, Webcam on a stand, DocCam (Hovercam), DVD/VCR, Extron push-button room controller
- 315 – PC, BYOD (HDMI, VGA), Projector/screen, Webcam on a stand, DocCam (Hovercam)
- 334 – PC, Projector/screen, Webcam
- 335 – PC, Projector/screen, PTZ camera coming soon, Webcam
- 337 – PC, Projector/screen, Webcam, Extron push-button room controller
- 365 – PC, Projector/screen, Webcam, DocCam (Samsung), DVD/VCR, Extron push-button room controller

368 – PC, Projector/screen, PTZ camera, Webcam

404 El Paso

- Classroom – PC, Projector/screen, PTZ camera coming soon, Webcam

APPENDIX B

COMPLETED WORKFORCE ANALYSIS FORM FORTHCOMING

APPENDIX C



July 11, 2023

To Whom It May Concern:

Please accept this letter as support for the proposed Master of Science in Counseling, at Arkansas Tech University. Arkansas Tech's proposed program, with both Rehabilitation Counseling and Clinical Mental Health Counseling tracks, addresses a significant need in Arkansas and the River Valley. Arisa Health is excited to hear Arkansas Tech University is taking steps to address the significant shortage of Certified Rehabilitation Counselors and Licensed Associate Counselors in Arkansas.

Arisa Health is the state designated non-profit Community Mental Health Center for 41 Counties across the state of Arkansas. This places us in a unique position to see how the lack of available qualified licensed professionals is impacting those with mental and cognitive disabilities in communities across the state. This shortage is most apparent in our rural communities and creates the undue hardships of travel, long wait times, and increased difficulty accessing care.

Successful graduates of the proposed program would be eligible to sit for the Certified Rehabilitation Counselor exam as well as the License Associate Counselor exam and application in Arkansas. Both licenses are regularly recruited and hired by Arisa Health. Arisa Health currently has many open positions for both licensures in the River Valley and across the state. Having a program in Russellville would bring new opportunities to partner with the University in the form of internships, community projects, and lead to the ultimate goal of providing more accessible quality care for those with disabilities and mental health needs in the River Valley and across the state.

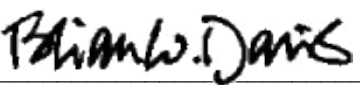
Arisa Health



Vice President of Clinical Services

July 11, 2023

Date



Chief Clinical Officer

July 11, 2023

Date



Arkansas Tech University
Dr. Erica L. Wondolowski, CRC
215 W. O Street
Russellville, AR 72801

June 29, 2023

Re: Letter of Support for Masters of Science in Counseling ATU

Friendship Community Care would like to submit a letter of support for the Masters of Science in Counseling at Arkansas Tech University. This program would offer a track in both Rehabilitative Counseling and Clinical Mental Health Counseling. Arkansas Tech University is well known throughout the state and surrounding areas and also has a reputable Graduate School. The Rehabilitative Counseling track of this program would provide essential education opportunities for graduate level students to help meet the needs of individuals with disabilities and mental health challenges in the Arkansas River Valley area.

Friendship Community Care specializes in providing therapeutic supports and services to children and adults with disabilities that enable them to live a more independent lifestyle. We have potential job opportunities available for successful graduates of the Master of Science in Counseling program at Arkansas Tech University. These opportunities range from full-time to part-time positions with competitive salaries and company benefit plans. Our organization recognizes the need in our community for both mental health counseling and rehabilitative counseling. Successful graduates of Arkansas Tech's Graduate Counseling program would assist in providing this support and help close the gap on these services in our region.

Please feel free to reach out to me with any questions.



Craig Cloud, CEO

Friendship Community Care

www.fccare.org

P.O. Drawer 2109 | 920 University Drive | Russellville, AR 72811/72801 | (479) 967-2322 | (800) 461-1793 | Fax: (479) 967-2876



Friendship Community Care, Inc. is in compliance with Titles VI and VII of the Civil Rights Act and operates, manages, and delivers its services without regard to sex, age, race, color, national origin, or disability. An Equal Opportunity Employer.





Administration

P.O. Box 1070
Conway, Arkansas 72033

phone: 501-327-5234
fax: 501-548-6432

July 13, 2023

To Whom It May Concern:

I am a member of the advisory board for Arkansas Tech Rehab Services. I understand they are looking at developing a mental health/rehabilitation counseling master's program. I am very excited about them starting this program!

I am the Executive Director of Independent Living Services located in Conway, we serve individuals with developmental disabilities in Central Arkansas. I have worked at Independent Living Services for 21 years. There is a great need for additional mental health services especially counselors in this area. Arkansas Tech University having a Master's program in mental health / rehabilitation counseling would be an enormous benefit to the individuals I serve and the entire community.

Please let me know if you have any questions or need any additional information. You can reach me at 501-327-5234 x 301 or elissa@indliving.org.

Thank you,

A handwritten signature in blue ink that reads "Elissa Douglas".

Elissa Douglas
Executive Director
Independent Living Services, Inc.



APPENDIX D

2023 GRADUATE PROGRAM INTEREST SURVEY

(n = 35)

If This Program Were to Be Developed in The Next 3-5 Years, How Likely Is It That You Would Enroll at Tech To Complete The Program?	Why/Why Not?
2	I'm going to be done with school/a graduate program before then.
3	I want to complete grad school before entering a professional field. I want to ensure that I am more multiculturally competent to prevent compassion fatigue. Lastly, I will do these things.
3	I may not go to grad school.
3	Close to home, familiar with the campus, would probably be more affordable than other universities.
3	I would already be in a different program.
3	
3	
3	Depends on whether I choose to go to grad school in the future or not.
3	working towards psychology, mental health counselor.
3	If there is a combination of Rehab and mental Health, I would love to enroll.
3	Though I have a different major (Psychology), a master's program sounds intriguing for rehab.
3	Mental Health
3	3-5 years is past my original graduation date, but I would be interested if it were sooner.
4	I am applying to the OTA program, but if I don't get in then this would be a great opportunity.
4	I am wanting to go into counseling, and it would be great to have a program here I could enroll in.
4	I do not plan on going to graduate school farther away from Russellville after graduating, so if this is developed in a few years I would more than likely enroll.
4	I really enjoy the faculty and think they are amazing so I think I would be comfortable with them.
4	I would like to complete a program for mental health counseling if offered and possibly rehab counseling.
4	Would like to pursue mental health option.
4	I want to go into HR now, but I was a rehab sci major - I had to switch when I turn to all-virtual Tech.
4	This is one of the programs I've been considering, and I'd prefer to stay at Tech to do so.
4	Because why would I go somewhere else if Tech already has it.
4	It would be convenient to be able to continue my education where I started. The Rehab Science professors are very amazing people, and I would enjoy furthering my education here.
4	The affordability is pretty high at ATU and since I already have a connection to ATU.
4	I plan on going to grad school eventually, I would love for it to be here.

4	Living in Russellville, this would be a great opportunity.
4	To further my education at the same program.
4	I enjoy the professors in the RS program.
4	If online, definitely.
4	Best possible education for OT/PT
5	I have grown to appreciate the way ATU has professors who go above and beyond for their students. I'm sure ATU will continue the cycle for graduate school.
5	I am already familiar with the campus, and I'd love to still choose ATU if it were an option.
5	This would be a wonderful way to complete a program from home with a campus that I already know and comfortable with. This would be Great!
5	
5	Getting my master's close to home would be a great idea.

Likelihood That You Would Enroll at Tech?	Count (%) of Would you come to Tech?
“Probably Yes”	17 (49%)
“Maybe”	12 (34%)
“Definitely Yes”	5 (14%)
“Probably Not”	1 (3%)
Grand Total	35 (100%)

Modality Type?	Count (%) of Modality?
Hybrid/Hy-Flex	13 (37%)
In-Person	10 (29%)
Online	9 (25%)
In-Person or Online	2 (6%)
Online or Hybrid/Hy-Flex	1 (3%)
Grand Total	35 (100%)

APPENDIX E

ATU Course Evaluation System

[Main Menu](#)[Course Evaluation](#)

Please consider all of the following when filling out this course evaluation:

- Questions marked with a * are **required** for submission of your course evaluation.
- For questions that specify to *Check all that apply*, PC Users can hold **Ctrl + click** to *select multiple answers*. Mac Users can hold **Command + click** to *select multiple answers*.
- Questions that begin with an instructors' name in parenthesis are questions relating directly to that particular instructor and the same question will repeat for each instructor in a course.

For any questions or concerns you may have about this course evaluation, please contact the Office of Institutional Research & Effectiveness at ir@atu.edu.

Welcome **Andrew Stadler**, The details of your course and your course evaluation are located below. Please scroll down to get started!

Term	CRN	Subject Code	Course Number	Section Number	Course Title	Instructor
Summer Term 2023	40096	CIS	1233	TC1	SYSTEM ANALYSIS & DESIGN	Rudolph, Bradley K.

How often did you attend this course? *

Always
 Frequently
 Rarely
 Never

On average, how many hours per week did you spend on this course outside of class (Examples: homework, readings, reviewing notes, completing weekly assignments, etc.)? *

0 hours
 1-3 hours
 4-6 hours
 7-10 hours
 more than 10 hours

How satisfied were you with your effort in this course? *


Very Satisfied
 Satisfied
 Unsure
 Dissatisfied
 Very Dissatisfied

What is your expected grade in this course? *

A
 B
 C
 D
 F
 Course Not Graded

What could you have done to be a more effective learner in this course?




Did you utilize resources outside the classroom for this course (Examples: writing lab, advising center, tutoring, or other similar resources)? * 

Yes
 No
 None Available

Did you have access to (rent, purchase, or borrow) the required course materials (Examples: textbook, online access code, etc.)? * 


Yes
 Some
 No
 None Required

The required course materials were valuable to my success in this course. * 

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

Did the instructor(s) provide supplemental materials (Examples: handouts, visuals, online resources, etc.)? * 

Yes
 No

Did the physical space the course was held in (Examples: classroom, lecture hall, laboratory, etc.) negatively impact your learning? * 

Yes
 No
 Online/Not Applicable

I sought the instructor out for assistance (Examples: after class, office hours, email, phone, etc.) * 


Yes
 No

(Bradley K. Rudolph) When I had questions or needed assistance, my instructor was available. * 


Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

When I had questions or needed assistance, the instructor was willing to help. * 

Yes
 No
 I did not seek out assistance

(Bradley K. Rudolph) The instructor incorporated examples that furthered my understanding of course topics. * 

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

(Bradley K. Rudolph) The instructor communicated guidelines and expectations clearly, and evaluated work accordingly. * 

Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

(Bradley K. Rudolph) The instructor was well-organized and prepared for class. * ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree

(Bradley K. Rudolph) The instructor demonstrated a clear understanding of course topics. * ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree

(Bradley K. Rudolph) The instructor provided timely feedback on assignments, tests, or discussions. * ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree

(Bradley K. Rudolph) The instructor acted in a professional manner and treated students with respect. * ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree

(Bradley K. Rudolph) The instructor created an environment that was conducive to learning. * ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree

(Bradley K. Rudolph) The instructor was proficient in English. * ?

<input type="radio"/>	Strongly Agree
<input type="radio"/>	Agree
<input type="radio"/>	Neutral
<input type="radio"/>	Disagree
<input type="radio"/>	Strongly Disagree


(Bradley K. Rudolph) Please rate your instructor's overall performance ?

<input type="radio"/>	Excellent
<input type="radio"/>	Very Good
<input type="radio"/>	Good
<input type="radio"/>	Poor
<input type="radio"/>	Very Poor


What were the strengths of this course?

	
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Do you have any constructive suggestions on improving this course?

	
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(Bradley K. Rudolph) Do you have any additional comments about the instructor?

	
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Actions

APPENDIX F

[Erica L. Wondolowski](mailto:Erica.L.Wondolowski)
1505 North Boulder Ave.
Browning Hall 301
Russellville, AR 72801
(479) 968-0461
ewondolowski@atu.edu

Education

- August 2011 – May 2015 Ph.D., Rehabilitation Counselor Education
Michigan State University, East Lansing, MI
Dissertation: A Phenomenological Inquiry into the Family
Members' Experience of Having an Adult Member
with A Traumatic Brain Injury Within the First Three
Years
- August 2009 – May 2011 M.S., Rehabilitation and Counseling Services
Springfield College, Springfield, MA
Thesis: The Relationship Between Quality of Life and Social
Distance: An Inquiry of Individuals with Psychiatric
Illnesses and Substance Abuse Issues
- August 2003 – May 2007 B.A., Psychology; Minor – Sociology
Eastern Connecticut State University, Willimantic, CT

Teaching Experience

Undergraduate Teaching Assignments

- Summer 2023 RS 2163: Introduction to Addictions; 1 Online Section
RS 3143: Rehabilitation Science Seminar – Disability and the
Family; 1 Online Section
RS 4194: Field Placement Experiences; 1 Virtual Conference
Section
RS 4012: Internship in Rehabilitation Science; 1 Online Section
- Spring 2023 RS 3123: Ethics and Professional Development; 1 In-Person
Section
RS 3133: Diversity and Inclusion in Human Services; 1 In-Person
Section
RS 4023: Case Management Strategies; 1 In-Person Section
- Fall 2022 RS 3123: Ethics and Professional Development; 1 In-Person
Section
RS 3133: Diversity and Inclusion in Human Services; 1 In-Person
Section
RS 3153: Assistive Technology in Rehabilitation Settings; 1 In-
Person Section
RS 4023: Case Management Strategies; 1 In-Person Section
- Summer 2022 RS 2163: Introduction to Addictions; 1 Online Section
RS 3143: Rehabilitation Science Seminar – Humor and Disability;
1 Online Section
- Spring 2022 RS 3133: Diversity and Inclusion in Human Services; 1 In-Person
Section
RS 3143: Rehabilitation Science Seminar – Universal Design; 1

In-Person Section

- RS 4023: Case Management Strategies; 1 In-Person Section
- Fall 2021 RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
RS 3153: Assistive Technology in Rehabilitation Settings; 1 In-Person Section
RS 3203: Interviewing Skills; 1 In-Person Section
- Summer 2021 RS 3143: Rehabilitation Science Seminar – Disability and the Family; 1 Online Section
RS 2163: Introduction to Addictions; 1 Online Section
- Spring 2021 RS 2003: Introduction to Rehabilitation Services; 1 Virtual Conference Section
RS 3133: Diversity and Inclusion in Human Services; 1 Virtual Conference Section
RS 3143: Rehabilitation Science Seminar – Surviving Burnout; 1 Online Section
RS 4023: Case Management Strategies; 1 Virtual Conference Section
- Fall 2020 RS 2003: Introduction to Rehabilitation Services; 1 Online Section
RS 3133: Diversity and Inclusion in Human Services; 1 Online Section
RS 3153: Assistive Technology in Rehabilitation Settings; 1 Online Section
RS 3204: Interviewing Skills; 1 Online Section
- Summer 2020 RS 3143: Rehabilitation Science Seminar – Disability and the Family; 1 Online Section
RS 2163: Introduction to Addictions; 1 Online Section
- Spring 2020 RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section
RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
RS 4023: Case Management Strategies; 1 In-Person Section
RS 4123: Survey of Counseling Theories; 1 Online Section
- Fall 2019 RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section
RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
RS 3153: Assistive Technology in Rehabilitation Settings; 1 In-Person Section
RS 3203: Interviewing Skills; 1 In-Person Section
RS 4953: Undergraduate Research in Rehabilitation Science – Research Assistant: Sex and Disability; 1 In-Person Section (1 Student)
- Summer 2019 RS 3143: Rehabilitation Science Seminar – Disability and the Family; 1 Online Section
RS 3143: Rehabilitation Science Seminar – Burnout; 1 Online Section

- Spring 2019
- RS 4163: Introduction to Addictions; 1 Online Section
 - RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section
 - RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
 - RS 3143: Rehabilitation Science Seminar – Intimate Relationships and Disability; 1 In-Person Section
 - RS 3143: Rehabilitation Science Seminar – Universal Design; 1 In-Person Section
 - RS 4993: Special Problems – Diversity and Inclusion; 1 Online Section (1 Student)
 - RS 4993: Special Problems – Case Management Strategies; 1 Online Section (1 Student)
- Fall 2018
- RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section
 - RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
 - RS 3143: Rehabilitation Science Seminar – Disability and the Family; 1 Online Section
 - RS 3203: Interviewing Skills; 1 In-Person Section
 - RS 4993: Special Problems – Case Management Strategies; 1 Online Section (3 Students)
- Summer 2018
- RS 3143: Rehabilitation Science Seminar – Families and Disabilities; 1 Online Section
 - RS 4163: Introduction to Addictions; 1 Online Section
 - RS 4993: Special Problems - Case Management Strategies; 1 Online Section (2 Students)
- Spring 2018
- RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
 - RS 3203: Interviewing Skills; 1 In-Person Section
 - RS 4023: Case Management Strategies; 1 In-Person Section
 - RS 4123: Survey of Counseling Theories; 1 Online Section
- Fall 2017
- RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section
 - RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
 - RS 3143: Rehabilitation Science Seminar – Intimacy and Disabilities; 1 In-Person Section
 - RS 3203: Interviewing Skills; 1 In-Person Section
 - RS 4991: Undergraduate Research in Rehabilitation Science – Research Poster on Sex and Disabilities; 1 In-Person Section (1 Student)
 - RS 4994: Undergraduate Research in Rehabilitation Science – Attitudes Toward Sex and Disabilities by Pre-Allied Health Majors; 1 In-Person Section (1 Student)
- Summer 2017
- RS 3143: Rehabilitation Science Seminar – Disability and the Family; 1 Online Section
- Spring 2017
- RS 2003: Introduction to Rehabilitation Services; 2 In-Person

Sections

- RS 3023: Principles and Techniques; 1 In-Person Section
RS 3123: Ethics in Human Services; 1 In-Person Section
RS 4993: Special Problems – Study of Microexpressions; 1 In-Person Section (1 Student)
RS 4994: Special Problems – Sex and Intellectual Disability; 1 In-Person Section (1 Student)
- Fall 2016
- RS 3023: Principles and Techniques; 2 In-Person Sections
RS 3133: Diversity and Inclusion in Human Services; 1 In-Person Section
RS 4024: Field Placement in Rehabilitation Science; 1 In-Person Section
RS 4034: Field Placement Related to Vocational Rehabilitation; 1 In-Person Section
RS 4044: Field Placement Related to Aging; 1 In-Person Section
RS 4054: Field Placement Related to Corrections; 1 In-Person Section
RS 4064: Field Placement Related to Social Services; 1 In-Person Section
RS 4074: Field Placement for Psychology and Sociology Majors; 1 In-Person Section
RS 4084: Field Placement Related to Child Welfare Services; 1 In-Person Section
RS 4094: Field Placement in Addictions; 1 In-Person Section
- Summer 2016
- RS 3073: Organization and Structure in the Rehabilitation Human Services Settings; 1 Online Section
RS 4163: Substance Abuse; 1 Online Section
- Spring 2016
- RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section
RS 3023: Principles and Techniques; 1 In-Person Section
RS 3133: Multicultural Issues in Human Services; 1 In-Person Section
RS 4024: Field Placement in Rehabilitation Science; 1 In-Person Section
RS 4034: Field Placement Related to Vocational Rehabilitation; 1 In-Person Section
RS 4044: Field Placement Related to Aging; 1 In-Person Section
RS 4054: Field Placement Related to Corrections; 1 In-Person Section
RS 4064: Field Placement Related to Social Services; 1 In-Person Section
RS 4074: Field Placement for Psychology and Sociology Majors; 1 In-Person Section
RS 4084: Field Placement Related to Child Welfare Services; 1 In-Person Section
RS 4094: Field Placement in Addictions; 1 In-Person Section

Fall 2015	RS 2003: Introduction to Rehabilitation Services; 1 In-Person Section RS 3023: Principles and Techniques; 1 In-Person Section RS 3073: Organization and Structure in Human Service Settings; 1 In-Person Section RS 4024: Field Placement in Rehabilitation Science; 1 In-Person Section RS 4034: Field Placement Related to Vocational Rehabilitation; 1 In-Person Section RS 4044: Field Placement Related to Aging; 1 In-Person Section RS 4054: Field Placement Related to Corrections; 1 In-Person Section RS 4064: Field Placement Related to Social Services; 1 In-Person Section RS 4074: Field Placement for Psychology and Sociology Majors; 1 In-Person Section RS 4084: Field Placement Related to Child Welfare Services; 1 In-Person Section RS 4094: Field Placement in Addictions; 1 In-Person Section
Spring 2015	CEP 470: Disability in a Diverse Society; 2 In-Person Sections
Fall 2014	CEP 261: Substance Abuse; 1 In-Person Section CEP 470: Disability in a Diverse Society; 1 In-Person Section
Spring 2014	CEP 261: Substance Abuse; 1 In-Person Section CEP 460: Communication Skill Training for the Helping Professional; 1 In-Person Section
Fall 2013	CEP 460: Communication Skill Training for the Helping Professional; 1 In-Person Section
Summer 2013	CEP 261: Substance Abuse; 1 Online Section
Spring 2013	CEP 261: Substance Abuse; 2 In-Person Sections
Fall 2012	CEP 261: Substance Abuse; 1 In-Person Section and 1 Online Section
Spring 2012	CEP 261: Substance Abuse; 1 In-Person Section
Fall 2011	CEP 261: Substance Abuse; 1 In-Person Section

Graduate Level Teaching Assignments

Summer 2014	CEP 944D: Clinical Supervision Practicum – Supervised one (1) Master’s level student throughout their practicum field experience; voluntary position
Spring 2014	CEP 871: Cognitive and Psychological Aspects of Disability – Guest Lecturer on Schizophrenia
Fall 2013	CEP 873: Employment Strategies for Individuals with a Disability

– Guest Lecturer on Employment Opportunities for
Rehabilitation Counselors

- Summer 2013 CEP 944D: Clinical Supervision Practicum – Supervised three (3)
Master’s level students throughout their practicum field
experience
- Spring 2013 CEP 871: Cognitive and Psychological Aspects of Disability –
Guest Lecturer on Schizophrenia
- Spring 2012 CEP 871: Cognitive and Psychological Aspects of Disability –
Guest Lecturer on Schizophrenia

Invited Guest Lecturing

- Fall 2018 SOC 3013: Psychosocial Aspects of Death and Dying; Guest
Lecturer on Ambiguous Loss Theory
- Fall 2015 RS 3163: Addictions Assessment, Planning and Treatment
Strategies - Guest Lecturer on Krokodil

Student Project Supervision

- Summer 2019 - **Senior Honors Thesis: The Effects of Varying Factors on**
Fall 2019 **Physical Therapy Treatment Time.**

Research, Publications and Manuscripts

Research

**Current Empirical Research Project: Pre-Allied Health Majors’ Comfort and
Preparation in Addressing Sexual Health with Persons with Disabilities.**

A quantitative examination of the comfort levels and perception of preparation that
undergraduate students who are majoring in pre-allied health fields feel in addressing
topics of a sexual nature with persons who have disabilities. Approved IRB# 112217;
Amended Approval IRB# 092319 (ex 09-23-22).

