AGENDA

Curriculum Committee

Members

Chair: Heather Nelson, LGM /Business | Recorder: Shelley Koone, General Education | Gary Donberger, Trades | Julie Auterson, Cosmetology | Mark Maxwell, HSW | Ex Officio: Julie Schmaltz | Ex Officio: Erin Brickley

#	**Item**
1	Call to Order
2	Past meeting minutes
3	Old Business
	A. All past meeting minutes have been approved.
4	New Business
	A. Automation Technology – Stacey McCollough will present
	i. Drop 2 courses
	ii. Add 2 courses
	B. Human Services – Jackie Scarborough will present
	i. Drop 1 course
	ii. Add 1 course
5	Adjournment

Arkansas Tech University - Ozark
Curriculum Committee Meeting
October 22, 2024
Minutes

CALL TO ORDER	The Curriculum Committee (CC) met in TAS 156 on October 22, 2024. The following members were present: Heather Nelson – Chair Shelley Koone – Recorder Julie Auterson – Cosmo Gary Donberger – Trades Mark Maxwell – HSW Erin Brickley – Ex officio Julie Schmalz – Ex officio Also Present were: Dr. Jackie Scarborough, Human Services Stacey McCollough, Automation Technology Cody Harkness, Automation Technology Absent members: None
APPROVAL OF MINUTES	Nelson called the meeting to order at 3:57 PM. The minutes from the August meeting were read by Koone, recorder. Motion was made by Maxwell, and second by Donberger to approve the minutes as read. Motion carried.
OLD BUSINESS	• Minutes from April and August were approved and should be posted on the website soon.

NEW BUSINESS	Dr. Scarborough presented a request to make the following changes to the **Human Services** program:
	• Delete BST 1053 – Spreadsheets from the program requirements (not from the course catalog)
	  o This is not a required skill for students and they will be better served by the taking other courses relevant to HS.
	• Delete HIT 2333 – Healthcare Management from the program requirements (not from the course catalog)
	  o Students receive more relevant material in a course titled Management of Human Service Agencies.
	• Add PSY 3813 – Lifespan Development and PSY 3003 Abnormal Psychology
	  o These courses will be more relevant to workforce and will improve stackability for students in the Human Services program to progress to a bachelor's degree.
	  o Both classes require General Psychology as a pre-requisite and are taken in the second year of the program.
	• Some questions/concerns that were discussed regarding these changes are:

- o This will not affect any current students in the program, but will be applied to the next cohort of Human Services students.
  - o The course description and objectives in the syllabus provided did not match the website. Dr. Scarborough will update this information.
  - o These course additions have a higher fee then the removed courses. However, they will be coved by AR Futures for most of our students.
  - o The program is still 60 hours and can be completed in two years. (60 hours – 6 hours + 6 hours = 60 hours)
  - o There were some minor errors and points of clarification that needed to be added to the forms.
- Voting was tabled until we receive the updated forms.

McCollough and Harkness presented the following changes to the
Automation Technology Program and the ICS-CP:
- Delete AT 2133 – Intro to Programmable Logic Controllers and AT 1143 – Digital Logic from the catalog
  - o 2133 has already been deleted as there were no sections being offered
  - o 1143 would be removed in Summer 2025
  - o These classes are redundant. The material can be absorbed into other AT courses and the students can be better served by taking classes that research shows are more relevant.
- Add AT 1153 – 3D Modeling & Simulation and AT 2043 – Robotics and Motion Control
  - o According to advisory board and research into what other programs are doing nationally, both of these courses are more relevant for students.
  - o AT 2043 will have two pre-requisite courses. However, this will not impact current students.
- Some questions/concerns that were discussed regarding these changes were:
  - o The program is still 60 hours and can be completed in two years. (60 hours – 6 hours + 6 hours = 60 hours)
  - o The form for AT 2043 did not list the pre-req courses.
  - o The syllabus for AT 2043 did not have the textbook listed.
- Voting was tabled until we receive the updated forms.

McCollough and Harkness also presented a cosmetic change to the
Certificate of Proficiency for Industrial Control Systems:
- Replace AT 1143 with AT 1113 – This is a necessary change with the former course being removed from the catalog.
- Allow the following options for course substitutions. – This gives students more options for customizing their CP and offers

transferability with the Paris site which offers the Machining course
(AT 2523)
- o AT 1123 **or** AT 2013
- o AT 2123 **or** AT 2523
- This is a cosmetic change so it does not require a vote. No concerns from the CC.

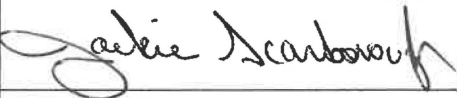|	
ANNOUNCEMENTS	Next meeting was not discussed. Heather will include in email vote for November 19 at 4:00 PM in Health & Wellness.
ADJOURNMENT	Motion by Donberger, second Auterson to adjourn the meeting. Motion carried. The meeting was adjourned at 4:56 PM.

Arkansas Tech University – Ozark Campus
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: **Jackie Scarborough**

DATE SUBMITTED: **October 23, 2024**

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head **Jackie Scarborough, PhD, LPC, ACS, BCPC**	*Jackie Scarborough*	**10/23/2024**
Associate Registrar		
Chief Academic Officer		

Program Title: Human Services	Effective Date: Fall 2025

Outline change in program and attach curriculum matrix:
Response: Replace Spreadsheets with Lifespan Development and replace Healthcare Management with Abnormal Psychology

What impact will the change have on staffing, on other programs and space allocation?
Response: No impact is anticipated at this time.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.
Response: These two classes are more relevant in content and what the HS major needs to know in the workforce. They are also more appropriate regarding the content covered for the HS-BCPE. . Finally, this course will help aid the "bridge" between a Human Services associate degree and a student wanting to continue their education at the Russellville campus.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.
Response: Not Applicable

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title)

Response: See matrix.

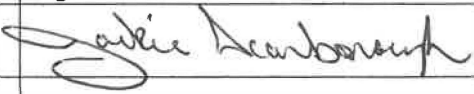| Fall Start Curriculum Matrix for Catalog Curriculum in **Human Services Program** (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: **Lifespan Development and Abnormal Psychology** Delete: **Spreadsheets and Healthcare Management** Total Hours: **6**
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:

Arkansas Tech University – Ozark Campus
REQUEST FOR COURSE DELETION

TO: Curriculum Committee

FROM: **Human Services**

DATE SUBMITTED: **October 23, 2024**

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head **Jackie Scarborough, PhD, LPC, ACS, BCPC**	*Jackie Scarborough*	**October 23, 2024**
Associate Registrar		
Chief Academic Officer		

Course Subject: **Healthcare Management**	Course Number: **HIT 2333**
Cross-listed with Subject: **NA** If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: **Healthcare Management**	
Effective Term: ☐ Spring ☐ Summer I **Fall 2025**	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) ☐Elective **XX**☐Major ☐Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Please provide rationale for the request including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. **The content of this course is covered in Management of Human Services Agencies.**	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **Not Applicable.**	

Arkansas Tech University – Ozark Campus
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: **Human Services**

DATE SUBMITTED: **October 24, 2024**

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Program Chair **Jackie Scarborough, PhD, LPC, ACS, BCPC**	*(signature)*	**10/24/24**
Associate Registrar		
Chief Academic Officer		

Course Subject: **Abnormal Psychology**	Course Number: **PSY 3003**		
Cross-listed with Subject: **NA**	Course Number: **NA**		
Official Title (Limited to 30 characters, including spaces): **Abnormal Psychology**			
Mode of Instruction: (check appropriate box)			
XX 01 Lecture	02 Lecture/Laboratory		03 Laboratory only
06 Internship	08 Independent Study		10 Special Topics
Effective Term: ☐ Spring ☐ Summer I **Fall 2025**	If the course is required by major/minor, how frequently will the course be offered? **Fall and Spring**		
Is this course repeatable for additional earned hours? Y / N How many times? **NA**			
Does this course require a fee? **No**	How much? **NA**		Type of fee? **NA**

☐Elective	☐**XX**Major	☐Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: **PSY 2003 General Psychology**	Co-requisites: **None**

Grading   **XX**☐Standard Letter   ☐P/F   ☐Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:
- a. Course subject, number and title
- b. Course description as to appear in catalog
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. **None.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. **None.**

How does this proposal support the University Mission or University Strategic Planning Goals?
This class will enable the HS major to acquire the knowledge necessary for the human services field.