**Dissertation: A Phenomenological Inquiry into the Family Members' Experience of
Having an Adult Member with A Traumatic Brain Injury Within the First Three Years**

A phenomenological examination of nuclear family members’ initial experiences of
traumatic brain injury occurring within the family system. Six themes were identified and
aligned with six of seven posited assumptions of ambiguous loss theory.
Completed in April 2015.

**Apprenticeship: Organizational Approaches towards Family Caregiver Integration into
the Rehabilitation Process of Adults with a Traumatic Brain Injury**

A qualitative inquiry into a single traumatic brain injury rehabilitation organization’s
methods of family member integration into the rehabilitation process. Six prominent
themes emerged.
Completed in May 2013.

Publications

- Wondolowski, E. L.** (2022). Basic constructs of ethics. In J. F.
Stano (Ed.), [*Ethics in Rehabilitation Counseling: A Case Study Approach*](#) (2nd ed.).
Aspen Professional Services.

- Wondolowski, E. L.** (2022). The common moral system. In J. F. Stano (Ed.), *[Ethics in Rehabilitation Counseling: A Case Study Approach](#)* (2nd ed.). Aspen Professional Services.
- Wondolowski, E. L.** (2022). Resolving ethical issues. In J. F. Stano (Ed.), *[Ethics in Rehabilitation Counseling: A Case Study Approach](#)* (2nd ed.). Aspen Professional Services.
- Stevens, R. L., **Wondolowski, E. L.**, & Wilson, G. A. (2021). Navigating the unique landscape of clients who identify as LGBTQ+ in vocational rehabilitation: A social justice primer. *Journal of Applied Rehabilitation Counseling*, 51(4), 304-322. <http://doi.org/10.1891/JARC-D-20-00022>
- Wondolowski, E. L.**, Lizotte, M., & Lund, E. (2021). Career counseling for LGBTQ+ clients. In R.R. Sametz and M. Joseph (Eds.), *[Career Counseling: A Holistic View of Lifespan & Special Populations](#)*. Cognella, Inc.
- McCarthy, T. P., Accordino, M. P., **Wondolowski, E.**, & Bishop, L. (2016). Comparing traditional and distance formats of a psychiatric rehabilitation course. *Rehabilitation Research, Policy, and Education*, 30(3), 215-229. <http://doi.org/10.1891/2168-6653.30.3.215>
- Stano, J. F., **Wondolowski, E. L.**, & Stano, K. E. (2016). Basic constructs of ethics. In J. F. Stano (Ed.), *[Ethics in Rehabilitation Counseling: A Case Study Approach](#)*. Aspen Professional Services.
- Stano, J. F., Diamond, S., & **Wondolowski, E. L.**, & Stano, K. E. (2016). The common moral system. In J. F. Stano (Ed.), *[Ethics in Rehabilitation Counseling: A Case Study Approach](#)*. Aspen Professional Services.
- Wondolowski, E. L.** (2015). *A phenomenological inquiry into the family members' experience of having an adult member with a traumatic brain injury within the first three years*. (Doctoral dissertation). ProQuest, LLC. (UMI 3700401)
- Wondolowski, E.**, Accordino, M., & Halpin, B. (2011). Epidemiology for substance abuse. In J.F. Stano (Ed.), *[Substance Abuse: Treatment and Rehabilitation](#)*. Aspen Professional Services.
- Wondolowski, E.**, Stano, J., & Stano, K. (2011). Pathological gambling. In J. F. Stano (Ed.), *[Substance Abuse: Treatment and Rehabilitation](#)*. Aspen Professional Services.

Forthcoming/Accepted Manuscripts

- Wondolowski, E. L.**, & Manninen Luse, M., Lewicki, T., & Webster, D. J. (Accepted - In Revisions). Stigma, disabilities, and families. In J. F. Stano (Ed.), *Disability Stigma*. Aspen Professional Services.
- Wondolowski, E. L.**, Park, J., & Levine, A. (Accepted - In Revisions). Influence of media to perpetuate stigma including social media visibility. In J. F. Stano (Ed.), *Disability Stigma*. Aspen Professional Services.

Manuscripts in Process

- Wondolowski, E. L.** Family adaptation to a member's traumatic brain injury: The application of ambiguous loss theory.
- Wondolowski, E. L.** Options for intimate relationship treatment planning: Increasing QOL through clinical knowledge and comfort.

Presentations

Local

- Wondolowski, E. L.** Neurodiversity 101. Oral training and discussion for the Student Affairs Division of Arkansas Tech University in Russellville, AR, May 2023.
- Johnson, A., Leavell, A., Stevens, R., & **Wondolowski, E. L.** Teaching with accommodations. Virtual panel presentation and discussion for the Arkansas Tech University's Center for Excellence in Teaching and Learning in Russellville, AR, October 2021.
- Wondolowski, E. L.,** & Stevens, R. L. Considerations when working with our LGBTQ+ youth. Oral training and discussion for the River Valley Child Advocacy Center in Russellville, AR, July 2021.
- Wondolowski, E. L.** Building a universally designed course: Ensuring inclusion for all students. Virtual presentation for the Arkansas Tech University's Center for Excellence in Teaching and Learning Spring Professional Development Day in Russellville, AR, May 2021.
- Wondolowski, E. L.** Defined by potential – not limitations. Disability success stories and resource seminar panelist for the Arkansas Tech University's Office of Diversity, Inclusion, and Contemporary Student Services in Russellville, AR, April 2021.
- Wondolowski, E. L.,** & Clair, E. Workshop on faculty well-being and academia. Virtual presentation and discussion for the Arkansas Tech University's Wellbeing Series in Russellville, AR, January 2021.
- Brooks, D., Lasker-Scott, T., **Wondolowski, E.,** & Leavell, A. Arkansas Tech University strategic plan on inclusive excellence 2019-2022. Oral presentation to the Executive Committee of Arkansas Tech University in Russellville, AR, October 2019.
- Lasker-Scott, T., Moss, J., Robertson, J., Swindell, B., Wahsheh, L. A., & **Wondolowski, E. L.** Doctoral discussion panel. Panel presentation and discussion for the Arkansas Tech University Graduate College in Russellville, AR, September 2019.
- Wondolowski, E. L.** Diversity within our community: Applications for law enforcement officials. Oral presentation at the Crisis Intervention Training in Russellville, AR, August 2019.
- Wondolowski, E. L.,** Etzel, B., Fraser, L., Killingsworth, J., Lasker-Scott, T., & Spicer, J. Leadership tech project: Accessible campus map. Oral presentation to the Executive Committee of Arkansas Tech University in Russellville, AR, June 2019.
- Wondolowski, E. L.** Microaggressions in counseling and psychotherapy. Mock class for the First-Generation Student Institute at Arkansas Tech University in Russellville, AR, June 2019.
- Wondolowski, E. L.** The client in context. Oral presentation at the Arkansas Tech University Health and Wellness Center's Network Luncheon in Russellville, AR, June 2019.
- Eschelman, D., Johnson, A., & **Wondolowski, E. L.** Diversity and inclusion in the classroom. Panel presentation and discussion at the New Faculty Academy in Russellville, AR, February 2017.
- Wondolowski, E. L.** Understanding the "at-risk" child. Oral presentation at the Age to Age "Who They Are" Workshop in Russellville, AR, October 2016.
- Wondolowski, E. L.** Sexual health and intellectual disability: Facilitation in the residential

setting. Oral training presentation at Friendship Community Care in Russellville, AR, October 2016.

Wondolowski, E. L. Universal design and inclusion: Facilitating success in the classroom. Oral seminar presentation at the ATU Teaching Innovation Conference in Russellville, AR, May 2016.

State

Stevens, R. L., & **Wondolowski, E. L.** The development of an LGBTQ+ knowledge repository for rehabilitation counselors/educators. Oral Presentation at the 2020 Arkansas Rehabilitation Association Virtual Conference, accepted for October 2020.

Wondolowski, E. L. Ambiguous loss: Grief in a time of uncertainty. Oral seminar presentation at the 2018 Arkansas Counseling Association Conference in Hot Springs, AR, October 2018.

Wondolowski, E. L. Navigating technological turmoil: Counselor ethics and the world wide web. Oral seminar presentation at the 2016 Arkansas Rehabilitation Association's Southwest Regional Training Conference in Hot Springs, AR, May 2016.

Wondolowski, E. L. Increasing client QOL through clinician comfort with intimate relationship options. Oral seminar presentation at the 2016 Arkansas Rehabilitation Association's Southwest Regional Training Conference in Hot Springs, AR, May 2016.

Wondolowski, E. L. Organization-based family integration into the rehabilitation process of adults with a TBI. Poster Presentation at the 2014 Sixth Annual Michigan State University Graduate Academic Conference in East Lansing, MI, March 2014.

Lewicki, T., **Wondolowski, E. L.**, & Landon, T. Ethics at the speed of technology. Oral Presentation at the 2013 Re:Con Conference in Traverse City, MI, November 2013

Regional

Hickerson, P., & **Wondolowski, E. L.** The sexuality and intimacy of persons with disabilities: Deviance, inalienable right, or opportunity for trauma? Oral Presentation at the 5th Annual Social Justice Symposium in Tulsa, OK, October 2015.

National

Wondolowski, E. L., & Gordon, D. Maximizing digital badging for disability competency and advocacy. Accepted oral presentation for the National Rehabilitation Counseling Association and Arkansas Rehabilitation Professionals Association Joint Conference in Little Rock, AR, September 2023.

Stevens, R. L., & **Wondolowski, E. L.** Walking on sunshine vs. walking on eggshells: Acknowledging bias when working with LGBTQIA+ clients. Virtual training presentation for the Project E3: Vocational Rehabilitation Technical Assistance Center for Target Communities, May 2021.

Willmering, P., Stevens, R. L., **Wondolowski, E. L.**, & Wiebold, J. Everyday heroes, humor and disability. Panel Discussion at the 2021 Association of Applied and Therapeutic Humor Virtual Conference, May 2021.

Stevens, R. L., **Wondolowski, E. L.**, & Wilson, G. A. The development of an LGBTQ+ knowledge repository for rehabilitation counselors and educators. Poster Presentation at the 2020 Spring National Council on Rehabilitation Education Virtual Conference, June-July 2020.

Wondolowski, E. L., & Stevens, R. Generating interest and investment: The use of seminar

- courses in Rehabilitation Science programs. Poster Presentation at the 2019 Spring National Council on Rehabilitation Education Conference in San Diego, CA, April 2019.
- Wondolowski, E. L.** Options for intimate relationship treatment planning: Increasing QOL through clinical knowledge and comfort. Oral seminar presentation at the 2016 Spring NCRE Conference in Newport Beach, CA, April 2016.
- Wondolowski, E. L.** Applying ambiguous loss theory to the family of persons with a TBI. Oral Presentation at the 2015 Fall NCRE/RSA/CSAVR Conference in Arlington, VA, October 2015.
- Wondolowski, E. L., & Hickerson, P.** Considerations for assistive technology and accommodations in the sexual expression of persons with physical disabilities. Poster Presentation at the 2015 Fall NCRE/RSA/CSAVR Conference in Arlington, VA, October 2015.
- Wondolowski, E. L.** Organization-based family integration into the rehabilitation process of adults with a TBI. Poster Presentation at the 2014 Spring NCRE Conference in Manhattan Beach, CA, March 2014
- Wondolowski, E. L., & Lizotte-McKnight, M.** The implementation and ethical implications of distance supervision. Oral Presentation at the 2014 Spring NCRE Conference in Manhattan Beach, CA, March 2014
- Lewicki, T., **Wondolowski, E. L., & Van Ham, R.** Enhancing rehabilitation counseling: Social epidemiological-infused knowledge translation. Oral Presentation at the 2012 NCRE/RSA/CSAVR Conference in Arlington, VA, October 2012.

Funding

February 2019

ATU Professional Development Grant

National Council on Rehabilitation Education (NCRE) Spring Conference

- “Generating Interest and Investment: The Use of Seminar Courses in Rehabilitation Science Programs”

February 2016

ATU Professional Development Grant

National Council on Rehabilitation Education (NCRE) Spring Conference

- “Intimate Relationship Treatment Plan Considerations: Increasing QOL through Clinical Knowledge and Comfort”

Professional Work Experience

August 2021 – Present

Associate Professor – Tenured. Arkansas Tech University; Russellville, AR

- Full time, tenure track associate professor in the Department of Behavioral Sciences.
- Teach undergraduate level courses pertaining to rehabilitation science and disability studies using

online, mixed technology, and face to face modalities.

- Advise and mentor students in the Rehabilitation Science program
- Develop new courses for the Rehabilitation Science program in the areas of Universal Design, Intimate Relationships and Disability, and Disability and the Family.

May 2021 – Present

Rehabilitation Sciences Program Director. Arkansas Tech University; Russellville, AR

- Oversee programmatic activities
- Evaluate and ensure adherence to accreditation standards
- Serve as first line conflict resolution between faculty and students in the Rehabilitation Science program
- Develop semester schedule of courses for the Rehabilitation Science program
- Advocate for faculty and student needs within the program to those entities that may be able assist.

August 2015 – August 2021

Assistant Professor – Tenure Track. Arkansas Tech University; Russellville, AR

August 2013 - May 2015

Teaching Assistant Coordinator. Michigan State University; East Lansing, MI.

- Oversaw the performance of fifteen teaching assistants, under the supervision of the faculty on record for the Rehabilitation Counselor Education program in the Department of Counseling, Educational Psychology and Special Education
- Processed override requests from students and faculty
- Collaborated with several offices within the department to complete override requests, academic complaints and class scheduling.
- Held teaching assistant orientation and other trainings as needed
- Maintained records pertaining to classroom composition, enrollment, and course drop rates for the department
- Troubleshoot various issues teaching assistants may encounter including academic dishonesty, attendance concerns, pedagogical questions, and technological problems with the online course platforms

August 2011 – August 2012

Research Assistant. Michigan State University; East

Lansing, MI.

- Developed briefings to disseminate findings to Michigan Rehabilitation Services
- Triangulated qualitative data to identify themes
- Ran analyses utilizing SPSS software to examine quantitative data

January - August 2011

Vocational Counselor Intern. State of Massachusetts – Massachusetts Rehabilitation Commission; Greenfield, MA.

- Managed a caseload of 30 individuals under supervision
- Developed vocational rehabilitation plans
- Interacted with local area businesses in order to coordinate services for clients
- Initiated assistive technology consultations
- Worked with clients to see them through the vocational rehabilitation process including the completion of intakes, plan development, maintenance and case closure

August– December 2010

Transition Counselor Intern. Connecticut State Department of Corrections; Wethersfield, CT.

- Worked with supervisor to arrange transitional supervision and re-entry for inmates into the general population
- Helped facilitate substance abuse group meetings
- Facilitated the transmission of files and information between the prison, parole, halfway houses, and sober houses throughout the state
- Conducted sober house interviews with inmates to determine eligibility for programs
- Toured 10 dormitories weekly to answer any questions related to the process of re-entry and transitional supervision

Professional Service, Mentoring, and Informal Service

Service to the University

- | | |
|--------------------------|---|
| August 2022 – Present | Representative, Faculty Senate, in Russellville, AR |
| August 2022 – Present | Chair, Faculty Senate Diversity, Equity and Inclusion Action Committee, in Russellville, AR |
| August 2022 – Present | Member, Committee on Microcredentials in Russellville, AR |
| September 2021 – Present | Member, Arkansas Tech University Equity and Diversity Committee Appointed by the Vice President of Academic Affairs in Russellville, AR |

Wondolowski Curriculum Vitae

January 2020 – Present	Member, Arkansas Tech University Wellness Committee in Russellville, AR
August 2019 - Present	Secretary, Arkansas Tech University Committee on Adjunct Support in Russellville, AR
August 2016 – Present	Faculty Advisor, Delta Sigma Omicron – Omega Chapter in Russellville, AR
August 2021 – April 2023	Facilitator, Arkansas Tech University Leadership Tech, Cohort 5, in Russellville, AR
August 2021 – August 2022	Secretary, Arkansas Tech University Academic Appeals Committee, in Russellville, AR
July 2018 – May 2022	Faculty Mentor, Arkansas Tech University Women’s Basketball Team in Russellville, AR <ul style="list-style-type: none">• Promote communication between faculty and student athletes• Support student athletes in their academics
September 2020 – January 2021	Member, Arkansas Tech University Student Laptop/Hotspot Parameter Committee in Russellville, AR
August 2019 – August 2020	Secretary, Arkansas Tech University Student Affairs Committee in Russellville, AR
September 2019 – January 2020	Member, Assistant Professor of Finance Search Committee in Russellville, AR
August 2018 – August 2020	Secretary, Alcohol and Other Drug (AOD) Committee in Russellville, AR
March 2018 – May 2020	Member, Leadership Tech, Cohort Three in Russellville, AR
May 2018 – May 2019	Member, Arkansas Tech University Academic Appeals Committee in Russellville, AR
January 2017 – August 2021	Member, Arkansas Tech University Campus Accessibility Committee in Russellville, AR <ul style="list-style-type: none">• Assist in overseeing the overall accessibility of the ATU campus for persons with disabilities• Engage in brainstorming for proactively welcoming those with disabilities to the ATU campus• Address any filed complaints
November 2016 – May 2019	Member, Arkansas Tech University Diversity Committee in Russellville, AR <ul style="list-style-type: none">• Provide insight into needs of the disability community on campus and in the greater community

***Service to the Department of Behavioral Sciences & College of Arts and Humanities/
Department of Kinesiology & Rehabilitation Science and College of Education and Health***

- September 2018 – **Present** Member, Arkansas Tech University Interdisciplinary Curriculum Committee in Russellville, AR
- December 2017 Member, Rehabilitation Science Fieldwork Supervisor Search Committee in Russellville, AR
- Evaluate applications and help to select an appropriate applicant
- March 2018 Member, Arkansas Tech University College of Arts and Humanities Mentor and Staff Award Committee in Russellville, AR
- Evaluate applications and help to select an appropriate applicant
- September 2015 – May 2016 Treasurer, Behavioral Sciences Colloquium Series Committee in Russellville, AR
- Coordinated the purchasing of refreshments for each monthly colloquium
 - Completed and processed all paperwork pertaining to monetary reimbursement for presenter costs such as gas
- October 2015 Behavioral Sciences Open House Committee, Arkansas Tech University in Russellville, AR
- Represented the Rehabilitation Science program
 - Answered all questions pertain to the program

Service to the Rehabilitation Science Program

- January 2017 - **Present** Member, Rehabilitation Science Accreditation Committee in Russellville, AR
- Member, Rehabilitation Science Assessment Committee in Russellville, AR
- Member, Rehabilitation Science Foundation Scholarship Selection Committee in Russellville, AR
- August 2016 –**Present** Member, Rehabilitation Science Curriculum Committee in Russellville, AR
- August 2022 – December 2022 Chair, Assistant Professor of Rehabilitation Science Search Committee in Russellville, AR
- February 2021 – April 2021 Chair, Assistant Professor of Rehabilitation Science Search Committee in Russellville, AR
- August 2019 Member, Dr. Lyman Harris Scholarship Recipient Search Committee in Russellville, AR
- Evaluate applications and help to select an appropriate recipient
- Member, Bob Adkinson/ARVAC Scholarship Recipient Search Committee in Russellville, AR
- Evaluate applications and help to select an appropriate recipient

- August 2018 Member, Dr. Lyman Harris Scholarship Recipient Search Committee in Russellville, AR
Member, Bob Adkinson/ARVAC Scholarship Recipient Search Committee in Russellville, AR
- April 2017 Member, Dr. Lyman Harris Scholarship Recipient Search Committee in Russellville, AR

Service to the Profession

- July 2020 – Present Consulting Reviewer, Journal for Applied Rehabilitation Counseling (JARC) – Official Journal of the National Rehabilitation Counseling Association by Springer Publishing Company
- November 2019 – November 2021 Region VI Representative, National Council on Rehabilitation Education in Fresno, CA
- December 2020 Peer Reviewer. Concurrent Presentation Proposals, Spring NCRE National Rehabilitation Education Conference.
- Blind reviewer of eighteen (18) poster presentation proposals
 - Provided the Council with recommendations for acceptance
- December 2019 Peer Reviewer. Poster Presentation Proposals, Spring NCRE National Rehabilitation Education Conference.
- Blind reviewer of eighteen (18) poster presentation proposals
 - Provided the Council with recommendations for acceptance
- December 2018 Peer Reviewer, Poster Presentation Proposals, Spring NCRE National Rehabilitation Education Conference.
- August 2018 Peer Reviewer. Concurrent Presentation Proposals, Fall NCRE/RCA/CSAVR National Rehabilitation Education Conference.
- Blind reviewer of twenty (20) poster proposals
 - Provided the Council with recommendations for acceptance
- March 2018 Peer Reviewer. Concurrent Presentation Proposals, Spring NCRE National Rehabilitation Education Conference.
- August 2017 Peer Reviewer. Concurrent Presentation Proposals, Fall NCRE/RCA/CSAVR National Rehabilitation Education Conference.
- December 2016 Peer Reviewer. Concurrent Presentation Proposals, Spring NCRE National Rehabilitation Education Conference.
- September 2016 Peer Reviewer. Poster Presentation Proposals, Fall NCRE/RCA/CSAVR National Rehabilitation Education Conference.
- April 2016 Spring National Rehabilitation Education Conference in

Newport Beach, CA

- Provided support at the registration desk
- Aided the presenters with any needs
- Assisted with the registration of attendees
- Moderated several concurrent presentation sessions

October 2015

Fall NCRE/RCA/CSAVR National Rehabilitation Education Conference in Alexandria, VA

- Provided support at the registration desk
- Aided the presenters with any needs
- Assisted with the registration of attendees
- Moderated several concurrent presentation sessions

September 2015

Peer Reviewer. Poster Presentation Proposals, Fall NCRE/RCA/CSAVR National Rehabilitation Education Conference.

April 2014

Spring National Council on Rehabilitation Education (NCRE) Conference in Manhattan Beach, CA

- Assisted with the registration of attendees
- Moderated several concurrent presentation sessions
- Aided poster presenters with materials to mount their poster
- Dispensed conference materials to attendees

April 2013

Spring National Council on Rehabilitation Education (NCRE) Conference in San Francisco, CA

- Assisted with the registration of attendees
- Moderated several concurrent presentation sessions
- Aided poster presenters with materials to mount their poster
- Dispensed conference materials to attendees

September 2012

Peer Reviewer. Student Papers for Scholarship Awards, International Association of Rehabilitation Professionals.

- Blind reviewer of several manuscripts
- Provided the Association with recommendations for winners of the scholarship

Service to the Community

August 2019 - **Present**

Sworn Member, Court Appointed Special Advocate (CASA) for the 5th District Court of Arkansas in Russellville, AR

August 2016 – **Present**

Board Member, Wesley Foundation Age to Age in Russellville, AR

- Assist in the development of the Age to Age program
- Provide expertise on “at-risk” youth and

disability

- Acting member of the Off-Site program subcommittee

December 2015 – **Present**

Secretary, Area Agency on Aging's Senior Companion Program Advisory Council in Russellville, AR

- Take and maintain meeting minutes from each advisory council meeting and otherwise as needed.
- Engage in brainstorming and execution of methods by which to increase and secure diversity and inclusion on the Tech campus
- Uphold and implement approaches identified in the Strategic Plan

July 2019

Photographer/Volunteer, Community Service Inc. (CSI) First Tee Russellville Benefit Golf Tournament in Russellville, AR

Research, Teaching, and Service Awards

May 2020

Pope County Advocate of the Quarter. Announced by Court Appointed Special Advocate (CASA) Supervisor for the Fifth Judicial District of Arkansas, Kelcee Sitzes.

May 2019

College of Arts and Humanities Excellence in Mentorship Award. Presented at the annual end of year gathering for the Arkansas Tech University College of Arts and Humanities.

April 2010

John J. Szufnarowski Award for Outstanding Graduate Student. Presented at the annual awards banquet of the Springfield College Rehabilitation and Counseling Services department.

Licensure/Certification

May 2019 – **Present**

Certified and Ordained Minister (#1378583-251). Universal Life Church.

August 2011 -
Present

Certified Rehabilitation Counselor (#00114524). Commission on Rehabilitation Counselor Certification (CRCC).

Professional Affiliations and Memberships

American Counseling Association (ACA)

American Rehabilitation Counseling Association (ARCA)

Arkansas Counseling Association (ArCA)

Chi Sigma Iota Counseling Academic and Professional Honor Society International (CSI)

Omicron Delta Kappa Student Leadership Honors Society (ODK)

ROBERT (ROB) L. STEVENS

Curriculum Vitae

207 Ashford Drive, Russellville, AR 72802 | (870) 925-1122 |

rstevens5@atu.edu

EDUCATION

Ohio University, Athens, Ohio

Ph.D. Counselor Education & Supervision

Spring 2017

Dissertation: *A Phenomenological Study Exploring Relationship Change through the Adjustment to Chronic Illness & Disability (CID) Journey*

Dr. Mona Robinson, Dissertation Chair

University of Arkansas, Fayetteville, Arkansas

M.S. Rehabilitation Counseling

Fall 2003

University of Central Arkansas, Conway, Arkansas

B.S. Psychology

Spring 2002

Minor: Family & Consumer Science

LISCENCES & CERTIFICATIONS

Licensed Professional Counselor-State of Arkansas

P1804064

Certified Rehabilitation Counselor (CRC)

00065569

TEACHING EXPERIENCE

Arkansas Tech University, Russellville, Arkansas

Assistant Professor-Rehabilitation Sciences

Fall 2017-Present

Taught: Intro to Rehabilitation Science, Interviewing Skills, Case Management, Medical & Psychosocial Aspects of Disability, Survey of Counseling Theories, Intro to Addiction, Addiction & The Family, Assistive Technology, World of Work, Ethics & Professional Development, Addiction Assessment, Planning & Treatment, Seminar: Working with LGBTQIA+ Clients, Seminar: Psychiatric Rehabilitation, Seminar: Humor & Disability

Arkansas Governor's School-Area III Instructor

**Summer 2022-
Present**

Ohio University, Athens, Ohio

Group III Adjunct Professor-Clinical Rehabilitation Counseling Taught Medical & Psychosocial Issues in Rehabilitation Counseling at Ohio University, Athens, OH	Spring 2017
Teaching Assistant- Internship-Clinical Mental Health/School Counseling Co-Taught with Dr. Andrew Byrne at OU-Chillicothe Regional Campus, Chillicothe, OH	Summer-Fall 2015
Teaching Assistant- Practicum-Clinical Mental Health/School Counseling Co-Taught with Dr. Mona Robinson at OU-Chillicothe Regional Campus, Chillicothe, OH	Spring 2015
Teaching Assistant-Group Counseling I Co-Taught with Dr. Christine Sunti Bhat at OU-Chillicothe Regional Campus Chillicothe, OH	Fall 2014
Teaching Assistant- Medical & Psychosocial Aspects of Disability Co-taught with Dr. Mona Robinson at OU-Chillicothe Regional Campus	Summer 2014
Teaching Assistant- Medical & Psychosocial Aspects of Disability Co-taught with Dr. Mona Robinson, Ohio University, Athens, OH	Spring 2014
Teaching Assistant-Career & Lifestyle Planning Seminar Instructor for EDCE 2010 Career & Life Skills Planning (undergraduate course) Ohio University, Athens, OH	2013- 2014
Teaching Assistant-Practicum/Internship Co-taught with Dr. Gary Williams. Supervised master's students through their practicum/internship experience, Ohio University, Athens, OH	2012- 2013
Teaching Assistant- Career Counseling Theory & Research Co-taught with Dr. Jerry Olsheski, Ohio University, Athens, OH	Fall 2009

PRESENTATIONS**NATIONAL CONFERENCES**

<i>"Everyday Hero's, Humor, & Disability: A Panel Discussion"</i> . with Penny Willmering, Erica Wondolowski, and Jennipher Wiebold. Conference Presentation for the Association of Applied & Therapeutic Humor (AATH). Zoom.	2021
<i>"Walking on Sunshine vs. Walking on Eggshells: Acknowledging Bias When Working with LGBTQIA+ Clients"</i> . With Erica Wondolowski. Project E3: Vocational Rehabilitation Technical Assistance Center for Target Communities. Louisiana & New Mexico. Zoom.	2021
<i>"The Intersectionality of Clients who Identify as LGBTQIA+ and Persons with Disabilities"</i> . NAMRC invited speaker at the National Rehabilitation Association Annual Conference. Zoom.	2021

- "Best Practices to Avoid Heterosexism and Transphobia"*. National Association of Multicultural Rehabilitation Concerns (NAMRC) Annual Conference. Zoom. 2021
- "From Students to Full Professors: Career Trajectories of your Rehabilitation Counseling Colleagues in Academia"*. Panel Discussion member with Dr. Paul A Datti, Dr. Junfei Lu, Dr. Samantha Herrick, Dr. Priyanka Yalamanchili, Dr. Deyu Pan, and Dr. Heekyung Lee. National Council on Rehabilitation Education (NCRE) annual spring/summer conference. Zoom. 2021
- "The Development of an LGBTQ+ Knowledge Repository for Rehabilitation Counselors/Educators"*, with Erica Wondolowski and Greg Wilson. Poster Presentation at the National Council on Rehabilitation Education Annual Spring Conference. Online Event. 2020
- "50 Years After Stonewall: Working with Clients Who Identify as Disabled and LGBTQ+"* Educational Session at the National Rehabilitation Counseling Association Disability, Social Justice, and Action Symposium, Memphis, TN. 2019
- "Exploring Relationship Change through the Adjustment to Chronic Illness & Disability Journey"* with Mona Robinson, PhD. Educational Session at the National Council on Rehabilitation Education Annual Spring Conference, San Diego, CA. 2019
- "Working with LGBTQ+ Clients, Fifty Years after Stonewall"*. Concurrent Session at the National Association of Multicultural Rehabilitation Concerns Annual Conference, Atlanta, GA 2019
- "Exploring Relationship Change through the Adjustment to Chronic Illness & Disability Journey"*. Roundtable Discussion at the National Council on Rehabilitation Education Annual Spring Conference, Newport Beach, CA. 2016
- "Supervision of Trauma Counselors: Avoiding Secondary Traumatic Stress/Vicarious Traumatization"* with Yegan Pillay, PhD. Educational Session at the Association for Counselor Education & Supervision Conference, Philadelphia, PA. 2015
- "Teaching Counselors the Basics about Sexuality & Disability"*. Research Symposia at the Association for Counselor Education & Supervision conference, Philadelphia, PA 2015
- A Literature Review Examining Peer to Peer Mentoring: People with Acquired Disabilities"* with Jessica S. Henry. Concurrent Presentation at the National Council on Rehabilitation Education Annual Spring Conference, Newport Beach, CA 2015
- "It Takes Two to Tango: Examining Peer to Peer Mentoring for People with Acquired Disabilities"* with Jessica S Henry, MRC, CTRS, & Beth Schilling Plummer, M.Ed, LPC, CRC, LICDC. Concurrent Presentation at the American Counseling Association/American Rehabilitation Counseling Association 2015 National Conference, Orlando, FL 2015
- "SELF Model: Using Technology to Manage Diabetes"*. Poster Presentation at the National Council on Rehabilitation Education Annual Spring Conference, Manhattan Beach, CA 2014
- "Chronic Illness & Disability: A Rehabilitation Counselors Personal Journey"* Poster Presentation at the National Council on Rehabilitation Education Annual Spring Conference, San Francisco, CA 2013

“Chronic Illness & Disability: A Rehabilitation Counselors Personal Journey” 2012
 Concurrent session at the National Rehabilitation Association Annual
 Conference, Chicago, Illinois

REGIONAL CONFERENCES

“50 Years Since Stonewall: The Intersectionality of LGBTQ+ and Disability.” Concurrent
 Session at the 11th Annual Social Justice Symposium: Optimism through Action, Langston
 University, Tulsa, OK. 2019

*“Exploring Relationship Change through the Adjustment to Chronic Illness &
 Disability (CID) Journey”.* Poster Presentation at the Southern Association of
 Counselor Education & Supervision (SACES) Conference, Myrtle Beach, SC. 2018

“Chronic Illness & Disability: A Rehabilitation Counselors Personal Journey” 2013
 Concurrent session at the Southeast Region National Rehabilitation
 Association/Kentucky Rehabilitation Association Annual Conference,
 Louisville, KY

“Chronic Illness & Disability: A Rehabilitation Counselors Personal Journey” 2012
 Concurrent session at the Southwest Region National Rehabilitation
 Association/Arkansas Rehabilitation Association Annual Conference,
 Hot Springs, AR

STATE CONFERENCES

“When Ethics & Law Collide: What’s a Rehabilitation Professional to do?” 2022
 With Dr. Penny Willmering. 2022 Arkansas Rehabilitation Association Conference. Zoom

“The Intersection of Disability & LGBTQIA+”. Conference Presentation. Arkansas
 Rehabilitation Association 2021 Virtual Conference. Zoom. 2021

*“The Development of an LGBTQ+ Knowledge Repository for Rehabilitation
 Counselors/Educators.”* With Erica Wondolowski. Arkansas Rehabilitation Association
 2020 Virtual Conference. 2020

“Working with LGBTQ+ Clients, Fifty Years after Stonewall”. Concurrent Session at the
 Arkansas Rehabilitation Association Conference, Hot Springs, AR. 2019

“Working with LGBTQ+ Clients, Fifty Years after Stonewall”. Concurrent Session at the
 Arkansas Counseling Association Conference, Hot Springs, AR. 2019

*“Addiction and the Family: Assisting Loved Ones through the Journey of Active Addiction
 and/or Recovery”.* Concurrent Educational Session. Arkansas Counseling Association
 Annual Conference, Hot Springs, AR. 2019

“Adjustment to Life with Chronic Illness and/or Disability (CID) and Relationship Change”. 2018
 Concurrent session at the Arkansas Counseling Association Conference, Hot Spring, AR.

“Addiction 101: A Starter Kit for Counselors”. Concurrent Session at the Arkansas
 Counseling Association Conference, Hot Springs, AR. 2018

<i>"Supervision of Counselors: Avoiding Secondary Trauma: When Traumatic Stress/Vicarious Traumatization"</i> . Concurrent session at the Arkansas Counseling Association Conference, Hot Springs, Arkansas.	2017
<i>"The Starter Kit to Working with Clients Who Use Alcohol & Other Drugs"</i> . Concurrent session at the Arkansas Counseling Association Conference, Hot Springs, Arkansas.	2017
<i>"Teaching Counselors the Basics about Sexuality & Disability"</i> . Concurrent session at the Arkansas Counseling Association Conference, Hot Springs, Arkansas.	2017
<i>"Peer to Peer Mentoring for People with Acquired Disabilities"</i> with Beth Schilling Furbee, M. Ed, LPC, CRC & Jessica Henry, M. Ed, CTRS. Concurrent session at the Ohio Rehabilitation 60 th Anniversary Conference, Lewis Center, Ohio.	2014
<i>"Developing Ethical Clinical Rehabilitation Counseling Programs: Step by Step Approach"</i> with James Reed, M. Ed, CRC, NCC, LPC-CR; Jonathan Proctor, PhD, & Mona Robinson, PhD, LPCC-S, LSW, CRC. Concurrent session at the Ohio Rehabilitation Association 60 th Anniversary Conference, Lewis Center, Ohio.	2014
<i>"Chronic Illness & Disability: A Rehabilitation Counselors Personal Journey"</i> Concurrent session at the Ohio Rehabilitation Association Annual Conference, Columbus, Ohio	2012
INVITED SPEAKER	
"Safe Zone Training" With SPECTRUM Executive Board, Arkansas Tech University (November 3, 2022)	2022
"Safe Zone Training". With SPECTRUM Executive Board. Arkansas Tech University. (September 13, 2022)	2022
"Disability 101". Arkansas Governor's School 410 Presentation	2022
"Being an Ally to the LGBTQIA+ Community". Arkansas Governor's School 610 Presentation.	2022
"Avoiding the Party Foul: Resources on Addiction and Recovery for ATU Students", with Hunter Bramlitt, LPC. ATU Tech Talks 2022. WebEx	2022
<i>"Pronoun Discussion with Dr. Barbara Johnson"</i> . Vice President of Academic Affairs Fall 2021 Address to Faculty. Arkansas Tech University. WebEx.	2021
<i>"The Best Practices When Working with Youth Who Identify as LGBTQIA+"</i> . Zoom presentation for Arkansas Rehabilitation Transitional Counselors. Zoom	2021
<i>"Working/Interacting with Individuals Who Identify as LGBTQ+"</i> . With Dr. Erica Wondolowski. Training for the River Valley Child Advocacy Center in Russellville, AR.	2021
<i>"5 Simple Ways to be Inclusive with your LGBTQIA+ Students"</i> . ATU Tech Talks. WebEx.	2021
<i>"Diversity Panel Discussion"</i> . Center for Excellence in Teaching & Learning. Arkansas Tech University. Russellville, AR. WebEx presentation.	2021
<i>"Accessibility for All Panel Discussion"</i> . Center for Excellence in Teaching & Learning. Arkansas Tech University. Russellville, AR. WebEx	2021

“LGBTQIA+ 101”. Guest lecturer for Gender & Criminal Justice course, Dr. Kimberly DuVall Renteria, Arkansas Tech University.	2021
“Disability in the Multicultural Lens of the Counseling Field”. Presentation for Dr. Kendra Jackson’s Multicultural Counseling class at Grand Rapids Theological Seminary of Cornerstone University, Grand Rapids, MI via zoom.	2021
“Diversity & Inclusion Guest Lecture”. Intro to Mathematics, Dr. Jeanine Myers. Arkansas Tech University.	2021
“The Development of an LGBTQ+ Knowledge Repository for Rehabilitation Counselors/Educators.” With Erica Wondolowski. Project E3 Leadership Communities of Practice. Online Event.	2020
“Law Enforcement and People with Developmental Disabilities”. ATU Public Safety, Arkansas Tech University, Russellville, AR	2019
“Person 1 st Language and Intro to Rehabilitation Sciences”. ATU 1 st Generation Student Institute, Arkansas Tech University. Russellville, AR.	2019
“Disability Forum”. Department of Diversity and Inclusion Event. Arkansas Tech University, Russellville, AR	2019
“Disability Experience”. Social Deviance, Dr. Jason Ulsperger, Arkansas Tech University, Russellville, AR.	2018
“Assistive Technology”. Inclusive Recreation, Dr. Cathi McMahan, Arkansas Tech University, Russellville, AR.	2018
“Dine & Discuss: Intersection of Queerness & Dis/Ability.” Sponsored by the LGBT Center, Women’s Center, Office of Student Accessibility, & Counseling Center. Ohio University, Athens, Ohio.	2017

Publications & Papers

Journal Article

Stevens, R. L., Wondolowski, E. L., & Wilson, G. A. (2020). Navigating the unique landscape of clients who identify as LGBTQ+ in vocational rehabilitation: A social justice primer. *Journal of Applied Rehabilitation Counseling* (51), 304-322.