Please provide a rationale for the need for this new course, including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning and analysis of the current state of the discipline.
This class is more relevant in content to what the human services major will need to know to work in the human services field. Its content is also more appropriate to the material covered in the HS-BCPE. Finally, this course will help aid the "bridge" between a Human Services associate degree and a student wanting to continue their education at the Russellville campus.

How will the effect of the change be monitored in ongoing program assessment?
The effect of this change will be monitored through feedback from the high school majors, who are required to complete the EXIT TASK Assessment before graduation and improve scores on the HS-BCPE.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **Not Applicable.**

INSTRUCTOR: *Jackie S. Scarborough, Ph.D., LPC, ACS, BCPC*

OFFICE HOURS: *I don't have office hours. I am available via text, phone call, or email. Please remember that I may not connect with you immediately, but I will do so as soon as possible.*

PREREQUISITES: *Prerequisite: PSY 2003 General Psychology*

TEXT REQUIRED FOR COURSE: *Abnormal Psychology 9th Edition by Susan Nolen-Hoeksema and Brett Marroquín*

CONTACT INFORMATION: *jscarborough2@atu.edu* and/or 479-651-9653
ALL email correspondence needs to take place via OneTech.

EMERGENCY PROCEDURES: *In case of emergency or severe weather, students will be notified and are asked to follow the emergency guidelines posted in each room.*

ACADEMIC INTEGRITY:
Plagiarism and cheating will not be tolerated, so don't even think about it! If you are desperate enough to think about doing this, talk with me, and let's work through it. Don't jeopardize your college career by engaging in this type of behavior. Suppose I have any reason to believe that the above is occurring. In that case, steps will be taken immediately to investigate the situation and turn it over to the proper personnel (e.g., the departmental chair).

COURSE DESCRIPTION: *This course focuses on the theories and representative research about the presentation, etiology, and treatment of mental disorders.*

COURSE OBJECTIVES:
1. Students will be able to articulate the basic principles, major theories, and research concerning abnormal psychology.
2. Students will be able to read literature related to abnormal psychology and evaluate current literature/research.
3. Students will be able to identify and differentiate between the significant perspectives and operational designs used in abnormal psychology and articulate the benefits and limitations of each.
4. Students will be able to identify the significant fields of study and theoretical perspectives within abnormal psychology and articulate their similarities and differences. Students will be able to read current literature related to an area of abnormal psychology and evaluate this research.
5. Students will recognize the discipline's language and gain knowledge of the cultural, intellectual, and historical contexts in which abnormal psychology has developed.

ATTENDANCE: If you miss no scheduled classes (which means you don't leave early) during the semester, you will earn ten bonus points. If you miss or leave early for two or more classes, you will have 25 points deducted from your total points.

TESTING/MAKE-UP TESTING/HOMEWORK: *You are expected to be here before any test.* <u>**One**</u> *test can be made-up with this occurring at mid-term or the end of the semester. This make-up test is only if you missed a test (not for bonus pts. or to try for a better grade) and can encompass any material covered. Any homework turned in late, regardless of the reason, will automatically be deducted 5 points. All homework assignments must be typed unless stated otherwise. Failure to type will lead to a deduction of 5 points. All homework assignments will also be graded not only on content but also on spelling. Unless stated otherwise, all homework assignments must be turned in during class, NOT via email.* <u>**If you miss class, it is your responsibility to get lecture notes from another student and to find out about any missed assignment(s).**</u>

GRADING POLICIES: *Points earned in this class will consist of tests, homework assignments, 1-2 page papers, and in-class assignments (see Course Schedule for specific assignments and points each assignment is worth.)*

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100-90% of total points possible=A (Excellent!)
89-80% of total points possible=B (Great!)
79-70% of total points possible=C (Average (most of us are)!)
69-60% of total points possible=D (Uh Oh!)
59-0%=F (Oh my!)

</div>

DROP/WITHDRAWAL: *This is your responsibility. Contact the Registrar's Office for deadlines regarding tuition reimbursement and dropping with a "W."*

DISABILITIES: *Arkansas Tech University-Ozark Campus values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to inclusion or prevent an accurate assessment of the achievement, please meet with me privately to discuss the needs and concerns. You may also contact the Student Success & Disability Services Coordinator, located in Technology & Academic Support, Suite 140, in person, via phone at (479) 508-3368, via email at* *ozark.accommodations@atu.edu, or visit their website at* *https://www.atu.edu/ozark/ssc/ to initiate a request for accommodations.*

TITLE IX: *Gender discrimination, which includes sexual misconduct, is prohibited in educational programs, activities, and classes. Federal Title IX law and ATU policy prohibit sexual misconduct, specifically sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. Behaviors like those described can undermine a student's ability to achieve academic success. If you or someone you know has experienced gender discrimination, we encourage you to seek assistance and report the incident through resources available at* *https://www.atu.edu/titleix/. Mitzi Reano is the Deputy Title IX Coordinator for the Ozark Campus and can be reached at 479-508-3307 or via email at* *mreano@atu.edu. Please*

know that faculty are considered Responsible Employees and are not confidential under Title IX. Confidential assistance is available in Counseling Services in the Health and Wellness Center, Doc Bryan Student Services Center Suite 119, 479-968-0329, https://www.atu.edu/cslcenter/.

PRIVACY and ACCESSIBILITY POLICIES LINKS: *Privacy and Accessibility Policies for Third Parties: All software and services used on Arkansas Tech's server must provide privacy and accessibility policies. These policies can be found at: https://www.atu.edu/etech/privacy_accessibility.php.*

TARDINESS: *Don't be late! If this becomes a problem for you, I may resort to docking points.*

EATING/DRINKING IN CLASS: *Within reason, I don't have a problem with this (this means I don't want you eating a pizza, but a coke or candy bar is fine). Be respectful and well-mannered, or this privilege will be revoked.*

CELL PHONES: *Turn them off or on vibrate while the class is in session.*
LAPTOPS: *Feel free to use them to take notes of lectures, NOT to get on social media.*

NOTE: *This syllabus is subject to change at the instructor's discretion. Material included/covered is meant to provide an outline of the course and may vary somewhat depending on class size, class discussion, class cancellation due to weather, etc.*

COURSE SCHEDULE:

Thursday, August 18
Introductions
Review of syllabus
Discussion of APA Paper
Chapter 1: Looking at Abnormality

Tuesday, August 23
Chapter 1: Looking at Abnormality (cont.)
HOMEWORK: WHAT IS ABNORMAL (WORTH UP TO 30 POINTS)
Chapter 2: Theories and Treatment of Abnormality

Thursday, August 25
Chapter 2: Theories and Treatment of Abnormality

Tuesday, August 30
Chapter 2: Theories and Treatment of Abnormality (cont.)
HOMEWORK: ARE BABIES BORN GOOD? (WORTH UP TO 20 POINTS)
HOMEWORK: TAKE HOME TEST FOR CHAPTERS 1 & 2 (WORTH UP TO 100 POINTS)

Thursday, September 1
Chapter 3: Assessing and Diagnosing Abnormality

Tuesday, September 6
Chapter 4: The Research Endeavor
TAKE-HOME TEST FOR CHAPTERS 3 & 4 (WORTH UP TO 100 POINTS)

Thursday, September 8
Chapter 4: The Research Endeavor (cont.)