Book Chapters

Stevens, R. L., Robinson, M., & Bauer, B. (2021). Assistive Technology. In. Joseph, M. & Robinson, M. (Eds.), *Fundamentals of Clinical Rehabilitation Counseling*. Cognella.

Forman, T., Erby, A., Robinson, M. C., & Stevens, R. L. (2016).
 Application: Mass Shootings: Individual, Community, & Societal
 Perspectives. In Summers, R. W. (Ed.), *Social Psychology: How
 Other People Influence our Thoughts and Actions, Volume 1* (
 pp. 189-212). Greenwood..

Newsletter Submissions

Stevens, R. L. (2015). NCRE in the Spotlight. Official Newsletter of
*The National Council of Rehabilitation Educators: A Year in Review:
 August 2014-July 2015*. Retrieved from:
<http://ncre.org/wp-content/uploads/2015/08/NCRE-Official-Newsletter-A-Year-in-Review-Aug-2014-July-2015.pdf>

Stevens, R. L. (2015). Affirmative LGBT Programming at Spring 2015
 NCRE Conference. *Association for Lesbian, Gay, Bisexual, & Transgender
 Issues in Counseling Spring 2015 Newsletter*. Retrieved from:
<http://nebula.wsimg.com/6deba6f9d99541d6bc10e14b21e6a162?AccessKeyId=720287C8355A159AB9E1&disposition=0&alloworigin=1>

PROFESSIONAL SERVICE

CURRENT SERVICE

Assistant Dean for Diversity & Inclusions Staff Search Committee Member	2023
First Scholars Advisory Council	2023
Honors Council Advisory Council	2023
Leadership Tech Coordinating Council	2023
Equity & Diversity Committee Member	2022
Title IX Pool Member	2022
National Rehabilitation Counseling Association- Board Member	2022
Rehabilitation Science Accreditation Committee Member	2021
Staff Parish Relations Committee Vice Chairman-First United Methodist Church Russellville, AR	2021
Faculty Advisor-SPECTRUM, Arkansas Tech University	2019
Congregational Care Minister (CCM) First United Methodist Church- Russellville, AR	2018
Interdisciplinary Curriculum Committee- ATU Child Welfare	2017
Rehabilitation Science Curriculum Committee, Arkansas Tech University	2017
Rehabilitation Science Assessment Committee, Arkansas Tech University	2017
Rehabilitation Science Foundation Scholarship Committee, Arkansas Tech University	2017
Alcohol & Other Drugs (AOD) Committee, Arkansas Tech University	2017-
Board Member-Independent Living Services, Conway, AR	2017

PAST SERVICE

Leadership Tech Cohort 5 Member	2021-2023
Student Affairs Committee	2022-2023
Case Manager Search Committee-Student Affairs	2022-2022
Academic Appeals Committee- Chair	2021-2022
Faculty Search Committee Member- Rehabilitation Science	2021-2021
National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference Planning Committee	2021-2021
College of Arts & Humanities Awards Committee Member	2021-2021
Board Member at Large- National Association of Multicultural Rehabilitation Concerns (NAMRC) (2-year term)	2020-2021
Journal of Applied Rehabilitation Counseling (JARC) Reviewer	2020-2022
COVID-19 & Racism Webinar Program Planning Committee, National Association for Multicultural Rehabilitation Concerns (NAMRC)	2020-2020
Pope County Juvenile Advisory Committee	2019-2020
Co-Advisor of Delta Sigma Omicron Service Fraternity, Arkansas Tech University	2017-2020
President of Board-Independent Living Services, Conway, AR	2018-2021
Faculty Search Committee for Computer & Information Science (CIS)	2020-2020
University Curriculum Committee- Arkansas Tech University	2019-2020
Diversity Committee-Arkansas Tech University	2017-2019
Student Representative of Faculty Search Committee (Group II Position)- Ohio University	2013-2014
Professional Development Chair, Chi Sigma Iota National Counseling Society	2013-2014
President, Rehabilitation Counseling Student Association, University of Arkansas, Fayetteville, AR	2002-2003
Circle K International, University of Central Arkansas, Conway, AR	1998-2002

HONORS

Student Organization Faculty Advisor of the Year (SPECTRUM)	April 2022
The Donald A. Green Memorial Award-Gladys W & David H Patton College of Education, Ohio University	April 2013
Outstanding Research Award- Alpha Chapter- Chi Sigma Iota, Ohio University	March 2013

RELATED WORK EXPERIENCE

Pike County Recovery Council, Waverly, Ohio

Behavioral Health Specialist for Men's Residential (Kent's Place)**April 2016-July 2017**

Provide MH/AOD counseling to a 32 bed men's residential facility for men who are in the early stages of recovery from addiction. Conducted Behavioral Health assessments, individual mental health counseling/AOD counseling, case management, and occasional group counseling as well as AOD initial assessments.

Pike County Recovery Council, Chillicothe, Ohio

AOD/MH Counselor**June 2014-April 2016**

Completed my counselor trainee internship for the state of Ohio from

June 2014-December 2014. Hired as a Co-Occurring Counselor in December 2014. Provided substance abuse and clinical mental health counseling. Completed initial diagnostic assessments for new clients. Completed mental Health assessments. Provided individual and group counseling to both client's with substance abuse and mental health diagnoses. Provided case management and monthly reporting to client's referral sources (courts/probation officers, ADAMH Board, etc).

United Cerebral Palsy of Arkansas, Little Rock, Arkansas

Director of Case Management

April 2004– August 2009

Supervised five bachelor level case managers. Held a caseload of 10 clients with developmental, intellectual, and psychiatric disabilities. Provided intake counseling to all new clients. Conducted adaptive behavior testing for all current clients across the state of Arkansas. Attended IEP and other plan of care meetings for clients with disabilities.

CorVel Corporation

Vocational Rehabilitation Case Manager

Aug 2003 – March 2004

Completed rehabilitation counseling internship from August 2003-December 2003. In December 2003 I was offered a job in worker's composition case management. Provided counseling, transferable skills analysis, and job placement services as applicable. Daily reports and phone calls with insurance companies on client progress on returning to work.

Arkansas Rehabilitation Services

Rehabilitation Counseling Practicum

May-August 2003

Completed practicum experience. Learned how the state vocational rehabilitation system works. Observed rehabilitation counselors working with all different types of people with disabilities. Learned how paperwork is completed. Counseled clients with disabilities.

MEMBERSHIPS

Chi Sigma Iota (CSI)

National Rehabilitation Counseling Association (NRCA)

- **Arkansas Rehabilitation Professional Association (ARPA)**

American Counseling Association (ACA)

- **Association for Counselor Education & Supervision (ACES)**
- **American Rehabilitation Counseling Association (ARCA)**
- **Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling (ALGBTIC)**

Arkansas Counseling Association (ArCA)

National Council on Rehabilitation Education (NCRE) (Previous Member)

National Rehabilitation Association (NRA) (Previous Member)

- **National Association for Multicultural Rehabilitation Concerns (NAMRC) (Previous Member)**

Arkansas Rehabilitation Association (ARA) (Previous Member)

Ohio Counseling Association (OCA) (Previous Member)

Ohio Rehabilitation Association (ORA) (Previous Member)

Ohio Rehabilitation Counseling Association (ORCA) (Previous Member)

APPENDIX G



Agenda Item Details

Meeting	Jun 15, 2023 - Arkansas Tech University Board of Trustees Meeting
Category	3. Items for Board Action: Administration & Finance, Mrs. Laury Fiorello
Subject	3.7 FY2024 Operating Budget Adoption
Type	Action
Recommended Action	Motion to adopt the FY2024 Operating Budget as presented.

MEMORANDUM

Date: June 1, 2023
To: Dr. Robin E Bowen, President
From: Laury A Fiorello, Vice President of Administration and Finance
Subject: FY2024 Operating Budget Adoption

[FY2024 Operating Budget Adoption Memo.pdf \(1,045 KB\)](#)

Motion & Voting

Motion to adopt the FY2024 Operating Budget as presented.

Motion by Michael Lamoureux, second by Stephanie Duffield.

Final Resolution: Motion Passed

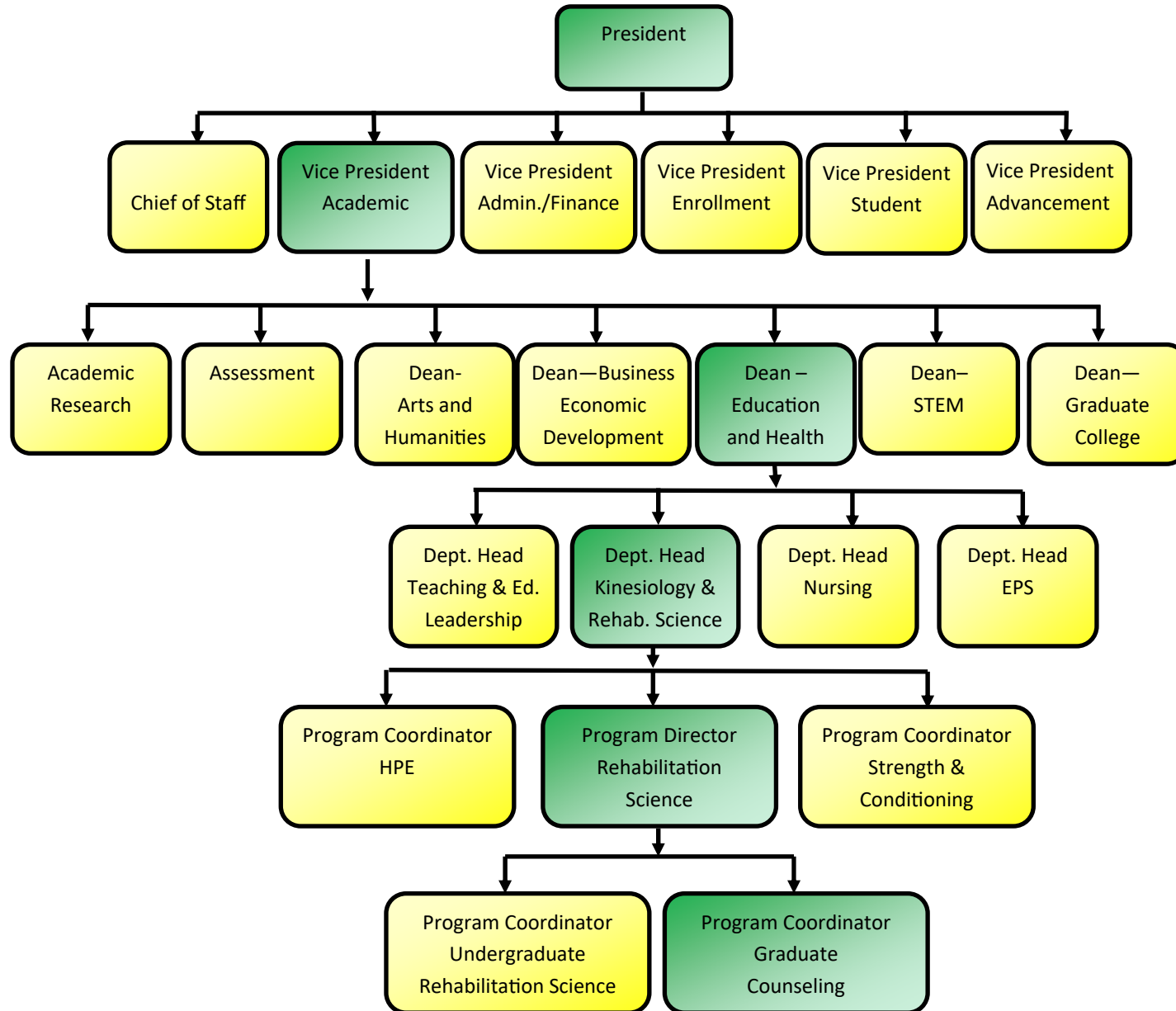
Aye: Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux, Stephanie Duffield

APPENDIX H

Year 1	Year 2	Year 3	Tech Tuition and Fees- Year 1 (Summer, Fall, & Spring)	Tech Tuition and Fees- Year 2 (Summer, Fall, & Spring)	RS Fees (1 Practicum & 1 Internship)	TOTAL FOR 1 STUDENT	Cohort Size	TOTAL FOR COHORT	TOTAL REVENUE AT 3 YEARS
1 Student			\$11,418.67	\$14,073.93	\$180.00	\$25,672.60	1	\$25,672.60	
COHORT A- YEAR 1	COHORT A- YEAR 2		\$11,418.67	\$14,073.93	\$180.00	\$25,672.60	15	\$385,089.00	
	COHORT B- YEAR 1	COHORT B- YEAR 2	\$11,418.67	\$14,073.93	\$180.00	\$25,672.60	15	\$385,089.00	
		COHORT C- YEAR 1	\$11,418.67		\$60.00 (Practicum Only)	\$11,478.67	15	\$172,180.05	
									\$942,358.05

*all data on Tuition/Fees is pulled from Tech's tuition calculator based on Spring 2023/Summer 2024

APPENDIX I
Arkansas Tech University
Academic Organizational Structure



APPENDIX J

Erica Wondolowski

From: Michelle Gross <MGross@crccertification.com>
Sent: Monday, July 10, 2023 10:09 AM
To: Erica Wondolowski
Subject: RE: Program Evaluation Request

EXTERNAL SENDER. Only open links and attachments from known senders. DO NOT provide your username, password, or any other personal information.

Hi Erica,

I apologize for the delay in responding – I'm just getting started in this role, and want to make sure I give your program the attention it deserves with a thorough review. I'll be back in touch in the next few days.

Michelle Gross, M.Ed, MBA, LCMHC, CAE, ICE-CPP
Director of Certification
Commission on Rehabilitation Counselor Certification

Direct: 847-944-1322

Main: 847-944-1325

Fax: 847-944-1346

Email: mgross@crccertification.com

www.crccertification.com

Address: 1699 E. Woodfield Road, Suite 300
Schaumburg, IL 60173



CRCC e-UNIVERSITY, 2018 Brandon Hall Group Excellence Silver Award Winner

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From: Erica Wondolowski <ewondolowski@atu.edu>
Sent: Thursday, July 6, 2023 8:44 AM
To: Michelle Gross <MGross@crccertification.com>
Subject: Program Evaluation Request

Hi Ms. (Dr?) Gross,

I am reaching out as the Program Director for the Rehabilitation Science program at Arkansas Tech University. We are currently working on a proposal to begin a Master's in Counseling program with two track – Clinical Mental Health Counseling and Rehabilitation Counseling. It is required by the state of Arkansas that any proposals have a statement from all licensing/certifying bodies that the proposed curriculum meets the requirements to qualify for the required examination.

As such, we would much appreciate it if you would be able to look over the attached proposed curriculum and provide a short statement as to whether or not successful graduates of our program would qualify to sit for the CRC exam.

Thank you so much in advance. If you should have any questions or concerns, please do not hesitate to reach out either by e-mail or by phone at 479-886-5114.

Thank you,



Dr. Erica L. Wondolowski, CRC
Director & Associate Professor of Rehabilitation Science



ewondolowski@atu.edu

<https://atu.webex.com/meet/ewondolowski>

Pronouns: She, Her, Hers

Court Appointed Special Advocate (CASA) for Arkansas 5th District Court

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Erica Wondolowski

From: Erica Wondolowski
Sent: Monday, July 3, 2023 9:48 AM
To: Lenora Erickson
Subject: RE: Review Request
Attachments: Proposed Curriculum for ARBOE.pdf

Hi Ms. Erickson,

Please find the curriculum and course descriptions attached.

Thank you so much for your assistance,



Dr. Erica L. Wondolowski, CRC
Director & Associate Professor of Rehabilitation Science

From: Lenora Erickson <Lenora.Erickson@arkansas.gov>
Sent: Tuesday, June 27, 2023 3:35 PM
To: Erica Wondolowski <ewondolowski@atu.edu>
Subject: RE: Review Request

EXTERNAL SENDER. Only open links and attachments from known senders. DO NOT provide your username, password, or any other personal information.

Good afternoon,

Please send me the proposed curriculum and I will get it to the board for review at the July meeting. Please contact me if you have any questions.

Stay safe,

Lenora Erickson, LPC-s, AADC

Executive Director
Arkansas Board of Examiners in Counseling/MFT
101 East Capitol, Suite 202
Little Rock, AR 72201
(501) 683-5800



From: Erica Wondolowski <ewondolowski@atu.edu>
Sent: Monday, June 26, 2023 11:15 AM
To: ARBOEC <arboec@arkansas.gov>
Subject: Review Request

My name is Dr. Erica L. Wondolowski and I am the Program Director for the Rehabilitation Science undergraduate program at Arkansas Tech University. We are currently working on a proposal for the Arkansas Department of Higher Education (ADHE) to begin a Master's of Science in Counseling, which will have tracks in Rehabilitation Counseling and Clinical Mental Health Counseling. We were hoping that you would be able to review the proposed curriculum and compose a statement which stated whether, after successfully graduating from the proposed program, a student would be eligible to apply for the LAC in Arkansas. I would be more than happy to send the proposed curriculum if you are willing to review it for us.

We would greatly appreciate your help in this matter.

Sincerely,



Dr. Erica L. Wondolowski, CRC
Director & Associate Professor of Rehabilitation Science



ewondolowski@atu.edu

<https://atu.webex.com/meet/ewondolowski>

Pronouns: She, Her, Hers

Court Appointed Special Advocate (CASA) for Arkansas 5th District Court

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APPENDIX K



Thursday, June 15, 2023 Arkansas Tech University Board of Trustees Meeting

Agenda 1:00 pm

1. Opening

- 1.1 Call to Order
- 1.2 Mission and Vision Statements
- 1.3 Approval of Minutes from: March 16, 2023
- 1.4 Approval of Minutes from: April 26, 2023

2. Special Presentation

- 2.1 Mission Moment: Dr. Julie Furst-Bowe

3. Items for Board Action: Administration & Finance, Mrs. Laury Fiorello

- 3.1 Provisional Positions for FY2023 - FY24
- 3.2 Doc Bryan Roof Bid Acceptance and Award
- 3.3 Russellville E&G Summer Projects
- 3.4 April 2023 Financial Performance Report
- 3.5 Online Student Classification
- 3.6 FY24 Athletic Certification
- 3.7 FY2024 Operating Budget Adoption

4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe

- 4.1 Letters of Intent
- 4.2 Letters of Notification
- 4.3 ARDOT Grant for Trail Development

5. Items for Board Action: Student Services, Dr. Keegan Nichols

- 5.1 Residence Life Faculty Fellows Program, Student Affairs
- 5.2 2023-2024 Parking Regulations
- 5.3 Student Affairs Fees and Fines 2023-2024
- 5.4 Re-Up Contract Cancelation
- 5.5 2024 Scholarship Recommendations

6. Items for Information

6.1 Student Union and Recreation Center Project Update: Laury Fiorello

6.2 Land Development Master Plan (LDMP) Update: Laury Fiorello

6.3 Capital Improvement Plan: Laury Fiorello

6.4 Organizational Management: Mr. Jim Smith

6.5 President's Report

7. Executive Session

7.1 Enter into Executive Session

7.2 Personnel, Athletics: Abby Davis

7.3 Personnel, Administration and Finance: Mrs. Laury Fiorello

7.4 Personnel, Academic Affairs: Dr. Julie Furst-Bowe

7.5 Personnel, Student Affairs: Dr. Keegan Nichols

7.6 Ozark Campus Personnel: Bruce Sikes

7.7 Personnel, President's Office: Dr. Robin Bowen

7.8 Return to Open Session

7.9 Personnel Approvals

8. Adjournment

8.1 Adjourn Meeting



Agenda Item Details

Meeting Jun 15, 2023 - Arkansas Tech University Board of Trustees Meeting
Category 4. Items for Board Action: Academic Affairs, Dr. Julie Furst-Bowe
Subject 4.1 Letters of Intent
Type Action
Recommended Action Motion to approve letters of intent for new program proposals.