Tuesday, September 13
Chapter 5: Trauma, Anxiety, Obsessive-Compulsive, and Related Disorders

Thursday, September 15
Chapter 5: Trauma, Anxiety, Obsessive-Compulsive, and Related Disorders (cont.)
HOMEWORK: CASE STUDIES (WORTH UP TO 49 POINTS)
HOMEWORK: CRISIS U: WHY ANXIETY IS DESTROYING COLLEGE KIDS (WORTH UP TO 25 POINTS)

Tuesday, September 20
Chapter 6: Somatic Symptoms and Dissociative Disorders

Thursday, September 22
Chapter 6: Somatic Symptom and Dissociative Disorders (cont.)
VIDEO: SYBIL: A BRILLIANT HYSTERIC?
HOMEWORK: A GIRL NOT NAMED SYBIL (WORTH UP TO 25 POINTS)
HOMEWORK: TAKE HOME TEST FOR CHAPTERS 5 & 6

Tuesday, September 27
Chapter 7: Mood Disorders and Suicide

Thursday, September 29
Chapter 7: Mood Disorders and Suicide (cont.)

Tuesday, October 4
Chapter 8: Schizophrenia Spectrum and Other Psychotic Disorders

Thursday, October 6
NO CLASS-FALL BREAK

Tuesday, October 11
Chapter 8: Schizophrenia Spectrum and Other Psychotic Disorders (cont.)
VIDEO: BELLEVUE: INSIDE AND OUT WORTH UP TO 20 POINTS)
HOMEWORK: TAKE HOME TEST FOR CHAPTERS 7 & 8

Thursday, October 13
Chapter 9: Personality Disorders

HOMEWORK: CASE STUDIES (WORTH UP TO 60 POINTS)
HOMEWORK: PERSONALITY ASSESSMENTS

Tuesday, October 18
Chapter 9: Personality Disorders (cont.)
DISCUSS PERSONALITY ASSESSMENTS

Thursday, October 20
Chapter 9: Personality Disorders (cont.)
VIDEO: RICHARD KUKLINSKI (WORTH UP TO 16 POINTS)

Tuesday, October 25
Chapter 10: Neurodevelopmental and Neurocognitive Disorders
HOMEWORK: THE AUTISM-VACCINE MYTH (WORTH UP TO 10 POINTS)
HOMEWORK: WHAT REALLY CAUSES AUTISM (WORTH UP TO 20 POINTS)

Thursday, October 27
Chapter 10: Neurodevelopmental and Neurocognitive Disorders (cont.)
HOMEWORK: TAKE HOME TEST FOR CHAPTERS 9 & 10

Tuesday, November 1
Chapter 11: Disruptive, Impulse-Control, and Conduct Disorders

Thursday, November 3
Chapter 12: Eating Disorders
HOMEWORK: TAKE HOME TEST FOR CHAPTERS 11 & 12

Tuesday, November 8
Chapter 13: Sexual Disorders and Gender Diversity
HOMEWORK: THE SON WHO WASN'T (WORTH UP TO 6 POINTS)
HOMEWORK: SYMPATHY FOR THE DEVIANT (WORTH UP TO 20 POINTS)

Thursday, November 10
Chapter 14: Substance Use and Gambling Disorders

Tuesday, November 15
Chapter 14: Substance Use and Gambling Disorders (cont.)
HOMEWORK: TAKE HOME TEST FOR CHAPTERS 13 & 14

Thursday, November 17
Chapter 15: Health Psychology
BONUS POINTS: SLEEP QUIZ (WORTH 17 PTS.)
Tuesday, November 22
Chapter 15: Health Psychology (cont.)

Thursday, November 24
<u>NO CLASS-THANKSGIVING HOLIDAYS</u>

Tuesday, November 29
Chapter 16: Mental Health and the Law
VIDEO: INSTITUTIONALIZED: MENTAL HEALTH BEHIND BARS
**APA PAPER DUE

November 30-December 6
FINAL: TEST OVER CHAPTERS 15 & 16

Arkansas Tech University – Ozark Campus
REQUEST FOR COURSE DELETION

TO: Curriculum Committee

FROM: **Human Services**

DATE SUBMITTED: **October 23, 2024**

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head **Jackie Scarborough, PhD, LPC, ACS, BCPC**	*Jackie Scarborough*	**October 23, 2024**
Associate Registrar		
Chief Academic Officer		

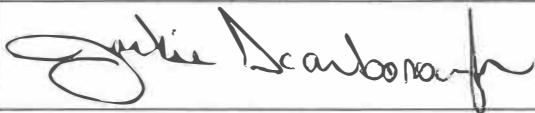|	
Course Subject: **Spreadsheets**	Course Number: **BST 1053**
Cross-listed with Subject: If cross-listed, should cross-listing be deleted? **Not Applicable**	Course Number:
Official Title: **Spreadsheets**	
Effective Term: ☐ Spring ☐ Summer I **Fall 2025**	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) ☐Elective **XX**☐Major ☐Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Please provide rationale for the request including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. **This course is not relevant, nor is it required for CSHSE certification.**	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **Not Applicable.**	

Arkansas Tech University – Ozark Campus
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: **Human Services**

DATE SUBMITTED: **October 23, 2024**

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Program Chair **Jackie Scarborough, PhD, LPC, ACS, BCPC**	*[signature]*	**10/23/24**
Associate Registrar		
Chief Academic Officer		

Course Subject: **Lifespan Development**	Course Number: **PSY 3813**
Cross-listed with Subject: **NA**	Course Number: **NA**

Official Title (Limited to 30 characters, including spaces):

Lifespan Development

Mode of Instruction: (check appropriate box)

XX	01 Lecture		02 Lecture/Laboratory		03 Laboratory only
	06 Internship		08 Independent Study		10 Special Topics

Effective Term: ☐ Spring ☐ Summer I **Fall 2025**	If the course is required by major/minor, how frequently will the course be offered? **Fall and Spring**

Is this course repeatable for additional earned hours? **Y / N** How many times? NA

Does this course require a fee? **No**   How much? **NA**   Type of fee? **NA**

☐Elective   ☐**XX**Major   ☐Minor
If major or minor course, you must complete the Request for Program Change form.

Prerequisites: **PSY 2003 General Psychology**	Co-requisites: **None**

Grading   **XX**☐Standard Letter   ☐P/F   ☐Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:
    a.   Course subject, number, and title
    b.   Course description as to appear in catalog
    c.   Course goals and/or objectives
    d.   Course outline
    e.   Methods of student performance assessment and evaluation
    f.   Course bibliography, reading list, and /or listing of other instructional media

Will this course require special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. **None.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. **None.**

How does this proposal support the University Mission or University Strategic Planning Goals? **This class will enable the HS major to acquire the knowledge necessary for the human services field.**

Please provide a rationale for the need for this new course, including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning and analysis of the discipline's current state. **This class is more relevant in content to what the human services major will need to know to work in the human services field. Its content is also more appropriate to the material covered in the HS-BCPE. Finally, this course will help aid the "bridge" between a Human Services associate degree and a student wanting to continue their education at the Russellville campus.**

How will the effect of the change be monitored during the ongoing program assessment? **The effect of this change will be monitored through feedback from the high school majors, who are required to complete the EXIT TASK Assessment before graduation and improve scores on the HS-BCPE.**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **Not Applicable.**

Arkansas Tech University-Ozark
1700 Helberg Lane, Ozark, AR -72949
Lifespan Development: 20612-PSY 3813 A01
2:00-3:20pm -Tuesdays & Thursdays
Ozark Technology and Academic Support Building-Room 174
August 17-December 6, 2024

INSTRUCTOR: *Jackie S. Scarborough, Ph.D., LPC, ACS, BCPC/Human Services Program Chair*

OFFICE HOURS: *Tuesdays and Thursdays: 11:00am-3:00pm/Wednesdays: 2:00 pm-5:00pm. I am available via text, phone call, or email. Please remember that I may wait to contact you, but I will do so as soon as possible.*

PREREQUISITES: *PSY 2003: General Psychology*

TEXT REQUIRED FOR COURSE: *Human Development: A Lifespan View by Robert V. Kail and John C. Cavanaugh, 9ᵗʰ Edition.*

CONTACT INFORMATION: *jscarborough2@atu.edu or 479-651-9653 (ALL email correspondence needs to occur via OneTech.)*

EMERGENCY PROCEDURES: *In emergency or severe weather, students will be notified and asked to follow the emergency guidelines posted in each room.*

ACADEMIC INTEGRITY:
Plagiarism and cheating will not be tolerated, so don't consider it! If you are desperate enough to think about doing this, talk with me, and let's work through it. Don't jeopardize your college career by engaging in this type of behavior. Suppose I have any reason to believe that the above is occurring. In that case, steps will be taken immediately to have the situation investigated and turned over to the proper personnel (e.g., Departmental Chair).

COURSE DESCRIPTION: *A study of the processes of human development from conception through the lifespan. Research, application, and other considerations for nursing majors will be emphasized. Topics include, but are not limited to, how the maturation process affects an individual's physical and psychological state, genetic influences, child cognitive processes, moral reasoning, and early, middle, and late adulthood biological, psychosocial, and cognitive developmental processes.*

COURSE OBJECTIVES:
1. Assess the biological, cognitive, social, and cultural influences on development throughout the lifespan.
2. Evaluate current and past research in the study of the lifespan guided by theories within developmental psychology.
3. Apply developmental psychology principles to daily life throughout the lifespan.

4. Detect myths and misconceptions regarding human development throughout the lifespan.
5. Describe methodological approaches used to study development.

6. Assess and critically analyze theories, research methodology and, findings (outcomes), and applications developed by developmental psychologists and made available through diverse media (e.g., textbooks, newspapers, professional and lay periodicals, and the Internet).

ATTENDANCE: *You must show up in person when we have class and check your email and Blackboard daily. Failure to do so will undoubtedly result in a less-than-stellar grade.*

TESTING/MAKE-UP TESTING/HOMEWORK: *You must complete all assignments on time. While the make-up of assignments will be an option, any assignments turned in late, regardless of the reason, will automatically be docked 5 points. All assignments will also be graded not only on content but also on spelling.*

GRADING POLICIES: *Points earned in this class will consist of tests, homework assignments, 1–2-page papers, and in-class assignments (see Course Schedule for specific assignments and points each assignment is worth.)*
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100-90% of total points possible=A (Excellent!)
89-80% of total points possible=B (Great!)
79-70% of total points possible=C (Average (most of us are)!)
69-60% of total points possible=D (Uh Oh!)
59-0%=F (Oh my!)

</div>

DROP/WITHDRAWAL: *This is your responsibility. Contact the Registrar's Office for deadlines regarding tuition reimbursement and dropping with a "W."*

DISABILITIES: *Arkansas Tech University-Ozark Campus values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to inclusion or prevent an accurate assessment of the achievement, please meet with me privately to discuss the needs and concerns. You may also contact the Student Success & Disability Services Coordinator, located in Technology & Academic Support, Suite 140, in person, via phone at (479) 508-3368, via email at ozark.accommodations@atu.edu, or visit their website at https://www.atu.edu/ozark/ssc/ to initiate a request for accommodations.*

TITLE IX: *Gender discrimination, which includes sexual misconduct, is prohibited in educational programs, activities, and classes. Federal Title IX law and ATU policy prohibit sexual misconduct, specifically sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. Behaviors like those described can undermine a student's ability to achieve academic success. If you or someone you know has experienced gender discrimination, we encourage you to seek assistance and report the incident through resources available at https://www.atu.edu/titleix/. Mitzi Reano is the Deputy Title IX Coordinator for the Ozark Campus and can be reached at 479-508-3307 or via email at mreano@atu.edu. Please*

know that faculty are considered Responsible Employees and are not confidential under Title IX. Confidential assistance is available in Counseling Services in the Health and Wellness Center, Doc Bryan Student Services Center Suite 119, 479-968-0329, https://www.atu.edu/cslcenter/.

 PRIVACY and ACCESSIBILITY POLICIES LINKS: *Privacy and Accessibility Policies for Third Parties: All software and services used on Arkansas Tech's server must provide privacy and accessibility policies. These policies can be found at https://www.atu.edu/etech/privacy_accessibility.php.*

TARDINESS: *Don't be late! If this becomes a problem for you, I may resort to docking points.*

EATING/DRINKING IN CLASS: *I don't have a problem with this (this means I don't want you eating a pizza, but a Coke or candy bar is okay). Be respectful and well-mannered, or this privilege will be revoked.*

CELL PHONES: *Turn them off or vibrate while the class is in session.*

LAPTOPS: *Feel free to use them to take notes of lectures, NOT to get on social media.*

NOTE: *This syllabus is subject to change at the instructor's discretion. Material included/covered is meant to provide an outline of the course and may vary somewhat depending on class size, class discussion, class cancellation due to weather, etc.*

COURSE SCHEDULE:

Thursday, August 18
Introductions
Review of Syllabus
Chapter 1: The Study of Human Development
HOMEWORK:
Federal Attendance Quiz

Tuesday, August 23
Chapter 1: The Study of Human Development (cont.)

Thursday, August 25
Chapter 1: The Study of Human Development (cont.)
HOMEWORK:
Discussion Board Question for Chapter 1(10pts.)
Developmental Theories (11pts.)

Tuesday, August 30
Chapter 2: Biological Foundations: Heredity, Prenatal Development, and Birth

Thursday, September 1
Chapter 2: Biological Foundations: Heredity, Prenatal Development, and Birth (cont.)