**TO: Dr. Robin E. Bowen
President**

**FROM: Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs**

RE: Letters of Intent for New Program Proposals

DATE: June 1, 2023

Please see below the Letters of Intent for new programs.

College of Arts and Humanities – Department of Music

New Program Master of Arts in Music Education

College of Education and Health – Department Kinesiology and Rehabilitation Science

New Program Master of Science in Counseling

I support the proposal as submitted and forward to you and the Board of Trustees for consideration.

JFB:ae

[Memorandum BOT LOI.pdf \(102 KB\)](#)

[Signed ATU Masters Music Education Letter of Intent Form.pdf \(196 KB\)](#)

[Sigend Letter of Intent Form MS Counseling.pdf \(191 KB\)](#)

Motion & Voting

Motion to approve letters of intent for new program proposals.

Motion by Len Cotton, second by Stephanie Duffield.

Final Resolution: Motion Passed

Aye: Jim Smith, Len Cotton, Bill Clary, Michael Lamoureux, Stephanie Duffield

APPENDIX L

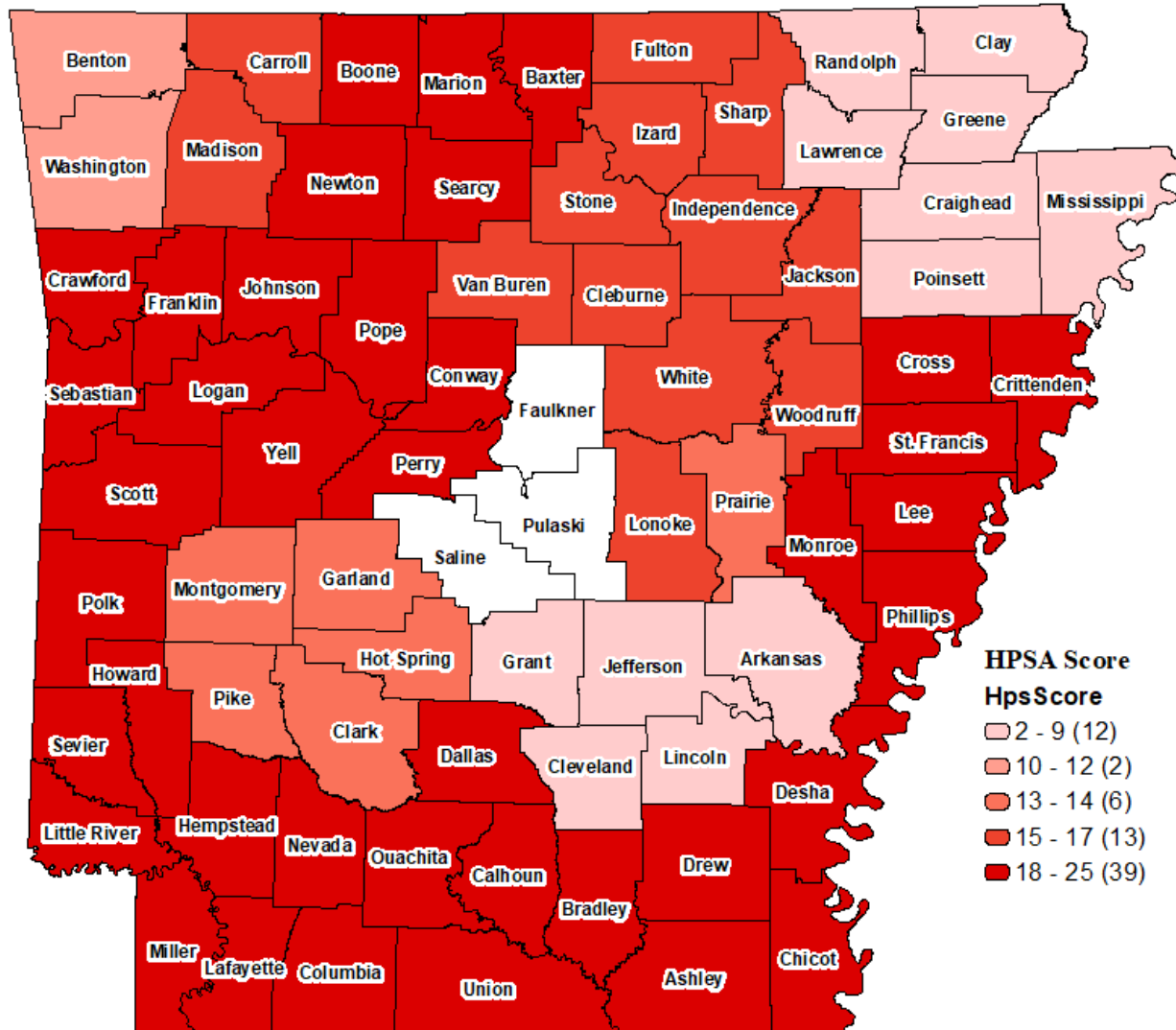


- | | |
|--|-----------------------------------|
| | Clinical Mental Health Program |
| | Clinical Rehabilitation Program |
| | Rehabilitation Counseling Program |

APPENDIX M

ARKANSAS

Mental Health Professional Shortage Areas (HPSA)



https://www.healthy.arkansas.gov/images/uploads/pdf/Mental_Health_Shortage_Area.png

APPENDIX N

Erica Wondolowski

From: Academic Affairs
Sent: Thursday, May 11, 2023 9:36 AM
Cc: Julie Furst-Bowe; Jeanine Myers
Subject: FW: Employer Needs Survey Form for M.S. in Counseling Program
Attachments: Employer_Needs_Survey_Form_-_Summary Completed.docx

Dear All,

Please see the information below and attached. Thank you!

Andrea Eubanks
Office of Academic Affairs
Academic Services Coordinator
1509 N Boulder Ave
Administration 200
Russellville, AR 72801
479-964-0583 ext. 4355

This e-mail message, including any attachments, is for the sole use for the intended recipient and may contain confidential and privileged information. Any unauthorized review, use, or distribution is prohibited. If you are not the intended recipient, please destroy all copies of the message.

From: Erica Wondolowski <ewondolowski@atu.edu>
Sent: Thursday, May 11, 2023 9:23 AM
To: Academic Affairs <academicaffairs@atu.edu>; Andrea Eubanks <aebanks3@atu.edu>
Subject: Employer Needs Survey Form for M.S. in Counseling Program

Brief Summary and Rational for the Proposed M.S. in Counseling at Arkansas Tech University:

The proposed 60 credit-hour Master of Science in Counseling (MS-CNSL), sponsored by the Kinesiology and Rehabilitation Science department, provides graduate-level instruction in counseling theory, individual and group facilitation skills, psychopharmacologic and psychopathologic interventions, research and assessment competencies, ethics, evidence-based decision making, diversity, equity, inclusion and social justice practices, in addition to a 100 clock hour pre-professional practicum (40 direct client contact hours) and one 600 clock hour pre-professional internship (140 direct client contact hours each). This multidisciplinary program provides for two tracks where enrolled students could specialize in either Rehabilitation or Clinical Mental Health Counseling and would be provided in a hybrid/hyflex modality. Curriculum design is strategic in ensuring that all graduates would be eligible for Arkansas state licensure and/or certification as a rehabilitation counselor via the Commission on Rehabilitation Counselor Certification (CRCC) upon graduation and provides eligibility for accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), should it be pursued in the future.

According to the U.S. Bureau of Labor Statistics (2022), occupational projections for Counselors, Social Workers, and Other Community and Social Service Specialists will increase for Rehabilitation Counselors by 10.5% and by 22.1% for Substance Abuse, Behavioral Disorder, and Mental Health Counselors from 2021 through 2031. More specifically for the state of Arkansas, long-term occupational projections for 2020-2030 (Arkansas Division of Workforce Services, 2019) reflect an 17.17% increase in need for Rehabilitation Counselors (78 average annual job openings) and a 26.85% increase in Substance Abuse, Behavioral Disorder,

and Mental Health Counselors (244 average annual job openings). In the Rehabilitation Science Program Advisory Board meeting, held in February 2022, several schools which also had programs in the Rehabilitation Counseling fields voiced adamant support for the proposed graduate program at Arkansas Tech University.

Arkansas Division of Workforce Services. (2019). *State of Arkansas long-term industry and occupational projections 2020-2030*. Arkansas Department of Commerce, State of Arkansas.

https://www.discover.arkansas.gov/_docs/Publications/Projections/2020-2030/LT-State-20-30.pdf

U.S. Bureau of Labor Statistics. (2022, September 8). *Occupational projections and worker characteristics*.

<https://www.bls.gov/emp/tables/occupational-projections-andcharacteristics.Htm>



Dr. Erica L. Wondolowski, CRC

Director & Associate Professor of Rehabilitation Science



ewondolowski@atu.edu

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Resource Summary

The Office of Information Systems strives to maintain a sound technical structure in which to nurture scholastic development. We maintain a high level of integrity and professionalism across all areas of our operation: Support Services, Information Security, Enterprise Resource Applications and Services, Technology Learning Resources, and Infrastructure Systems and Services.

OIS keeps the infrastructure technology current using the following policies and guidelines found on the [Technology Infrastructure Maintenance and Upgrade Policy](#) page.

Networking Resources

- The core network backbone is 20Gbit fiber with multiple buildings connected at 10Gbit, and all others are connected with at least 1Gbit links.
- Arkansas Tech is also connected to the Arkansas Research and Education Optical Network (ARE-ON) with redundant 10Gbit links.
- All residence halls and most academic buildings have 5ghz standard wireless access available.
- Arkansas Tech provides each student with 100GB of email storage space and 1TB of cloud storage in OneDrive through Office 365.
- In addition, the students are provided with 5GB of network storage space for their personal use.

Computer Labs

- Our campus maintains 41 computer labs housed across almost every academic building. These labs collectively contain over 1,150 computer workstations.
- About 40% of these stations are zero clients and are centrally managed.
- Many computer labs are used as classrooms but are available to students when classes are not in session.
- Eight labs (158 workstations) are dedicated to students only. The majority of these labs are located in the [Ross Pendergraft Library & Technology Center](#), where student satisfaction is highly monitored.

- OIS/Support Services evaluates all campus computer labs before each fall term. Computers and virtual machines are assessed for their age, warranty status, usage volume, and compatibility with the software needed for teaching and student use. Equipment is replaced and/or repurposed to provide the maximum benefit for learning purposes.

Classroom and Conference Room Technology

- ITS maintains 191 classrooms and conference rooms across 22 buildings.
- There are 32 classrooms containing SmartBoards.
- Over 20% of all classrooms and conference rooms are equipped with lecture capture capabilities.
- Many classrooms have wireless presentation capabilities via Apple TV or Crestron AirMedia devices.
- You can find a complete list of equipment on our [Classroom/Conference Room Technology](#) page.

Software

- All computer labs contain a core image of commonly used software.
- Additional software per lab is requested by faculty members and accommodated on a semester-by-semester basis.
- Students are also provided with the software they need through virtual machines available from anywhere in the world.
- Engineering students share a dedicated pool of virtual machines specifically imaged with the software used in their classes. In contrast, all students have access to a pool of virtual machines with our core software.
- Access to Office 2016 Professional is available to students through Office 365.

Computer Support Services

- The Campus Support Center is available to faculty, staff, and students 24/7 through one or more of the following: online support portal, email, telephone, and/or remote assistance. Walk-ins are only available when the Ross Pendergraft Library and Technology Center is open.
- Support is provided for connectivity issues, common Blackboard needs, and a wide variety of other technology-related issues. This service is performed and monitored by full-time ATU Customer Service Representatives and part-time Student Workers.
- Hands-on technical assistance is available during normal working hours to service labs, desktop computers, instructional equipment, instructor stations, and network functionalities.

Distance Learning

- Academic Affairs handles the development and oversight of e-learning courses.
- Technical support for the e-learning platform is provided by the Office of Information Systems (OIS), which has a Campus Support Center to field technical calls/visits and provides Tier I support. Tier II and III support the learning management system (LMS), and any other applications integrated with it.
- ATU's LMS, Blackboard Learn (BbLearn), is on a Software as a Service (SaaS) deployment method, hosted by Blackboard utilizing Amazon Web Services data centers, with a continuous delivery maintenance cycle; therefore, we no longer have or need maintenance windows. Continuous delivery, a software industry standard practice, delivers small monthly updates, including maintenance items, enhancements, and new features. The frequent and consistent basis of the updates minimizes the change management impact and ensures faculty and students are always experiencing the highest-quality learning environment.

Security

- All information about students and employees is stored in a secured database (Banner). Access to that information is granted to only those employees who need the information to complete the responsibilities of their job position (least privileges methodology).
- ATU endeavors to follow all state and federal government guidelines (FERPA and HIPAA) on student information.
- You can find information regarding the current plan on the [Information Security Plan](#) page.

APPENDIX P

Information Security Plan

Modified on: Tue, Apr 17, 2018 9:12 AM

Pursuant to 16 CFR Part 314, which was promulgated as a result of the passage of the Gramm-Leach-Bliley Act, colleges and universities are required to develop plans and establish policies to protect the security and confidentiality of information records.

It is the policy of Arkansas Tech University to secure all information systems and to protect all business, personnel, and student information from unauthorized access or disclosure.

Arkansas Tech University's designated Compliance Officer is the Vice President for Finance and Administration. The Office of Information Systems approves access to computer-based functions.

Security Actions

1. Primary electronic (computer) data is coordinated by and stored under the supervision of the Office of Information Systems. This ERP data is stored on a centralized IBM mainframe system in a proprietary format using a secure database management software program. Access to this data is coordinated by key Office of Information Systems personnel who are responsible for establishing access rights for University staff/students as required based on written recommendations and approval by university departments and upper-level management.
2. Information access to personal data held on ATU faculty, staff and students is controlled by a multi-level user-id/password system supplied by the vendor(s) of the software that is utilized. Local policies require these passwords must be changed on a regular basis. Access rights for individuals are reviewed periodically. All access to data is stopped immediately as part of the employee or student dismissal or termination procedures. All reports containing data held in these databases are produced by programs written by Office of Information Systems personnel, and are printed on devices physically located under direct supervision of the Office of Information Systems or at physically secure print stations located with the supervising department for the specific data. All online access to this data requires a proprietary protocol with inbuilt security. All data is backed up in a proprietary format on a daily basis and backups are stored within a secure area contained inside the Office of Information Systems. Monthly backups of the entire computer system are kept in a locked and fireproof vault at an off-site location that is staffed by University personnel.
3. All staff (including students) employed by the Office of Information Systems are required to sign a non-disclosure agreement prior to employment in which they agree not to disclose any private information that may be observed during the performance of their assigned duties. Other personnel working within the various departments are also required to undergo a period of training and familiarization before being allowed access to university systems.
4. All access to university computer systems, both network and online, is monitored by software programs, and logs are maintained for review. Firewalls are in place to minimize unauthorized access to the entire system and to detect intrusions. The hardware systems housing the data are all located within physically locked areas requiring either keyed or encoded access.
5. All contractors/service providers who are employed to service our systems work under the supervision of Office of Information Systems personnel, and are generally well known to the university prior to being retained. All such service is performed under contracts that contain non-disclosure clauses for private information.
6. All contracts will contain a statement that the contracting entity agrees to ensure the security and confidentiality of any personal information that it receives about Arkansas Tech University employees or students unless otherwise required by state or federal law or court order.

7. Each office should make sure that all files, records and other personal information about employees or students are placed in a secure location.
8. All offices should follow the Family Educational Rights and Privacy Act guidelines with regard to disclosure of educational records.
9. All personal information of employees and students should be disposed in a secure manner. For example, shred information of this nature that is recorded on paper.
10. Erase all data when disposing of computers, diskettes, or other electronic media containing information about employees or students.
11. Store paper records in a room, cabinet or other container that is secure.
12. All offices must maintain a close inventory of all computer hardware.

Every reasonable effort is made by Arkansas Tech University to ensure that personal information that has been collected in order to conduct business at the University is secure from unauthorized access. Procedures and policies shall be evaluated and adjusted as necessary, including changes in the University's business arrangements or operations, or as a result of testing and monitoring the safeguards.

Last Updated (Monday, 03 May 2010 - 1:47:32 pm CDT)

NEW COURSE
SYLLABI

RS 4003/CNSL 5003: Medical and Psychosocial Aspects of Disability

Offered: Spring semesters

Catalog Description:

A study of the etiology, treatment and prognosis of various disabling conditions. Emphasis will be placed on medical information as received in medical reports, and as related to vocational functioning and to the everyday psychological and social adjustment problems associated with disability. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

A study of the etiology, treatment and prognosis of various disabling conditions. Emphasis will be placed on medical information as received in medical reports, and as related to vocational functioning and to the everyday psychological and social adjustment problems associated with disability. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

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

1. Synthesize health, disability, and functioning as individual and interrelated concepts.
2. Explain varied physical impairments and how such impairments affect an individual's psychological, social, and health functioning.
3. Demonstrate a working knowledge of mental health concerns and how such concerns affect an individual's psychological, social, and health functioning.
4. Identify, define and utilize common medical terminology used in the fields of rehabilitation counseling and other allied health and counseling professions.

MATERIALS AND RESOURCES

Required Text: Falvo, D., & Holland, B. E. (2018). *Medical and psychosocial aspects of chronic illness and disability* (6th ed). Jones & Bartlett.

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...

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

1.B.d.	5.A.a.-c.	5.D.-E.
1.B.o.-p.	5.B.	
1.C.-D.	5.C.a.-s.	

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.3.	1.A.4.h.	1.B.6.
1.A.3.b.-e.	1.A.10.a.	1.B.7
1.A.4.a.-b.	1.B.4.	

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade (RS)	% of Grade (CNSL)
Content Quizzes (5)	20	100	22.2%	16.7%
Discussion Boards (5)	20	100	22.2%	16.7%
In Person Presentation	100	150	22.2%	16.7%
Class Participation	100	100	22.2%	16.7%
Final Exam	50	50	11.2%	8.2%
Disability Condition Research Paper (CNSL Only)	150	150	0%	25%
Total		450 (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 Students	CNSL Students		
90%-100%	or	405-450 points	540-600 points	=	4.0
80%-89%	or	360-404.99 points	480-539.99 points	=	3.0
70%-79%	or	315-359.99 points	420-479.99 points	=	2.0
60%-69%	or	270-314.99 points	360-419.99 points	=	2.0

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

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction Syllabus Review Conceptualizing Functioning, Disability, and Health	Blackboard Attendance Module
2	2 & 3	Psychosocial & Functional Aspects of Health Concerns Intro to the Structure & Function of the Nervous System	Discussion Question #1
3	4 & 5	Traumatic Brain Injury Stroke	Quiz #1
4	6 & 7	Epilepsy & Other Conditions of the Nervous System Traumatic Spinal Cord Injury	Discussion Question #2
5	8 & 11	Multiple Sclerosis Developmental Conditions: Cerebral Palsy & Spina Bifida	Quiz #2
6	12 & 20	Neurodevelopmental Disorders Human Immunodeficiency Virus (HIV) Infection	Discussion Question #3
7	16 & 17	Conditions of the Eye & Blindness Hearing Loss & Deafness	Quiz #3
8	23 & 28	Diabetes & Other Conditions of the Endocrine System Cardiovascular Conditions	Quiz #4
9	26 & 32	Amputations Burn Injuries & Other Conditions of the Skin	Disability Condition Research Paper
10	9 & 27	Neurodegenerative & Neuromuscular Conditions Chronic Pain	
11	13 & 14	Diagnosis & Treatment of Psychiatric Conditions: Functional and Vocational Implications Functional Implications of Selected Psychiatric Diagnoses	Quiz #5
12	15 & 25	Substance-Related and Addictive Disorders Rheumatoid Arthritis, Lupus, and Other Rheumatic Conditions	Discussion Question #4
13	No Readings This Week	Watch the Film “The Big Sick”	Discussion Board #5

14	No Readings This Week	Graduate in Person Presentations Undergraduate Online Presentations	Online Presentation Submitted to Blackboard
15		Final Exam Review	

FINAL EXAM SCHEDULED FOR: _____

CNSL 5141-3: Seminar in Counseling

Offered: As needed/requested

Catalog Description:

A directed seminar in an area of counseling. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available. Note: May be repeated for credit if course content differs. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

A directed seminar in an area of counseling. The specific focus will depend upon research underway, community or student need, and the unique educational opportunity available. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.