Discussion Board Question for Chapter 2 (10pts.)
Identifying the Three Phases of Prenatal Development (13pts.)
Test over Chapters 1 & 2 (100pts.)

Tuesday, September 6
Chapter 3: Tools for Exploring the World: Physical, Perceptual, and Motor Development

Thursday, September 8
Chapter 3: Tools for Exploring the World: Physical, Perceptual, and Motor Development (cont.)
HOMEWORK:
Discussion Board Question for Chapter 3 (10pts.)
Breastfeeding (20pts.)

Tuesday, September 13
Chapter 4: The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood

Thursday, September 15
Chapter 4: The Emergence of Thought and Language: Cognitive Development in Infancy and Early Childhood (cont.)
HOMEWORK:
Discussion Board Question for Chapter 4 (10pts.)
Children's Books (35pts.)
Test over Chapters 3 & 4 (100pts.)

Tuesday, September 20
Chapter 5: Entering the Social World: Socioemotional Development in Infancy and Early Childhood

Thursday, September 22
Chapter 5: Entering the Social World: Socioemotional Development in Infancy and Early Childhood (cont.)
HOMEWORK:
Discussion Board Question for Chapter 5 (10pts.)
Article: "It's a Boy Because He's Painting a Picture: Age Differences in Children's Conventional and Unconventional Gender Schemas." (27pts.)

Tuesday, September 27
Chapter 6: Off to School: Cognitive and Physical Development in Middle Childhood

Thursday, September 29
Chapter 6: Off to School: Cognitive and Physical Development in Middle Childhood (cont.)
HOMEWORK:
Discussion Board Question for Chapter 6 (10pts.)
Video: Child Prodigies and Geniuses/60 Minutes (25pts.)
Test over Chapters 5 & 6 (44pts.)

Tuesday, October 4
Chapter 7: Expanding Social Horizons: Socioemotional Development in Middle Childhood

Thursday, October 6
NO CLASS-FALL BREAK

Tuesday, October 11
Chapter 8: Rites of Passage: Physical and Cognitive Development in Adolescence
HOMEWORK:
Discussion Board Question for Chapter 7 (10pts.)
Article: "The Impact of Electronic Media Violence: Scientific Theory and Research." (24pts.)
Discussion Board Question for Chapter 8 (10pts.)
Chapter 8 Key Terms (17pts.)
Test over Chapters 7 & 8 (100pts.)

Thursday, October 13
Chapter 9: Moving into the Adult Social World: Socioemotional Development in Adolescence

Tuesday, October 18
Chapter 9: Moving into the Adult Social World: Socioemotional Development in Adolescence (cont.)
HOMEWORK:
Discussion Board Question for Chapter 9 (10pts.)
Article: "Inaccurate Estimation of Disparities Due to Mischievous Responders: Several Suggestions to Assess Conclusions." (20pts.)

Thursday, October 20
Chapter 10: Emerging and Established Adulthood: Physical, Cognitive, and Personality Development

Tuesday, October 25
Chapter 10: Emerging and Established Adulthood: Physical, Cognitive, and Personality Development (cont.)
HOMEWORK:
Discussion Board Question for Chapter 10 (10pts.)
Video: Into the Wild Documentary Return to the Wild the Chris McCandless Story (25pts.)
Test over Chapters 9 & 10 (100pts.)

Thursday, October 27
Chapter 11: Being Connected: Relationships in Emerging, Established, and Middle Adulthood

Tuesday, November 1
Chapter 11: Being Connected: Relationships in Emerging, Established, and Middle Adulthood (cont.)

HOMEWORK:
Discussion Board Question for Chapter 11 (10pts.)
Healthy Boundaries (70pts.)
Thursday, November 3
Chapter 12: Working and Relaxing

Tuesday, November 8
Chapter 12: Working and Relaxing (cont.)
HOMEWORK:
Discussion Board Question for Chapter 12 (10pts.)
Self-Care Assessment (25pts.)

Thursday, November 10
Chapter 13: Making It in Midlife: The Biopsychosocial Challenges of Middle Adulthood

Tuesday, November 15
Chapter 13: Making It in Midlife: The Biopsychosocial Challenges of Middle Adulthood (cont.)
HOMEWORK:
Discussion Board Question for Chapter 13 (10pts.)
Chapter 13 Key Terms (38pts.)
Test over Chapters 12 & 13 (100pts.)

Thursday, November 17
Chapter 14: The Personal Context of Later Life: Physical, Cognitive, and Mental Health Issues

Tuesday, November 22
Chapter 14: The Personal Context of Later Life: Physical, Cognitive, and Mental Health Issues (cont.)
HOMEWORK:
Discussion Board Question for Chapter 14 (10pts.)
Chapter 14 Key Terms (50pts.)

Thursday, November 24
NO CLASS-THANKSGIVING HOLIDAYS

Tuesday, November 29
Chapter 15: Social Aspects of Later Life: Psychosocial, Retirement, Relationship, and Societal Issues
Chapter 16: Dying and Bereavement
HOMEWORK:
Discussion Board Question for Chapter 15 (10pts.)
Let's Talk About Death and Pass the Cookies: How Death Cafés Can Enrich our Lives (16pts.)
Writing Your Eulogy (25pts.)

November 30-December 6
FINAL: Chapters 14, 15 & 16 (100pts.)

Arkansas Tech University – Ozark Campus
PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee

FROM: Automation Technology

DATE SUBMITTED: 10-23-2024

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

Title	Signature	Date
Department Head		10-23-24
Associate Registrar		
Chief Academic Officer		

Program Title: Automation Technology	Effective Date: 01-01-2024

Outline change in program and attach curriculum matrix:

Two existing courses will be deleted due to the subject material being absorbed into existing courses. These two courses are AT-2133 Intro to Programmable Logic Controllers and AT-1143 Digital Logic. No students are currently enrolled in either course.

This change is being made to allow for two courses with relevant material to be brought into the program. These include AT-2043 Robotics & Motion Control (which is already in the catalog), and AT-1153 3D Modeling & Simulation (which is a new course).

What impact will the change have on staffing; on other programs and space allocation?
None

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

The two new courses are being added in response to industry demands and our need to keep our graduates competitive in the job market. The AT Advisory Board has highlighted these courses' skills as essential for our future graduates. Moreover, comparative analysis with similar programs across other states reveals that similar courses are commonly offered, underscoring their relevance and importance.

If this course will affect other departments a Departmental Support Form for each affected department must be attached.
This will not affect other departments.