MATERIALS AND RESOURCES

Required Text: Text(s) will vary based on topic(s) covered.

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

LICENSURE/CERTIFICATION STANDARDS:

Arkansas LAC/LPC Knowledge Domains: Domain(s) met will vary based on topic(s) covered.

Certified Rehabilitation Counselor Knowledge Domains: Domain(s) met will vary based on topic(s) covered.

ASSIGNMENTS & POINTS*

Assignment	Points/each	Total Points	% of Grade
*Assignments will vary based on course topic(s) and construction.			%
			%
Total			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.

*Grading Scale Point Values Will Depend Upon Assignments and Points Attached to Each				
90% - 100 %	or	points	=	4.0
80% - 89 %	or	points	=	3.0
70 % - 79 %	or	points	=	2.0
60 % - 69 %	or	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.**

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ACADEMIC INTEGRITY:

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COURSE SCHEDULE*

***Course Schedule, Content, and Assignment Schedule Will Differ Based on
Text(s) Selected and Determined Assignments**

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1			Blackboard Attendance Module
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

FINAL EXAM SCHEDULED FOR: _____

CNSL 5163: Foundations of Substance Abuse

Offered: Fall semesters

Catalog Description:

An introduction to mood and mind-altering substances and related issues designed to provide an overview of the physical, psychological, and sociocultural effects of psychoactive substance use and abuse. Topics include the history of psychoactive substances, pharmacokinetics, models of addiction, patterns of use, diagnostic and treatment information, cultural perspectives, sociopolitical issues, prevention and education. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

An introduction to mood and mind-altering substances and related issues designed to provide an overview of the physical, psychological, and sociocultural effects of psychoactive substance use and abuse. Topics include the history of psychoactive substances, pharmacokinetics, models of addiction, patterns of use, diagnostic and treatment information, cultural perspectives, sociopolitical issues, prevention and education.

COURSE OBJECTIVES:

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

1. Be able to identify and classify major categories of licit and illicit drugs.
2. Gain an understanding of the multi-faceted nature of substance abuse problems from pharmacological, psychological, and ecological perspectives.
3. Comprehend and describe the primary results of substance use and abuse, for both individuals and groups, as supported in the text and assigned readings.
4. Describe the physical effects of substance use on the nervous system and other body systems, including the concepts of tolerance, addiction and withdrawal.
5. Develop a knowledge of the methods and models used to assess, diagnose, treat, and prevent substance use and abuse across the lifespan.
6. Have an increased awareness of social and cultural issues which influence decisions about individual substance use, prevention, and public policy.
7. Expand their knowledge of current research findings related to substance abuse.
8. Acquire resources for further study and investigation.
9. Be provided avenues to analyze controversial issues surrounding drug use and abuse.

MATERIALS AND RESOURCES

Required Text: Hanson, G. R., Venturelli, P. J., & Fleckenstein, A. E. (2022). *Drugs*

and society (14th Edition). Jones and Bartlett Learning.

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...

- | | | | |
|---------|-----------|-------|-----------|
| A.3.-4. | C.5. | E.10. | G.7. |
| A.11. | C.10.-13. | E.15. | G.11.-17. |

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

- | | | | |
|---------|-----------|-----------|-----------|
| 1.A.b. | 2.D.e.-j. | 4.C. | 5.C.p. |
| 1.D. | 2.E.-G. | 5.A.a.-c. | 5.C.s. |
| 2.A.-B. | 2.Q. | 5.B. | 5.D. |
| 2.D.b. | 4.A. | 5.C.1. | 6.B.a.-c. |

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Content Quizzes (4)	20	80	17.8%
Substance Abuse Paper	100	100	22.2%
Group Project/Presentation	100	100	22.2%
Discussion Questions (6)	20	120	26.7%
Final Exam	50	50	11.1%
TOTAL		450	100%

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

GRADING SCALE

90%-100%	or	405-450 points	=	4.0
80%-89%	or	360-404.99 points	=	3.0
70%-79%	or	315-359.99 points	=	2.0
60%-69%	or	270-314.99 points	=	2.0

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction Syllabus Review Introduction to Drugs and Society	Blackboard Attendance Module
2	2 & 3	Explaining Drug Use and Abuse Drug Use, Regulation, and the Law	
3	4 & 5	Homeostatic Systems and Drugs How and Why Drugs Work	Discussion Question #1 & Quiz #1
4	7 & 8	Alcohol: Pharmacological Effects Alcohol: Behavioral Effects	Discussion Question #2
5	6	CNS Depressants: Sedative- Hypnotics Guest Speaker: AA/NA Community	Quiz #2
6	9	Narcotics (Opioids) Guest Speaker: Person in Recovery	Discussion #3
7	11	Tobacco Guest Speaker: Life with Lung Cancer/Impact of Smoking on the Lungs	Discussion #4
8	10 & 12	Stimulants Hallucinogens (Psychedelics)	Quiz #3
9	13 & 14	Marijuana Inhalants	
10	15	Over the Counter, Prescription, & Herbal Drugs Discussion about Paper Topics Chosen and Related Research	Substance Abuse Research Paper
11	16	Drug Use in Subcultures of Special Populations Supplemental Materials: Designer Drugs	Quiz #4 & Discussion Question #5
12	17	Drug Abuse Prevention Guest Speaker from Addictions Agency and/or ATU Campus Health & Wellness	Discussion Question #6
13		Group Presentations	Group Project
14		Group Presentations	
15		Final Exam Review Course Wrap Up	

FINAL EXAM SCHEDULED FOR: _____

RS 4223/CNSL 5223: Ethics and Professional Development

Offered: Fall and Spring Semesters

Catalog Description:

Studies that provide an understanding of the professional functioning of counselors including history and philosophy of the profession, professional roles, functions, and relationships with other human service providers, professional organizations, professional credentialing, the role of the professional counselor in advocating on behalf of the profession and ethical standards of ACA and CRCC highlighting applications of ethical and legal considerations in professional counseling. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

Studies that provide an understanding of all of the following aspects of professional functioning: a.) history and philosophy of the counseling profession, including significant factors and events; b.) professional roles, functions, and relationships with other human service providers; c.) technological competence and computer literacy; d.) professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; e.) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; f.) public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; g.) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and h) ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

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

1. Be knowledgeable in the history and philosophy of the counseling profession and its specialized areas
2. Know the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success
3. Know of different professional counseling organizations, including membership benefits, activities, services to members, and current issues
4. Understand the different professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas
5. Apply legislation, regulatory processes, and government/public policy that is relevant to

and has impact on service delivery of professional counseling across service delivery modalities and specialized practice areas

6. Actively apply procedures for assessing, responding to risk of, and developing a safety plan for, aggression or danger to others, self-inflicted harm, and suicide
7. Adhere to and ensure confidentiality, privileged communication, and privacy
8. Understand and apply laws and public policy affecting individuals with disabilities
9. Understand and apply ethical decision-making models and processes.
10. Be able to engage in self-care and self-awareness by utilizing self-evaluation strategies for ethical and effective practice

MATERIALS AND RESOURCES

Required Text: Corey, G., Schneider Corey, M., & Corey, C. (2024). *Issues and ethics in the helping professions* (11th ed.). Cengage.

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

A.1.-11.

E.6.

G.6.

G.13.-17.

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

1.A.a.-l.

1.B.a.-r.

1.C.-H.

4.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....

1.C.4.

1.D.2.

1.C.5.

1.F.1.

1.C.6.

1.F.2.

1.C.11.

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade (RS)	% of Grade (CNSL)
Case Study Analyses (4)	75	300	52.2%	42.8%
Quizzes (4)	25	100	17.4%	14.3%
Roles, Functions, and Relationship Examination	100	100	17.4%	14.3%
Final Exam	75	75	13.0%	10.7%
Credentialing Research Paper (CNSL Only)	125	125	0%	17.9%
Total		575 (RS) 700 (CNSL)	100%	100%

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

GRADING SCALE

		RS	CNSL		
90%-100%	or	517.5-575 points	630-700 points	=	4.0
80%-89%	or	460-517.49 points	560-629.99 points	=	3.0
70%-79%	or	402.5-459.99 points	490-559.99 points	=	2.0
60%-69%	or	345-402.49 points	420-489.99 points	=	1.0

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.

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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>

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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 to Professional Ethics	Blackboard Attendance Module
2	2	The Counselor as a Person and as a Professional	
3	3	Values and the Helping Relationship	Quiz #1
4	4	Multicultural Perspectives and Diversity Issues	Case Study Analysis 1
5	5	Client Rights and Counselor Responsibilities	
6	6	Confidentiality: Ethical and Legal Issues	Quiz #2
7	7	Managing Boundaries and Multiple Relationships	Case Study Analysis 2
8	8	Professional Competence and Training	
9	9	Ethical Issues in Supervision	Quiz #3
10	10	Issues in Theory and Practice	Case Study Analysis 3
11	11	Ethical Issues in Couples and Family Therapy	Roles, Functions, and Relationship Examination
12	12	Ethical Issues in Group Work	Quiz #4
13	13	Community and Social Justice Perspectives	Case Study Analysis 4
14			
15			Credentialing Research Paper (CNSL Only)

FINAL EXAM SCHEDULED FOR: _____

RS 4233/CNSL 5233: Diversity and Inclusion in Human Services Settings

Offered: Fall and Spring Semesters

Catalog Description:

Cross-listing: RS 4133. Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individual, couples, families, ethnic groups, and communities including strategies for working with diverse populations and ethnic groups, counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases and prejudices, processes of intentional and unintentional oppression and discrimination, and theories of multicultural counseling and identity development. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individual, couples, families, ethnic groups, and communities including all of the following; a) multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally; b) attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities; c) individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups; d.) counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body; e) theories of multicultural counseling, theories of identity development, and multicultural competencies; and f.) Ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

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

1. Be knowledgeable in theories and models of multicultural counseling, social justice, and advocacy.
2. Recognize the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews.

3. Be cognizant of the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally.
4. Grasp the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients.
5. Have an awareness and appreciation for the disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities.
6. Understand and synthesize strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
7. Discern guidelines developed by various professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities.
8. Be knowledgeable in theories of cultural identity development.
9. Understand and address institutional and social barriers that impede access, equity, and success for clients.

MATERIALS AND RESOURCES

Required Text: Sue, D. W., & Sue, D., Neville, H. A., & Smith, L. (2022). *Counseling the culturally diverse: Theory and practice* (9th ed.). John Wiley & Sons, Inc.

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

LICENSURE/CERTIFICATION/ACCREDITATION 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

A.4.	C.2.	D.11.	E.13.
B.1.-11.	C.11.	E.7.	G.5.
	D.2.	E.11.	G.7.

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

1.A.c.	1.C.	5.A.a.-c.	5.E.
10.E.-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.1.	1.B.4.	1.D.2.	1.E.1.
1.A.4.	1.B.11.	1.D.3.	1.F.1
1.A.6.	1.C.6.	1.D.5.	
1.A.8.	1.C.7.	1.D.6:	
1.B.1.	1.D.1.	1.D.8.	

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade (RS)	% of Grade (CNSL)
Documentary Movie Review (1)	40	40	7.1%	5.2%
Discussion Boards (4)	25	100	17.7%	13.1%
Reflective Journal Entries (6)	25	175	31%	22.9%
“13 th ” Discussion Board	100	100	17.7%	13.1%
Final Reflective Journal/Paper	150	150	26.5%	19.6%
Cultural Competence Application Paper (CNSL Only)	200	200	0%	26.1%
Total		565 (RS) 765 (CNSL)	100%	100%

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

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	RS Students	CNSL Students	
90% - 100 %	or	508.5-565 points	688.5-765 points = 4.0
80% - 89 %	or	452-508.49 points	612-688.49 points = 3.0
70 % - 79 %	or	395.5-451.99 points	535.5-611.99 points = 2.0
60 % - 69 %	or	339-395.49 points	459-535.49 points = 1.0

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

*****DISCLAIMER:** This course will be exploring sensitive topics that are both real and fictional and may induce feelings of discomfort or otherwise strong reactions. Subject matter may include profanity, race and ethnicity, substance use/abuse, sexuality and sexual orientation, religion, and other controversial topics.

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1 & 2	Understanding Resistance to Multicultural Training: Obstacles to Developing Cultural Competence Multicultural Counseling and Therapy (MCT)	Blackboard Attendance Module Discussion Board #1
2	3 & 4	Cultural Perspectives and Barriers: The Individual Interplay of Cultural Experiences Microaggressions: Implications for Counseling and Psychotherapy	
3	5 & 6	Sociohistorical Privilege and Oppression: Implications for Counseling and Psychotherapy Racial Ethnic Cultural (REC) Identity Attitudes in People of Color: Counseling Implications	Journal #1
4	8, 9 & 11	Multicultural Counseling Competence and Cultural Humility for People of Color Counselors and Therapists Multicultural Evidence-Based Practice Culturally Competent Assessment	Discussion Board #2
5	7	White Racial Consciousness: Implications for Counseling and Psychotherapy	Journal #2
6	12	Multicultural Counseling Contexts: African Americans	
7	13 & 14	Multicultural Counseling Contexts: American Indians/Native Americans and Alaskan Natives Multicultural Counseling Contexts: Asian Americans and Pacific Islanders	Discussion Board #3
8	15	Multicultural Counseling Contexts: Latinx Communities	Journal #3
9	16	Multicultural Counseling Contexts: Multiracial Americans	"13th" Discussion Board
10	17	Multicultural Counseling Contexts: Arab Americans	Journal #4
11	19	Multicultural Counseling Contexts: Immigrants and Refugees	Documentary Movie Review
12	20	Multicultural Counseling Contexts: LGBTQ Communities	Discussion Board #4
13	22	Multicultural Counseling Contexts: Women	Journal #5

14	23	Multicultural Counseling Contexts: Individuals Living in Poverty	Cultural Competence Application Paper (CNSL Only)
15	24	Multicultural Counseling Contexts: Individuals with Disabilities	Journal #6

FINAL REFLECTIVE JOURNAL DUE: _____

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.N. | 6.D.i. |
| 1.A.f.-g. | 4.A.-C. | 6.F. |
| 1.C.-D. | 5.B. | 7.F. |
| 2.A.-B. | 5.C.a.-s. | 11.A.-D. |
| 2.F.-G. | 5.D.-E. | 11.D.-F |
| 2.J. | 6.B.a.-c. | |
| 2.L. | 6.D.f.-g. | |

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.e.i.-vii. | 1.A.10.a. |
| 1.A.3.d. | 1.A.4.h. | 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%

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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: _____

CNSL 6013: Vocational Rehabilitation

Offered: Summer Semester

Catalog Description:

Prerequisite: CNSL 5123. Studies that provide an understanding of career development and related life factors including career development theories, related assessment techniques and instruments, the career counseling process (i.e., career and educational planning, placement, follow-up, and evaluation), and collaboration with employers/educational institutions. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

Studies that provide an understanding of career development and related life factors, including all of the following: a.) career development theories and decision making models; b.) career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems; c.) career development program planning, organization, implementation, administration, and evaluation; d.) interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development; e.) career and educational planning, placement, follow-up, and evaluation; f.) assessment instruments and techniques that are relevant to career planning and decision making; g.) technology-based career development applications and strategies, including computer assisted career guidance and information systems and appropriate world wide web sites; h.) career counseling processes, techniques, and resources, including those applicable to specific populations; and i.) ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

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

1. Understand and apply theories of career development and work adjustment.
2. Understand and synthesize applicable vocational laws and policies (e.g., SSI/SSDI, Fair Labor Standards Act, FMLA, TWWIIA).
3. Apply evidence-based vocational interventions in practice.
4. Differentiate between and apply Supported Employment (SE), Customized Employment (CE), Individual Placement and Support (IPS), and Self-Employment strategies.
5. Be knowledgeable as to how a variety of disabilities affect the client's vocational experience.
6. Refer for or conduct formal assessments (e.g., Interest Inventories, Career, Work Values, and Maturity Tests, Ecological/Functional Capacity Evaluations).
7. Be knowledgeable in performing Transferable Skills Analyses (e.g., VDARE).
8. Be able to assess ergonomic, job accommodation, and assistive technology needs to advise

- job modification and restructuring.
9. Be familiar with the methods and techniques to perform labor market analysis.
 10. Understand, identify, and apply career development and job placement strategies, and apply job readiness, seeking, and retention skills.
 11. Assist employers with job accommodations for their employees (e.g., assistive technology, workspace modifications).
 12. Partner with employers/businesses to address needs and concerns related to hiring and retaining individuals with disabilities.

MATERIALS AND RESOURCES

Required Text: Sametz, R. R., Joseph, M. (2021). *Career counseling: A holistic view of lifespan and special populations* (1st ed.). Cognella.

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...

D.1-12

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

- | | | | |
|-----------|-----------|-------------|-----------|
| 1.B.d.-i. | 2.M. | 6.J.a.-b. | 8.A.-D. |
| 1.B.k. | 5.E. | 6.K. | 8.E.a.-c. |
| 1.B.n.-o. | 6.B.a. | 7.A.-D. | 8.F. |
| 1.B.q.-r. | 6.C.b. | 7.E.a.i-iv. | 9.B.-G. |
| 1.C.-E. | 6.D.d.-e. | 7.F. | 9.J. |
| 1.C.G.-H. | 6.D.k.-n. | 7.G.a.-e. | 11.D.-F |
| 2.H. | 6.E.-I. | 7.H.-I. | |

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
4 Quizzes	25	100	14.8%
Lifespan Diagram	125	125	18.5%
Assessment and Placement Application	200	200	29.6%
Final Exam	250	250	37.1%
Total		675	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	607.5-675 points	=	4.0
80% - 89 %	or	540-607.49 points	=	3.0
70 % - 79 %	or	472.5-539.99 points	=	2.0
60 % - 69 %	or	405-472.49 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>

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction to Career Counseling and Development	Blackboard Attendance Module
2	2 & 3	Career Counseling Theories and Models Ethical and Legal Considerations for Career Counselors	
3	4	Career Counseling in Childhood	
4	5	Career Counseling for Adolescence and Transition-Age Clients	Quiz #1
5	6	Career Counseling for Adult Clients	
6	7	Career Counseling for Older Adults: Retirement and Preretirement	
7	8 & 9	Career Counseling for Multicultural Groups Career Counseling for Gender Differences and Dual Careers	Quiz #2
8	10	Career Counseling for LGBT+ Clients	Lifespan Diagram
9	11	Career Counseling for Individuals with Disabilities	
10	12 & 13	Career Counseling for Veterans Career Counseling for Individuals Recovering from Substance Abuse	Quiz #3
11	14 & 15	Career Counseling for Individuals with Mental Health Disorders Career Counseling for Ex-Offenders	
12	17	Career Counseling Intakes, Assessments, and Measurements	
13	18	Advocating and Marketing to Employers and Human Resources	Quiz #4
14	16	Group Career Counseling	
15			Assessment and Placement Application Assignment

FINAL EXAM SCHEDULED FOR: _____

CNSL 6023: Assessment in Counseling Environments

Offered: Fall Semesters

Catalog Description:

Prerequisite: EDFD 6003. Studies that provide an understanding of individual and group approaches to assessment and evaluation, including basic concepts of standardized and non-standardized testing, other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations and computer-managed and computer-assisted methods, statistical concepts including reliability and validity, strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling, and ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

Studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following: a.) historical perspectives concerning the nature and meaning of assessment; b.) basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations and computer-managed and computer-assisted methods; c.) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d.) reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); e.) validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity; f.) age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; g.) Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; h.) An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and i.) Ethical and legal considerations. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

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

1. Be knowledgeable in strategies for assessing abilities, interests, values, and personality.
2. Have a familiarity of historical perspectives concerning the nature and meaning of assessment and testing in counseling
3. Be competent in basic concepts of standardized and non-standardized testing, norm-

- referenced and criterion-referenced assessments, and group and individual assessments
4. Successfully make culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications
 5. . Adhere to ethical and legal considerations for selecting, administering, and interpreting assessments
 6. Be capable of referring or conducting formal assessments.
 7. Be knowledgeable in interpreting assessment results for rehabilitation planning purposes.

MATERIALS AND RESOURCES

Required Text: Neukrug, E. S., & Fawcett, R. C. (2020). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists* (3rd ed.). Cengage.

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

- | | | |
|------|----------|------|
| D.5. | G.1.-17. | H.8. |
|------|----------|------|

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

- | | | |
|-----------|-----------|------------|
| 1.A.f.-g. | 5.B. | 6.F. |
| 1.C.-E. | 5.D. | 6.k. |
| 4.A. | 6.B.a.-c. | 12.A.a.-g. |
| A.a.-c. | 6.C.a.-n. | 12.B. |

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Assessment Completion (5)	125	625	53.2%
Quizzes (3)	50	150	12.8%
Case Study Analyses (3)	100	300	25.5%
Final Exam	100	100	8.5%
Total		1,175	100%

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

GRADING SCALE

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	History of Testing and Assessment	Blackboard Attendance Module
2	2	Ethical, Legal, and Professional Issues in Assessment	
3	3	Diagnosis in the Assessment Process	
4	4	The Assessment Report Process: Interviewing the Client and Writing the Report	Quiz 1
5	5	Test Worthiness: Validity, Reliability, Cross-Cultural Fairness, and Practicality	
6	6	Statistical Concepts: Making Meaning Out of Raw Scores	
7	7	Statistical Concepts: Creating New Scores to Interpret Test Data	Quiz 2
8	8	Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness, and Cognitive Ability Tests	
9	8	Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness, and Cognitive Ability Tests	Assessment Completion 1
10	9	Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment	Quiz 3
11	9	Intellectual and Cognitive Functioning: Intelligence Testing and Neuropsychological Assessment	Assessment Completion 2 & Case Study Analysis 1
12	10	Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude Tests	
13	10	Career and Occupational Assessment: Interest Inventories, Multiple Aptitude, and Special Aptitude Tests	Assessment Completion 3 & Case Study Analysis 1
14	11	Clinical Assessment: Objective and Projective Personality Tests	Assessment Completion 4
15	12	Informal Assessment: Observation, Rating Scales, Classification Methods,	Assessment Completion 5

		Environmental Assessment, Records and Personal Documents, and Performance-Based Assessment	& Case Study Analysis 3
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FINAL EXAM SCHEDULED FOR: _____

CNSL 6123: Counseling Theories

Offered: Fall Semesters

Catalog Description:

A comparative study of the major theories of counseling, stressing their philosophical views of mankind, assumptions, techniques, strengths, and weaknesses. Students will explore their own inclinations toward given theories so that they may begin to develop their own theoretical toolkit. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

A comparative study of the major theories of counseling, stressing their philosophical views of mankind, assumptions, techniques, strengths, and weaknesses. Students will explore their own inclinations toward given theories so that they may begin to develop their own theoretical toolkit. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

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

1. Be knowledgeable in theories and models of counseling, including relevance to clients from diverse backgrounds.
2. Be able to identify and evaluate the evidence base for counseling theories.
3. Understand individual counseling theories.

MATERIALS AND RESOURCES

Required Text: Kress, V. A., Seligman, L. W., & Reichenberg, L. W. (2021). *Theories of counseling and psychotherapy: Systems, strategies, and skills* (5th ed.). Pearson.

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

C.4.	E.1.	H.1.
C.12.	E.15.	H.2.

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

- | | | | |
|-----------|-----------|------|------|
| 2.A. | 2.D.a.-j. | 2.G. | 4.C. |
| 2.B. | 2.E. | | |
| 2.C.a.-n. | 2.F. | 2.I. | 4.D. |

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Case Study Analyses (4)	75	300	41.4%
Quizzes (4)	50	100	13.8%
Theoretical Comparison Research Paper	175	175	24.1%
Personal Theoretical Orientation Reflection Paper	150	150	20.7%
Total		725	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	652.5-725 points	=	4.0
80% - 89 %	or	580-652.49 points	=	3.0
70 % - 79 %	or	507.5-579.99 points	=	2.0
60 % - 69 %	or	435-507.49 points	=	1.0

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

ACADEMIC HONESTY POLICY:

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<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.

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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	Foundations of Effective Counseling	Blackboard Attendance Module
2	2	Freud and Classic Psychoanalysis	
3	3	Adlerian Therapy	Case Analysis 1
4	4	Post- and Neo Freudian Psychoanalytic Therapies	Quiz 1
5	5	Behavior Therapies	
6	6	Cognitive Behavioral Therapies	Case Analysis 2
7	7	Reality Therapy	Quiz 2
8	8	Contemporary CBT Therapies	
9	9	Existential Therapy	Case Analysis 3
10	10	Person-Centered Therapy	Quiz 3
11	11	Gestalt Therapy	
12	12	Feminist Therapy	Case Analysis 4
13	13	Postmodern Therapies	Quiz 4
14	15	Developing Your Theoretical Orientation	Theoretical Comparison Research Paper
15	14	Family Systems Therapies	

Personal Theoretical Orientation Reflection Paper Due: _____

CNSL 6163: Addiction Diagnosis and Treatment Strategies

Offered: Spring semesters

Catalog Description:

Prerequisite: CNLS 5163. A study and assessment of addiction disorders and related treatment planning approaches with an overview of evidenced based intervention techniques and treatment strategies. Group as well as individual facilitation skills and meeting cultural issues in the individual/group settings will be addressed. 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 and assessment of addiction disorders and related treatment planning approaches with an overview of evidenced based intervention techniques and treatment strategies. Group as well as individual facilitation skills and meeting cultural issues in the individual/group settings will be addressed. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

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

1. Be able to identify and classify major categories of licit and illicit drugs.
2. Gain insight into the multi-faceted nature of substance abuse problems from pharmacological, psychological, and ecological perspectives.
3. Describe the physical effects of substance use on the nervous system and other body systems, including the concepts of tolerance, addiction and withdrawal.
4. Develop a functional knowledge of the methods and models used to assess, diagnose, treat, and prevent substance use and abuse across the lifespan.
5. Cultivate an increased understanding of social and cultural issues which influence decisions about individual substance use, prevention, and public policy.
6. Expand their understanding of the current research findings related to substance abuse.

7. Utilize provided avenues to analyze controversial issues surrounding drug use and abuse.

MATERIALS AND RESOURCES

Required Text: Lewis, T. E. (2023). *Substance abuse and addiction treatment: Practical application of counseling theory* (2nd Ed.). Cognella.

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...

A.1.-11. E.6. G.6. G.13.-17

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

1.A.b.-d.	2.O.	5.C.l.-m.	6.F.
1.D.-E.	2.Q.	5.C.p.	7.F.
2.A.-B.	3.A.-D.	5.C.r.-s.	9.A.
2.D.b.-c.	4.A.-D.	5.D.	9.C.-E.
2.D.e.-j.	5.A.a.-c.	6.B.a.-c.	11.A.
2.E.-G.	5.B.	6.C.a.	11.C.
2.I.	5.C.a.	6.D.h.-i.	11.E.

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Content Quizzes (4)	25	100	22.2%
Addiction Assessment and Treatment Paper	150	150	33.3%
Group Project/Presentation	150	150	33.3%
Final Exam	50	50	11.2%
Total		450	100%

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

GRADING SCALE

90%-100%	or	405-450 points	=	4.0
80%-89%	or	360-404.99 points	=	3.0
70%-79%	or	315-359.99 points	=	2.0
60%-69%	or	270-314.99 points	=	1.0

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction Syllabus Review Choose Groups for Research Chapter 1 Introduction Chapter	Blackboard Attendance Module
2	2 & 3	Terms, Models, and Ethical Issues in Substance Abuse and Addictions Brain Basics and the Neuroscience of Substance Abuse and Addiction	
3	4 & 5	Substance Classifications, Effects, and Associated Dangers Assessment, Diagnosis, and Treatment Planning	Quiz #1
4	6	Motivational Interviewing in the Treatment of Substance Abuse and Addictions	
5	7	Applying CBT in the Treatment of Substance Abuse and Addictions Case Studies using CBT	
6	8	Applying Relapse Prevention in the Treatment of Substance Abuse and Addiction Introduction to the AA and NA literature. Discussion about Celebrate Recovery.	Quiz #2
7	9	Applying Group Theory in the Treatment of Substance Abuse and Addiction Case Studies and Video: Groups	
8	10	Applying Family Therapy in the Treatment of Substance Abuse and Addiction Case Studies About the Impact of Addiction on The Family	
9	11	Applying Solution-Focused Therapy in the Treatment of Substance Abuse and Addiction Outpatient Addiction Settings	Quiz #3
10	12	Applying Adlerian Therapy in the Treatment of Substance Abuse and Addiction Inpatient Addiction Settings	Addictions Assessment and Treatment Paper

11	13	Applying Gestalt Therapy in the Treatment of Substance Abuse and Addiction Day Treatment Addiction Settings	
12	14	Applying Existential Therapy in the Treatment of Substance Abuse and Addiction Medication Assisted Treatment in Addictions	
13	15	Key Considerations and Theory Integration Final Discussion about Group Presentations	Quiz #4
14		Group Presentations	Group Projects Due
15		Final Exam Review	

FINAL EXAM SCHEDULED FOR: _____

CNSL 6204: Counseling Skills and Technology in Counseling

Offered: Spring semesters

Catalog Description:

Prerequisite: CNSL 6123. Studies that provide an understanding of counseling and consultation process, including: counselor and consultant characteristics and behaviors that influence helping processes, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; the development of a therapeutic relationship, establishment of appropriate counseling goals, designing of intervention strategies, evaluation of client outcomes, and success termination of the professional relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic, and the counselor maintains appropriate professional boundaries. Students will begin to develop a personal model of counseling as well as establish a general framework for understanding and practicing consultation. Integration of technological strategies and applications within counseling and consultation processes will be explored, including ethical and legal considerations, the process, application and implementation of technology assisted counseling/therapy, the integration of ethical and social responsibility, current standards of practice for distance delivery and appropriateness of services with diverse individuals, relationships, and families. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

Studies that provide an understanding of counseling and consultation process, including: counselor and consultant characteristics and behaviors that influence helping processes, verbal and nonverbal behaviors and personal characteristics, orientations, and skills; the development of a therapeutic relationship, establishment of appropriate counseling goals, designing of intervention strategies, evaluation of client outcomes, and success termination of the professional relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic, and the counselor maintains appropriate professional boundaries. Students will begin to develop a personal model of counseling as well as establish a general framework for understanding and practicing consultation. Integration of technological strategies and applications within counseling and consultation processes will be explored, including ethical and legal considerations, the process, application and implementation of technology assisted counseling/therapy, the integration of ethical and social responsibility, current standards of practice for distance delivery and appropriateness of services with diverse individuals, relationships, and families. 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 counseling skills (micro-skills) and theories to help the student pick the appropriate counseling techniques to benefit the client.

2. Apply counseling theory and techniques to build rapport with clients.
3. Generate appropriate counseling goals and objectives with the client, drawing from counseling theory and consultation techniques.
4. Employ a biopsychosocial approach to holistically assess the client's situation.
5. Successfully integrate technology, related strategies and applications within the counseling and consultation relationship.
6. Be knowledgeable in ethical and social responsibilities when utilizing technology in counseling, in addition to with current standards of practice (e.g., CACREP, CRCC, state licensure boards).
7. Accurately establish the appropriate use of technology/distance counseling with diverse populations, relationships, and families.

MATERIALS AND RESOURCES

Required Text: Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2024). *Essential of intentional counseling and psychotherapy in a multicultural world* (4th ed). Cengage Learning.

Todd, S. M., Mikolon, T. M., & Perez, D. M. (2022). *Synchronous online counseling and supervision in the 21st century* (1st ed.). Cognella.

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...

A.1.-8.	E.1.-21.	G.13.-17.
A.10.-11.	G.10.	

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1.A.a.-f.	2.D.a.-j.	4.A.-D.	E.1.-21.
1.A.j.	2.F.	5.C.a.-s.	G.10.
1.A.l.	2.I.	5.D.-E.	G.13.-17.
1.B.-E.	2.N.	A.1.-8.	
2.A.-B.	2.Q.	A.10.-11.	

ASSIGNMENTS & POINTS

Opportunity	Points/ea	Total Points	% of Grade
Baseline Counseling Lab and Paper	100 points	100 points	16.7%
Midterm Counseling Lab and Reflection Paper	150 points	150 points	25%
Counseling Labs (2)	100 points	200 points	33.3%
Final Counseling Lab and Reflection Paper	150 points	150 points	25%
TOTAL		600 points	100%

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

GRADING SCALE

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1		Introduction/Overview of Syllabus Partner Assignment Review Baseline Interview Baseline Interview Lecture	Blackboard Attendance Module
2	1 & 2	Foundations of Counseling and Psychotherapy Client Resiliency Builders: Essential Factors for Effective Practice	
3	3 & 1 (TMH)	Basic Listening Skills: Attending, Empathy, and Observing Client Verbal and Nonverbal Behavior Concepts, Principles, and Benefits of Telemental Health	Baseline Counseling Lab (Lab #1; Group A)
4	4 & 2 (TMH)	Questions: Opening Communication Overview of Telemental Health Technologies	Baseline Counseling Lab (Lab #1; Group B)
5	5 & 3 (TMH)	Encouraging, Paraphrasing, and Summarizing: Active Listening and Cognition Ethical, Legal, and Other Risk Management Considerations	Counseling Practice for Lab #2
6	6 & 4 (TMH)	Observing and Reflecting Feelings: The Heart of Empathic Understanding Establishing a Telemental Health Practice	Counseling Lab #2 (Group A)
7	7 & 5 (TMH)	How to Conduct a Five-Stage Counseling Session Using Only Listening Skills Safety Planning and Emergency Management	Counseling Lab #2 (Group B)
8	8 & 6 (TMH)	Focusing the Session: Exploring the Story from Multiple Perspectives Providing Direct Clinical Care	Counseling Practice for Midterm
9	9 & 7 (TMH)	Empathic Confrontations: Supporting While Addressing Client Conflict Conducting a Psychological Assessment During Telemental Health	Counseling Practice for Midterm
10	10 & 8 (TMH)	Reflection of Meaning and Interpretation/Reframing: Restorying Client Lives Through Meaning-Making Telesupervision and Training in Telepractice	Midterm Counseling Video and Reflection Paper
11	11 & 9 (TMH)	Influencing Client Actions and Decisions: Empathic Self-Disclosure, Feedback, Directives, Psychoeducation, Logical Consequences, and Decisional Counseling	Counseling Practice for Lab #4

		Ethical Telepractice with Diverse Populations	
12	12 & 10 (TMH)	Skill Integration Through Examining Your Own Sessions, Treatment Plans, and Case Management Conclusion	Counseling Lab #4 (Group A)
13	13	Crisis Counseling and Assessing Suicide Potential	Counseling Lab #4 (Group B)
14	14	Determining Personal Style in a World of Multiple Theories	Counseling Practice for Final Counseling Video
15		Discussion about Final Counseling Video and Reflection Paper	Counseling Practice for Final Counseling Video

FINAL COUNSELING SESSION VIDEO AND REFLECTION PAPER DUE:

CNSL 6223: Family and Relationship Counseling: Theories and Techniques

Offered: Summer Semesters

Catalog Description:

Prerequisite: COUN 6213. A course to gain an understanding of the historical development of family systems theory and the major contributors of the theory and practice of family therapy, to demonstrate a working knowledge of the major theoretical concepts that are foundational to the field of family therapy. An examination of systems framework and the influence of family forms on family functioning. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

A course to gain an understanding of the historical development of family systems theory and the major contributors of the theory and practice of family therapy, to demonstrate a working knowledge of the major theoretical concepts that are foundational to the field of family therapy. An examination of systems framework and the influence of family forms on family functioning. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

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

1. Be knowledgeable in the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan.
2. Apply clinical problem-solving and critical-thinking skills related to working with families and couples.
3. Understand family counseling theories.
4. Incorporate family counseling practices and interventions.
5. Be competent in conducting an assessment of client risk and development of a safety plan.
6. Use principles of crisis intervention for people with disabilities during crises, disasters, and other trauma-causing events.
7. Assess the impact of disability on the family or support system.
8. Possess knowledge of federal, state, and local resources for families and couples in counseling.

MATERIALS AND RESOURCES

Required Text: Murdock, N. L. (2022). *Couple and family therapy: A case approach* (1st ed.) Pearson.

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

- | | | | |
|------|---------|----------|-----------|
| C.1. | C.6.-7. | C.9.-10. | C.12.-13. |
|------|---------|----------|-----------|

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

- | | | | |
|------|------|-----------|---------|
| 2.A. | 3.A. | 4.D. | 5.D. |
| | 3.B. | 5.A.b.-c. | 9.A.-C. |
| 2.F. | 4.A. | 5.C.a. | |
| 2.K. | 4.B. | 5.C.k.-s. | |

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Theoretical Comparison (4)	80	320	39.0%
Quizzes (4)	50	200	24.4%
In-Class Activities (6)	40	240	29.3%
Final Exam	60	60	7.3%
Total		820	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	738-820 points	=	4.0
80% - 89 %	or	656-737.99 points	=	3.0
70 % - 79 %	or	574-655.99 points	=	2.0
60 % - 69 %	or	492-573.99 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.

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction	Blackboard Attendance Module
2	2	Strategic Family Therapy	
3	3	Structural Family Therapy	
4	3	Structural Family Therapy	Quiz 1
5	4	Experiential Family Therapy	Theoretical Comparison 1
6	4	Experiential Family Therapy	
7	5	Bowen Family Systems Theory	Quiz 2
8	5	Bowen Family Systems Theory	
9	6	Cognitive Behavior Therapy	Theoretical Comparison 2
10	7	Solution-Focused Therapy	Quiz 3
11	8	Narrative Therapy	
12	9	Emotion-Focused Therapy	Theoretical Comparison 3
13	9	Emotion-Focused Therapy	Quiz 4
14	10	The Gottman Approach	
15	11	Conclusion	Theoretical Comparison 4

FINAL EXAM SCHEDULED FOR: _____

CNSL 6233: Theories and Techniques for Group Counseling

Offered: Every other Fall semester

Catalog Description:

Prerequisites: COUN 6213, CNSL 6123, and CNSL 6204. Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including principles of group dynamics (e.g., group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work), group leadership styles and approaches, theories of group counseling, group counseling methods, approaches used for other types of group work, professional preparation standards for group leaders, and ethical and legal considerations. 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:

Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including principles of group dynamics (e.g., group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work), group leadership styles and approaches, theories of group counseling, group counseling methods, approaches used for other types of group work, professional preparation standards for group leaders, and ethical and legal considerations. 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 purpose, development, dynamics, theory, methods, and skills surrounding group counseling.
2. Ascertain the principles of group dynamics (ex., group process components, developmental stage theories, group members' roles and behaviors).
3. Be knowledgeable regarding the therapeutic factors of group work.
4. Learn group leadership styles and approaches (i.e., characteristics of a good group leaders and leadership styles).
5. Establish a foundational grasp of group counseling theories and methods.
6. Be familiar with the variety of groups in which group work occurs (e.g., task groups, psychoeducational groups, therapy groups).

7. Engage in professional preparation for group leadership including ethical and legal aspects of group facilitation.

MATERIALS AND RESOURCES

Required Text: Corey, G. (2023). *Theory and Practice of Group Counseling (10th Ed)*. Cengage Learning.