Fall Start Curriculum Matrix for Catalog Curriculum in Automation Technology	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman **SUMMER I** Add/Change: AT-1153 3D Modeling & Simulation (SUMMER I ONLY COURSE) Delete: AT-1143 Digital Logic (SUMMER I ONLY COURSE) Total Hours:
Sophomore Fall Semester Add/Change: Delete: AT-2133 Intro to Programmable Controllers (FALL ONLY COURSE) Total Hours:	Sophomore Spring Semester Add/Change: AT-2043 Robotics & Motion Control (SPRING ONLY COURSE) Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Delete:	Senior Spring Semester Add/Change: Delete:

Total Hours:	Total Hours:

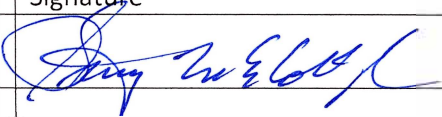| Spring Start (If applicable) Curriculum Matrix for Catalog Curriculum in Automation Technology	
Freshman Spring Semester Add/Change: Delete: Total Hours:	Freshman **SUMMER I** Add/Change: AT-1153 3D Modeling & Simulation (SUMMER I ONLY COURSE) Delete: AT-1143 Digital Logic (SUMMER I ONLY COURSE) Total Hours:
Sophomore Spring Semester Add/Change: AT-2043 Robotics & Motion Control (SPRING ONLY COURSE) Delete: Total Hours:	Sophomore Fall Semester Add/Change: Delete: AT-2133 Intro to Programmable Controllers (FALL ONLY COURSE) Total Hours:
Junior Spring Semester Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Delete: Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:

Arkansas Tech University – Ozark Campus
REQUEST FOR COURSE DELETION

TO: Curriculum Committee

FROM: **Automation Technology**

DATE SUBMITTED: **10-23-24**

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	*[signature]*	10-23-24
Associate Registrar		
Chief Academic Officer		

Course Subject: **Automation Technology (AT)**	Course Number: **2133** Course
Cross-listed with Subject: None If cross-listed, should cross-listing be deleted?	Number:
Official Title: **Introduction to Programmable Controllers**	
Effective Term: X Fall ☐ Spring ☐ Summer I Year: 2025	
Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.) ☐Elective **X** Major ☐Minor If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.	
Please provide rationale for the request including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. **This course was redundant as most of the instructional material has been absorbed into other classes. We can replace this course with a more relevant one for our students. No students are currently enrolled in this course.**	
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **N/A**	

Arkansas Tech University – Ozark Campus
REQUEST FOR COURSE DELETION

TO: Curriculum Committee

FROM: Automation Technology

DATE SUBMITTED: 10-23-2024

REQUEST FOR COURSE DELETION

Title	Signature	Date
Department Head	*[signature]*	10-23-24
Associate Registrar		
Chief Academic Officer		

Course Subject: **Automation Technology (AT)**	Course Number: **1143**
Cross-listed with Subject: None If cross-listed, should cross-listing be deleted?	Course Number:
Official Title: Introduction to Digital Logic	
Effective Term: ☐ Fall ☐ Spring X Summer I	

Was the course used to fulfill a major or minor requirement or used as an elective? (Check one.)

☐ Elective   **X** Major   ☐ Minor

If the course was used to fulfill a major or minor requirement, complete the Request for Program Change form.

Please provide rationale for the request including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. **This course was redundant as most of the instructional material has been absorbed into other classes. We can replace this course with a more relevant one for our students. No students are currently enrolled in this program.**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. **N/A**
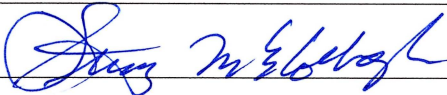
Arkansas Tech University – Ozark Campus
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Automation Technology

DATE SUBMITTED: 10-23-2024

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Program Chair	*[signature]*	10-23-24
Associate Registrar		
Chief Academic Officer		

Course Subject: **Automation Technology (AT)**	Course Number: **2043**	
Cross-listed with Subject: **No**	Course Number:	

Official Title (Limited to 30 characters, including spaces): **ROBOTICS & MOTION CONTROL**

Mode of Instruction: (check appropriate box)

	01 Lecture	X	02 Lecture/Laboratory		03 Laboratory only
	06 Internship		08 Independent Study		10 Special Topics

Effective Term: **X** Spring ☐ Summer I Year: **2025**	If course is required by major/minor, how frequently will course be offered? **Once per year**

Is this course repeatable for additional earned hours?   **N**   How many times?

Does this course require a fee?   **No**   How much?   Type of fee?

☐Elective	**X** Major	☐Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: **AT-2143 Programmable Logic Controllers** **AT-2013 Intro to Industrial Robotics**	Co-requisites:

Grading   **X** Standard Letter   ☐P/F   ☐Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:
   a. Course subject, number and title
   b. Course description as to appear in catalog
   c. Course goals and/or objectives
   d. Course outline
   e. Methods of student performance assessment and evaluation
   f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. **This course requires a laptop with a minimum level of performance, as do all of the Automation Technology courses. This course also requires a software package already being utilized in our program. Students can download and access these packages for free, both on- and off-site, on their personal computers.**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify. **No – we will use the existing Automation Lab.**

How does this proposal support the University Mission or University Strategic Planning Goals?
This proposed course will enable Automation Technology students to learn the skills necessary to become highly sought-after members of our regional workforce and thus contribute to society. By developing this course, we can meet or exceed the following 2025 Strategic Planning Goals: 2 – Student Success and Support (Item 2), 4 – Programs and Deliveries (Items 1, 2, & 5), and 5 – Partnerships and Innovation (Items 2 & 5).

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. **The Automation Technology Advisory Board has identified motion control and automated vision systems/tracking systems as skill sets to be incorporated into our program. This course is the ideal training to help our Automation Technology graduates to become highly sought-after candidates.**

How will the effect of the change be monitored in ongoing program assessment?
For areas of this course covered by the nationally recognized SACA certifications, we will utilize SACA certification achievements as a measurement of student success. For areas not currently covered by the SACA certifications, we will develop measurement criteria with our industry partners that have and/or need employees with these applicable skill sets.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

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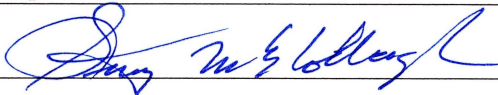>>>>>>>>>>>>>>>>>>> **DRAFT COPY** <<<<<<<<<<<<<<<<<<<

Automation Technology

AT 2043 – Robotics and Motion Control

Spring Sememster - 2025

Instructor: Cody Harkness
Office Hours: TBD
Phone: 479-508-8500 ext. 6640
Email: charkness@atu.edu

Prerequisites

AT-1163 & AT-1173 – Fundamentals of Electricity (DC / AC)
AT-2203 – Computer System Components
AT-2143 – Programmable Controllers

Materials

TEXTBOOK – TBD

Rockwell Software – Already used in PLC course

1 Laptop –
Minimum Requirements:
- CPU - Intel i7 or AMD Ryzen 7
- Memory – 16 GB RAM
- Storage – 512 GB SSD
- Display – 15"
- Graphics – NVIDIA GeForce RTX 3050 or Radeon RX6600

Course Description/Rationale

As robotics and automation technologies become integral to modern industry, Automation Technicians must master advanced concepts in motion control and robotic systems.

This course gives students essential skills to understand, operate, and maintain advanced robotics and motion control systems across various industries. Students will learn to control mechanical actions, from opening valves to complex multi-axis movements on CNC machines and robotic arms. Hands-on experience with a self-contained motion control system focuses on controlling a single axis while building industry-relevant skills.

Students will master configuring, navigating, and operating motion control systems and maintaining and troubleshooting them in real-world applications. The course introduces programming and testing robotic vision systems, including iRVision and ABB integrated Vision applications.

Objectives

Upon completion of this course, the student will be able to:

1. Configure, navigate, and operate motion control systems.
2. Control simple and complex mechanical actions in motion control systems.
3. Maintain and troubleshoot motion control systems in real-world applications.
4. Program and test robotic vision systems, including iRVision and ABB integrated Vision applications.
5. Set up, teach, test, and modify motion control and vision systems for use in robotics and automation environments.

Course Schedule

The schedule listed below is tentative and is subject to change at the instructor's discretion.

Week 1: Course Introduction and Safety

- Administrative Overview & Course Expectations
- Safety in Motion Control Systems
- Introduction to System Components and Software

Lab:

- Motion Control Safety Procedures
- Camera Setup & Basic System Operation
- Pre-Test to Assess Baseline Knowledge

Week 2: Motion Control Fundamentals

- Motion Control Basics
- Understanding Drive Systems and Components

Lab:

- Introduction to Motion Control Software
- System Startup and Basic Operations

Week 3: Drive Safety and Operation

- Drive Safety Protocols
- Motion Control System Operation Fundamentals

Lab:

- Drive Operation with HMI
- Manual Drive Operation Techniques

Week 4: Drive Configuration and Tuning

- Drive Configuration with Software
- Drive Tuning Essentials

Lab:

- Hands-on Drive Tuning and Calibration
- System Monitoring for Drive Performance

Week 5: Motion Control System Configuration

- Project Configuration in Motion Control Systems
- Communication Protocols and System Integration

Lab:

- Motion Control System Communications Setup
- Configuring System Networks and Function Blocks

Week 6: Function Blocks and Programming

- Introduction to CFC Function Block Programming
- Programming Languages for Motion Control Systems

Lab:

- Basic Function Block Programming (CFC)
- Creating Simple Programs and Testing Execution

Week 7: Position Control

- Position Control Fundamentals
- Digital Inputs and Outputs in Motion Control Systems

Lab:

- Homing and Position Control Configuration
- Implementing Digital Inputs and Outputs in Control Systems

Week 8: Velocity and Current Control

- Velocity Control Principles
- Introduction to Current Control in Motion Systems

Lab:

- Hands-on Velocity and Current Control Adjustments
- System Testing for Stable Control Performance

Week 9: CANopen Communications

- Overview of CANopen Bus
- Programming and Configuring CANopen for Motion Control Systems

Lab:

- CANopen Bus Setup and Configuration
- Communication Testing Between Devices

Week 10: Motion Control Project Visualization

- Visualization Tools for Motion Control Projects
- Monitoring and Troubleshooting Techniques

Lab:

- Project Monitoring and Visualization Setup
- Real-Time Data Analysis in Motion Control Systems

Week 11: Introduction to Robotic Vision Systems

- Overview of Inspection Vision Process
- Basics of Vision System Components and Lighting

Lab:

- Vision Process Setup and Inspection Lab
- Introduction to Lighting Techniques for Vision Systems

Week 12: Advanced Vision Concepts

- Mastering Vision Systems for Automation
- Introduction to Frames in Vision Systems

Lab:

- Mastering Lab: Configuring Vision System Frames
- Vision Process Testing and Optimization

Week 13: 2D Vision System Calibration

- Concepts of 2D Calibration in Vision Systems
- Single-View Vision Process Overview

Lab:

- 2D Calibration Lab: Setting Up and Configuring Vision
- Testing and Calibrating Single-View Vision Systems

Week 14: Integration of Vision and Motion Control

- Integrating Vision Systems with Motion Control
- Synchronizing Motion and Visual Data for Automation

Lab:

- Vision and Motion Control Integration Lab
- Real-World Applications: Testing Integrated Systems

Week 15: Course Review, Post-Test, and Certification

- Comprehensive Review of Key Topics
- Preparation for Final Post-Test

Lab:

- Post-Test: Practical Application of Motion Control and Vision Systems
- Final Project Evaluation and Troubleshooting
- Complete Evaluations and Issue Certificates

Evaluation

The student's grade will be determined by assignments & labs (40%), a final project (50%), and class participation (10%).

Grading Scale

A - Excellent	90-100%
B - Above Average	80- 89%
C - Average	70- 79%
D - Conditional	60- 69%
F - Failing	Below 60%

Conduct

I desire every student to succeed in this course. Students are hindered in their success if there are classroom distractions. Please turn your cell phone off, unless you expect an emergency call. Eating is not allowed during class time. Please do not talk unless you ask a question, have an appropriate comment, or are asked to respond. Laptops should be closed during class. If you must leave the classroom please do so quietly. The class will begin on time so don't be late.

Please do not sleep in class or you will be asked to leave. Cheating or Plagiarism is not allowed and will result in a Failing grade for that assignment or test.

Absenteeism

Absenteeism is considered excessive when it significantly interferes with a student's learning, as reflected in academic performance. Makeup work and/or tests will be given the first day back in the course after being absent, but it is up to the student to make arrangements with the instructor for this work. Absences over 10% of the scheduled class days may lower your grade by one letter grade, and a warning that further absences may result in a failing grade for the course. Leaving early or being tardy 3 times is equal to one day absent.

Dress Code

The dress code for working in the labs will be available in the Lab Manual for each class posted on Blackboard.

Emergency

In case of emergency or severe weather, students will be notified and are asked to follow the emergency guidelines posted in each room.

Accessibility Needs

Arkansas Tech University-Ozark Campus values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Student Success & Disability Services Coordinator, located in Technology & Academic Support, Suite 140, in person, via phone at (479) 508-3368, via email at ozark.accommodations@atu.edu, or visit their website at https://www.atu.edu/ozark/ssc/ in order to initiate a request for accommodations.

Title IX Information

Gender discrimination, which includes sexual misconduct, is prohibited in educational programs, activities, and classes. Federal Title IX law and ATU policy prohibit sexual misconduct, specifically sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. Behaviors, like those described, can undermine the ability of a student to achieve academic success. If you or someone you know has experienced gender discrimination, we encourage you to seek assistance and to report the incident through resources available at https://www.atu.edu/titleix/. Mitzi Reano is the Deputy Title IX Coordinator for the Ozark Campus and can be reached at 479-508-3307 or via email at mreano@atu.edu. Please know that faculty are considered Responsible Employees and are not confidential under Title IX. Confidential assistance is available in Counseling Services located in the Health and Wellness Center, Doc Bryan Student Services Center Suite 119, 479-968-0329 https://www.atu.edu/cslcenter/.
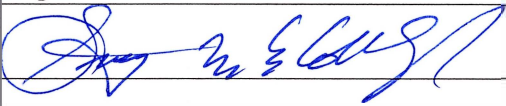
Privacy and Accessibility Policies for Third Parties

All software and services used on Arkansas Tech's server are required to provide privacy and accessibility policies. These policies can be found at https://www.atu.edu/etech/privacy_accessibility.php.

Arkansas Tech University – Ozark Campus
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee

FROM: Automation Technology

DATE SUBMITTED: 10-01-2024

REQUEST FOR COURSE ADDITION

Title	Signature	Date
Program Chair		10-01-24
Associate Registrar		
Chief Academic Officer		

Course Subject: **Automation Technology (AT)**	Course Number: **1153**
Cross-listed with Subject: **No**	Course Number:

Official Title (Limited to 30 characters, including spaces): **3D Modeling & Simulation**

Mode of Instruction: (check appropriate box)

	01 Lecture	**X**	02 Lecture/Laboratory		03 Laboratory only
	06 Internship		08 Independent Study		10 Special Topics

Effective Term: ☐ Spring **X** Summer I Year: **2025**	If course is required by major/minor, how frequently will course be offered? **Once per year**

Is this course repeatable for additional earned hours?   **N**   How many times?

Does this course require a fee?   **No**   How much?   Type of fee?