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...

A.3.

F.1.-10.

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

- | | | | |
|-----------|-----------|-----------|-----------|
| 1.B.d.-i. | 2.D.b.-e. | 4.A. | 6.B.a.-c. |
| 1.A.a.-d. | 2.D.g.-h. | 4.C. | 7.A.-C. |
| 1.A.j. | 2.D.j. | 4.E. | 9.A.-G. |
| 1.A.l. | 2.E.-I. | 5.C.a.-s. | 11.A.-B. |
| 1.C.-E. | 2.L.-O. | 5.E. | 11.D. |
| 1.G. | 2.Q. | 6.A.k.-n. | 12.E. |
| 2.A.-B. | 3.C.-D. | 6.A.p.-s. | |

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Leader of the Group	150	150	25%
Group Participation	150	150	25%
Group Work Poster Presentation	100	100	16.7%
Midterm Exam	100	100	16.7%
Final Exam	100	100	16.7%
Total		600	100%

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

GRADING SCALE

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90%-100%	or	540-600 points	=	4.0
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80%-89%	or	480-539.99 points	=	3.0
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60%-69%	or	360-419.99 points	=	1.0

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Introduction Syllabus Review Introduction to Group Work	Blackboard Attendance Module
2	2	Group Leadership Example of a Psychoeducational Group (Professor Led)	
3	3	Ethical & Professional Issues in Group Counseling Example of a Therapy Group (Professor Led)	
4	4	Early Stages in the Development of a Group Practice Group Lead by Student Volunteers	
5	5	Later Stages in the Development of a Group	Group #1 Led by Co-Leaders
6	10	The Person-Centered Approach to Groups	Group #2 Led by Co-Leaders
7	12	Cognitive Behavioral Approaches to Groups	Group #3 Led by Co-Leaders
8	13	Rational Emotive Behavior Therapy in Groups	Midterm Exam
9	14	Choice Theory/Reality Therapy in Groups	Group #4 Led by Co-Leaders
10	15	Solution-Focused Brief Therapy and Motivational Interviewing in Groups	Group #5 Led by Co-Leaders
11	6	The Psychoanalytic Approach to Groups	Group #6 Led by Co-Leaders
12	7	Adlerian Group Counseling	Group #7 Led by Co-Leaders
13	16	Comparisons, Contrasts, and Integration Terminating a Group (Facilitated by Professor)	
14		Poster Presentations	Poster Presentation
15		Final Exam Review	

FINAL EXAM SCHEDULED FOR: _____

CNSL 6803: Psychopharmacology and the Counseling Profession

Offered: Summer semesters

Catalog Description:

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. An introduction to behavioral psychopharmacology. Considerable attention is given to general principals of pharmacology as applied to the nervous system. Instruction is focused on broad principles and the activity of classes of drugs. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

Study of theory, research, & practice issues pertaining to psychopharmacology for non-medical practitioners. An introduction to behavioral psychopharmacology. Considerable attention is given to general principals of pharmacology as applied to the nervous system. Instruction is focused on broad principles and the activity of classes of drugs. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

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

- 1.

MATERIALS AND RESOURCES

Required Text: Boccone, P. J. (2024). *A counselor’s guide to psychopharmacology and alternative treatments* (1st ed.). Cognella.

Meyer, J. (2022). *Psychopharmacology* (4th ed.). Oxford Press.

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...

E.18.

G.10.-12.

G.16.

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

2.E.

5.D.

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Quizzes (4)	75	300	26.5%
Case Studies (6)	90	540	47.8%
In-Class Exercises (8)	25	200	17.7%
Final Exam	90	90	8%
Total		1,130	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	1,017-1,130 points	=	4.0
80% - 89 %	or	904-1,016.99 points	=	3.0
70 % - 79 %	or	791-903.99 points	=	2.0
60 % - 69 %	or	678-790.99 points	=	1.0

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

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1 (Boccone)	Psychopharmacology in Counseling	Blackboard Attendance Module
2	2 (Boccone) 2 (Meyer)	Neurobiology Structure and Function of the Nervous System	
3	3 (Boccone) 1 (Meyer)	Pharmacology Principles of Pharmacology	
4	5 (Meyer)	Catecholamines	Quiz 1
5	6 (Meyer)	Serotonin	
6	7 (Meyer)	Acetylcholine	Quiz 2
7	8 (Meyer)	Glutamate and GABA	
8	4 (Boccone) 18 (Meyer)	Antidepressant Medications Affective Disorders: Antidepressants and Mood Stabilizers	Quiz 3
9	5 (Boccone) 17 (Meyer)	Antianxiety Medications Disorders of Anxiety and Impulsivity and the Drugs Used to Treat These Disorders	Case Study 1
10	6 (Boccone)	Antipsychotic Medications	Quiz 4 Case Study 2
11	7 (Boccone)	Mood Stabilizers	Case Study 3
12	8 (Boccone)	Substance Abuse and Medication- Assisted Treatment	Case Study 4
13	9 (Boccone)	Alternatives to Pharmacotherapy	Case Study 5
14	20 (Meyer)	Neurodegenerative Diseases	Case Study 6
15	10 (Boccone)	Additional Considerations	

FINAL EXAM SCHEDULED FOR: _____

CNSL 6823: Advanced Case Management Strategies for Counseling

Offered: Every other Fall semester

Catalog Description:

Prerequisites: CNSL 5223, CNSL 5243, and CNSL 6204. An examination and application of the case management process from conceptualization to resolution including complete case recording and documentation, principles of caseload management, and techniques for working with individuals with limited English proficiency or varied communication methods. Studies will highlight principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning, in addition to negotiation, mediation, and conflict resolution strategies. Students will also understand and address institutional and social barriers that impeded access, equity, and success for clients. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

An examination and application of the case management process from conceptualization to resolution including complete case recording and documentation, principles of caseload management, and techniques for working with individuals with limited English proficiency or varied communication methods. Studies will highlight principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning, in addition to negotiation, mediation, and conflict resolution strategies. Students will also understand and address institutional and social barriers that impeded access, equity, and success for clients. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

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

1. Be knowledgeable in counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.
2. Effectively develop measurable outcomes for clients.
3. Refine their professional record-keeping and documentation skills.
4. Apply principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources.
5. Establish culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program evaluation.
6. Develop an awareness of the programs and services available for specific and underserved populations.

MATERIALS AND RESOURCES

Required Text: Powell, S. K., & Tahan, H. M. (2018). *Case management: A practical guide for education and practice* (4th ed.). Lippincott Williams & Wilkins.

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...

A.2.-5.	D.3.-4.	E.3.-4.	G.5.
A.8.	D.6.-7.	E.14.	G.7.-17.
A.10.	D.9.	E.16.-17.	H.8.-11.

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

1.A.b.-f.	2.F	5.C.k.-s.	10.B.-G.
1.A.k.-l.	2.J.	6.A.k.-s.	11.A.-F.
1.B.d.-i.	2.P.	6.F.	12.D.a.-c.
1.B.p.-r.	2.Q.	6.H.	12.E.
1.C.-G.	4.A.	9.A.-J.	
2.A	4.C.-E.	10.A.a.-e.	

ASSIGNMENTS & POINTS

Assignment	Points/each	Total Points	% of Grade
Quizzes (4)	75	300	26.5%
Self-Analysis Exercise (2)	50	100	8.8%
Case Scenario	80	80	7.1%
Midterm Case Audit	250	250	22.2%
Final Case Audit	400	400	35.4%
TOTAL		1,130	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	1,017-1,130 points	=	4.0
80% - 89 %	or	904-1,016.99 points	=	3.0
70 % - 79 %	or	791-903.99 points	=	2.0
60 % - 69 %	or	678-790.99 points	=	1.0

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

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1	1	Overview of Case Management	Blackboard Attendance Module
2	2	Roles, Functions, and Preparation of Case Management Team Members	
3	3	Management of Resources and Reimbursement Systems	
4	4	The Case Management Process	Quiz #1
5	5	Utilization Management	
6	6	Transitional Planning: Understanding Levels and Transitions of Care	Case Scenario
7	Supplemental Materials	Treatment and Care Planning	Quiz #2
8	7	Quality Management and Outcomes Evaluation	
9	Meetings with Professor to Review Case		
10	8	Legal Consideration in Case Management Practice	Midterm Case Audit & Self-Analysis Exercise
11	9	Ethical Principles in Case Management Practice	Quiz #3
12	10	Case Management Standards and Professional Organizations	
13	11	Preparation for the Case Management Role	
14	12	Strategies for Success in Case Management Practice	Quiz #4
15	Meetings with Professor to Review Case		

FINAL CASE AUDIT AND SELF-ANALYSIS EXERCISE SCHEDULED FOR:

CNSL 6891-4: Independent Study

Offered: As needed/requested

Catalog Description:

Independent study courses are intended for graduate students who have the interest and the ability to investigate a topic not covered in the graduate courses available in their major field of study. The topic, format, and specific requirements of each independent study project must be approved in writing by the supervising instructor, graduate advisor, program director, and Graduate College Dean prior to enrollment for independent study credit. The original copy of the independent study approval form will be kept in the student's file in the Registrar's Office as part of the student's official graduate record. A student may not enroll in an independent study course before completing twelve (12) hours of graduate credit. Note: A grade of C or better is required for Counseling students.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

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COURSE OBJECTIVES:

Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.

MATERIALS AND RESOURCES

Required Text: Text(s) will vary based on topic(s) covered.

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

LICENSURE/CERTIFICATION STANDARDS:

Arkansas LAC/LPC Knowledge Domains: Domain(s) met will vary based on topic(s) covered.

Certified Rehabilitation Counselor Knowledge Domains: Domain(s) met will vary based on topic(s) covered.

ASSIGNMENTS & POINTS*

Assignment	Points/each	Total Points	% of Grade
*Assignments will vary based on course topic(s) and construction.			%
			%
Total			100%

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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.

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COURSE SCHEDULE*

***Course Schedule, Content, and Assignment Schedule Will Differ Based on
Text(s) Selected and Determined Assignments**

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1			Blackboard Attendance Module
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

FINAL EXAM SCHEDULED FOR: _____

CNSL 6973: Practicum in Counseling

Offered: Fall semesters

Catalog Description:

Prerequisites: CNSL 5123, CNSL 5233, CNSL 6013, CNSL 6123, and CNSL 6204. Corequisite: CNSL 6233, CNSL 6823. The practicum totals a minimum of 100 clock hours including 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program, faculty member; an average of 1 ½ hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member, and evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum. Note: A grade of C or better is required for Counseling majors. Fee: \$60.00 program fee.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

The practicum totals a minimum of 100 clock hours including 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program, faculty member; an average of 1 ½ hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member, and evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum. Note: A grade of C or better is required for Counseling majors. Fee: \$60.00 program fee.

COURSE OBJECTIVES:

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

1. Experience counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.
2. Engage in self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.
3. Apply classroom knowledge (e.g., assessment, theory and philosophy, case management,

skill and technique) in real world, real time experiential learning opportunities.

MATERIALS AND RESOURCES

Required Text: Hodges, S. (2019). *The counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). Springer.

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...

Practicum (100 clock hours w/ 40 direct contact)

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

Practicum – 100 clock hours w/ 40 direct contact with persons with disabilities

ASSIGNMENTS & POINTS

Assignments:	Points/Each	Total Points	% of Final Grade
Confidentiality Agreement, Practicum Contract, Affiliation Agreement, & Photograph/Media Release Form (MANDATORY TO CONTINUE)	55	220	15.4%
Weekly Journals (13)	25	325	22.8%
Weekly Time Sheets (MUST reflect at least 100 total hours, 40 of which must be with direct client contact; 15)	30	450	31.6%
“My Worldview” Paper	75	75	5.2%
Mid-Semester Eval by Site Supervisor	90	90	6.3%
Thank You Letter(s)	25	25	1.8%
Practicum Feedback Sheet	25	25	1.8%
Final Eval by Site Supervisor	90	90	6.3%
Final Reflective Paper	125	125	8.8%
Total		1,425	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	points	=	4.0
80% - 89 %	or	points	=	3.0
70 % - 79 %	or	points	=	2.0
60 % - 69 %	or	points	=	1.0

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

ACADEMIC HONESTY POLICY:

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

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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>

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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		Review of Syllabus, Required Paperwork, and Expectations	Blackboard Attendance Module
2	1	Introduction to the Counseling Profession and the Practicum/Internship	Confidentiality Agreement, Practicum Contract, Affiliation Agreement, & Photograph/Media Release Form
3	3	Ethical and Legal Issues	Time Logs #1-3 & Journal #1
4	4	Clinical Issues in Practicum/Internship	Time Log #4 & Journal #2
5	5	Clinical Writing and Documentation in Counseling Records	Time Log #5 & Journal #3
6	6	Models of Supervision: Classroom and Site Supervision	Time Log #6 & Journal #4
7	7	Multicultural Issues and Considerations	Time Log #7, Journal #5, & Mid-Semester Eval by Site Supervisor
8	8	Managing Stress During Your Practicum/Internship	Time Log #8 & Journal #6
9	9	Crisis Intervention in Practicum/Internship	Time Log #9 & Journal #7
10	10	Ensuring Safety on Practicum and Internship	Time Log #10 & Journal #8
11	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #11 & Journal #9
12	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #12, Journal #10, & "My Worldview" Paper

13	12	Termination in Counseling: How to Say Goodbye	Time Log #13 & Journal #11
14	12	Termination in Counseling: How to Say Goodbye	Time Log #14 & Journal #12
15	13	Completing the Practicum/Internship and Preparing for the Future as a Professional Counselor	Time Log #15, Journal #13, Thank You Cards, & Practicum Feedback Sheet

Final Reflection Paper, Any Remaining Time Logs, and Final Eval By Your Site Supervisor MUST Be Submitted By: _____

CNSL 6981-6: Internship in Counseling

Offered: Every semester

Catalog Description:

Prerequisites: CNSL 6973. The Internship(s) requires the minimum of supervised 600 total clock hours that is begun after the completion of the practicum. The internship includes 240 total hours of direct service with clients appropriate to the program of study; weekly interaction with an average of one hour per week of individual an/or triadic supervision, throughout the internship(s), (usually performed by the on-site supervisor); an average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (record keeping, supervision, information and referral, in-service and staff meetings); the student develops program-appropriate audio and/or videotapes of student’s interactions with clients for use in supervision; the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research, and a formal evaluation of the student’s performance during the internship be a program faculty member in consultation with the site supervisor. Note: A grade of C or better is required for Counseling majors. Fee: \$120.00 program fee.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

The Internship(s) requires the minimum of supervised 600 total clock hours that is begun after the completion of the practicum. The internship includes 240 total hours of direct service with clients appropriate to the program of study; weekly interaction with an average of one hour per week of individual an/or triadic supervision, throughout the internship(s), (usually performed by the on-site supervisor); an average of 1 ½ hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (record keeping, supervision, information and referral, in-service and staff meetings); the student develops program-appropriate audio and/or videotapes of student’s interactions with clients for use in supervision; the opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research, and a formal evaluation of the student’s performance during the internship be a program faculty member in consultation with the site supervisor. Note: A grade of C or better is required for Counseling majors. Fee: \$120.00 program fee.

COURSE OBJECTIVES:

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

1. Experience counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management.
2. Engage in self-care, self-awareness, and self-evaluation strategies for ethical and effective practice.
3. Apply classroom knowledge (e.g., assessment, theory and philosophy, case management, skill and technique) in real world, real time experiential learning opportunities.
4. Gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research.

MATERIALS AND RESOURCES

Required Text: Hodges, S. (2019). *The counseling practicum and internship manual: A resource for graduate counseling students* (3rd ed.). Springer.

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...

Internship (600 total clock hours w/ 240 direct contact)

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

Internship – 600 clock hours w/ 240 direct contact with persons with disabilities

ASSIGNMENTS & POINTS

Assignments:	Points/Each	Total Points	% of Final Grade
Confidentiality Agreement, Internship Contract, Affiliation Agreement, & Photograph/Media Release Form (MANDATORY TO CONTINUE)	55	220	15.4%
Weekly Journals (13)	25	325	22.8%
Weekly Time Sheets (MUST reflect at least 600 total hours, 240 of which must be with direct client contact; 15)	30	450	31.6%
Case Study Write-Up	75	75	5.2%

Mid-Semester Eval by Site Supervisor	90	90	6.3%
Thank You Letter(s)	25	25	1.8%
Internship Feedback Sheet	25	25	1.8%
Final Eval by Site Supervisor	90	90	6.3%
“Introducing...” Synthesis and Reflection Paper	125	125	8.8%
Total		1,425	100%

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

GRADING SCALE

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COURSE SCHEDULE

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1		Review of Syllabus, Required Paperwork, and Expectations	Blackboard Attendance Module
2	1	Introduction to the Counseling Profession and the Practicum/Internship	Confidentiality Agreement, Internship Contract, Affiliation Agreement, & Photograph/Media Release Form
3	3	Ethical and Legal Issues	Time Logs #1-3 & Journal #1
4	4	Clinical Issues in Practicum/Internship	Time Log #4 & Journal #2
5	5	Clinical Writing and Documentation in Counseling Records	Time Log #5 & Journal #3
6	6	Models of Supervision: Classroom and Site Supervision	Time Log #6 & Journal #4
7	7	Multicultural Issues and Considerations	Time Log #7, Journal #5, & Mid-Semester Eval by Site Supervisor
8	8	Managing Stress During Your Practicum/Internship	Time Log #8 & Journal #6
9	9	Crisis Intervention in Practicum/Internship	Time Log #9 & Journal #7
10	10	Ensuring Safety on Practicum and Internship	Time Log #10 & Journal #8
11	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #11 & Journal #9
12	11	Addressing Trauma in Counseling: Interventions for Victims, Survivors, and Practicum and Internship Students	Time Log #12, Journal #10, & Case Study Write-Up

13	12	Termination in Counseling: How to Say Goodbye	Time Log #13 & Journal #11
14	12	Termination in Counseling: How to Say Goodbye	Time Log #14 & Journal #12
15	13	Completing the Practicum/Internship and Preparing for the Future as a Professional Counselor	Time Log #15, Journal #13, Thank You Cards, & Internship Feedback Sheet

“Introducing...” Synthesis and Reflection Paper, Any Remaining Time Logs, and Final Eval By Your Site Supervisor MUST Be Submitted By: _____

CNSL 6991-5: Thesis Research

Offered: As needed/requested

Catalog Description:

Prerequisites: EDFD 6003 and approval of the Graduate Program Coordinator. Directed research on a thesis topic selected by the student in consultation with a supervising professor. Successful completion of the thesis study and written document is required for those choosing this option (as opposed to passing the Certified Rehabilitation Counselor examination) in order to graduate. Note: A grade of C or better is required for Counseling majors.

Instructor: _____
Class Location: _____
Course Day & Time: _____
Office Hours: _____

E-Mail: _____
Office Location: _____
Phone: _____

COURSE DESCRIPTION:

Directed research on a thesis topic selected by the student in consultation with a supervising professor. Successful completion of the thesis study and written document is required for those choosing this option (as opposed to passing the Certified Rehabilitation Counselor examination) in order to graduate. Note: A grade of C or better is required for Counseling majors.

COURSE OBJECTIVES:

Course objectives will be constructed as each course is developed and delivered. Objectives will vary based on topic(s) covered.

MATERIALS AND RESOURCES

Required Text: No text required unless agreed upon by the thesis chair and the student.

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

LICENSURE/CERTIFICATION STANDARDS:

Arkansas LAC/LPC Knowledge Domains: Domain(s) met will vary based on topic(s) covered

Certified Rehabilitation Counselor Knowledge Domains: Domain(s) met will vary based on topic(s) covered.

ASSIGNMENTS & POINTS*

Assignment	Points/each	Total Points	% of Grade
*Assignments will vary based on course topic(s) and construction.			%
			%
Total			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.

*Grading Scale Point Values Will Depend Upon Assignments and Points Attached to Each				
90% - 100 %	or	points	=	4.0
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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*

***Course Schedule, Content, and Assignment Schedule Will Differ Based on Any Text(s) Selected and Determined Assignments**

WEEK	CHAPTER(S)	CONTENT	ASSIGNMENT(S)
1			Blackboard Attendance Module
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

FINAL EXAM SCHEDULED FOR: _____