☐Elective	**X** Major	☐Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: **None**	Co-requisites:

Grading   **X** Standard Letter   ☐P/F , ☐Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:
  a. Course subject, number and title
  b. Course description as to appear in catalog
  c. Course goals and/or objectives
  d. Course outline
  e. Methods of student performance assessment and evaluation
  f. Course bibliography, reading list, and /or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify. **This course requires a laptop with a minimum level of performance, as do all of the Automation Technology courses. This course also requires two software packages, both already being utilized in our program. Students can download and access these packages for free, both on- and off-site, on their personal computers.**

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

How does this proposal support the University Mission or University Strategic Planning Goals?

This proposed course will enable Automation Technology students to learn the skills necessary for them to become highly sought-after members of our regional workforce and thus, contributing members of society. By developing this course, we can meet or exceed the following 2025 Strategic Planning Goals: 2 – Student Success and Support (Item 2), 4 – Programs and Deliveries (Items 1, 2, & 5), and 5 – Partnerships and Innovation (Items 2 & 5).

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline. **The Automation Technology Advisory Board has identified project management, system integration, and advanced system operation as skill sets to be incorporated into our program. In addition, we have identified the necessity of exposing our students to advanced manufacturing processes for which we do not have the physical space or equipment. This course is the first step in helping our students develop these advanced skills within the limitations of our existing facilities.**

How will the effect of the change be monitored in ongoing program assessment?
For areas of this course covered by the nationally recognized SACA certifications, we will utilize SACA certification achievements as a measurement of student success. For areas not currently covered by the SACA certifications, we will develop measurement criteria with our industry partners that have and/or need employees with these applicable skill sets.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

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Automation Technology

AT 1153 – 3D Modeling & Simulation

Summer I - 2025

Instructor:	Cody Harkness
Office Hours:	TBD
Phone:	479-508-8500 ext. 6640
Email:	charkness@atu.edu

Prerequisites

None

Materials

Autodesk Fusion for Education
https://www.autodesk.com/campaigns/education/fusion-360-education

Automation Studio Educational Edition
https://www.famictech.com/en/Products/Automation-Studio/Educational-Edition

1 Laptop –
Minimum Requirements:
- CPU - Intel i7 or AMD Ryzen 7
- Memory – 16 GB RAM
- Storage – 512 GB SSD
- Display – 15"
- Graphics – NVIDIA GeForce RTX 3050 or Radeon RX6600

Course Description/Rationale

In today's automated industries, efficiency, precision, and system integration are paramount to success. The 3D Modeling & Simulation course addresses these needs by training students in two critical software tools used widely in engineering, manufacturing, and automation.

The 3D Modeling & Simulation course emphasizes hands-on learning through practical labs, projects, and simulations. It culminates in a final project that combines CAD models with automation simulations to reflect real-world engineering and manufacturing scenarios.

The rationale for this course is grounded in the essential skills required for designing, testing, and optimizing automation systems. These skills make Automation Technology graduates valuable assets in industries focused on smart manufacturing, robotics, and industrial automation, where precision, speed, and integration are critical.

Objectives

Upon completion of this course, the student will be able to:

1. Design and create complex mechanical parts
2. Use complex mechanical parts to build assemblies
3. Merge mechanical, electrical, and/or fluid components into systems
4. Simulate the behavior of automation systems

Course Schedule

The schedule listed below is tentative and is subject to change at the instructor's discretion.

Week 1: Introduction & Basic CAD Modeling (Fusion 360)

Class 1: Course Introduction and Overview

- Introduction to the course structure, objectives, and tools.
- Overview of Fusion 360 and Automation Studio.
- Setting up Fusion 360: Interface, navigation, and file management.

Assignments:

- Install Fusion 360 and Automation Studio.
- Explore the interface of Fusion 360 through a guided tutorial.

Class 2: Fundamentals of 2D Sketching in Fusion 360

- 2D Sketching: Creating basic shapes (lines, rectangles, circles, polygons).
- Understanding constraints, dimensions, and sketch relationships.

Lab:

- Create 2D sketches and constrain them using dimensions.

Class 3: Transitioning to 3D Modeling

- Introduction to extrusion, revolution, loft, and sweep operations.
- Understanding 3D workspace and planes.

Lab:

- Convert sketches into 3D models using extrusion and revolution.

Class 4: Assemblies and Material Application

- Introduction to multi-part assemblies in Fusion 360.
- Basics of applying materials and appearances to models.

Lab:

- Create a simple multi-part assembly and apply materials for visualization.

Week 2: Advanced CAD Modeling & Introduction to Simulation

Class 5: Complex Shapes and Parametric Modeling

- Working with advanced features: patterns, mirrors, and parametric design.
- Introduction to the parametric timeline and design history.

Lab:

- Design a parametric model using pattern and mirror features.

Class 6: Simulation in Fusion 360

- Overview of simulation tools: static stress analysis.
- Setting up a simulation: applying loads, constraints, and materials.

Lab:

- Perform a simple stress analysis on a model.

Class 7: Advanced Simulation Techniques

- Introduction to thermal and modal analysis.
- Interpretation of simulation results: deformation, safety factors, and optimization.

Lab:

- Run a thermal or modal analysis on an existing design.

Class 8: Introduction to Automation Studio

- Overview of Automation Studio and its applications in automation.
- Basic navigation and creating simple circuits (pneumatic, hydraulic, electrical).

Lab:

- Create a simple hydraulic or pneumatic circuit.

Week 3: System Simulation & CAD Integration

Class 9: Automation System Simulation

- Building mechanical systems: combining electrical, hydraulic, and pneumatic components.
- Introduction to signal flow and system analysis in Automation Studio.

Lab:

- Simulate a basic system with pneumatic actuators and electrical controls.

Class 10: Linking 3D Models to System Simulations

- Exporting models from Fusion 360 for integration into Automation Studio.
- Using 3D models in automation system simulations.

Lab:

- Import a Fusion 360 model into Automation Studio and simulate its interaction with a hydraulic or pneumatic system.

Class 11: Complex Automation Systems

- Advanced system design: adding control systems like PLCs.
- Testing and optimizing automation system simulations.

Lab:

- Create and simulate a complete automated system in Automation Studio.

Class 12: System Optimization and Virtual Commissioning

- Multi-domain simulation: combining electrical, mechanical, and fluid components.
- Virtual commissioning: testing system performance through simulation before physical implementation.

Lab:

- Perform system optimization and virtual commissioning on an automation project.

Week 4: Final Project Development and Presentation

Class 13: Final Project Kick-off and Design Review

- Overview of final project requirements.
- Students present initial project ideas (individually or in teams).

Milestone 1: Submit preliminary design and simulation plan for review.

Lab:

- Begin work on the final project, combining 3D modeling and simulation.

Class 14: Project Progress and Feedback

- Review project progress with peers and instructor.

- Address specific challenges in design or simulation.

Lab:

- Continue refining the final project with feedback.

Class 15: Final Project Completion

- Finalize models and simulations.
- Preparing for the project presentation: polishing designs and simulation results.

Lab:

- Complete all project deliverables and prepare for the final presentation.

Class 16: Final Project Presentation and Course Wrap-up

- Students present their final project.
- Peer review and instructor evaluation based on design, functionality, and presentation.

Course wrap-up: reflections on key takeaways.

Evaluation

The student's grade will be determined by assignments & labs (40%), a final project (50%), and class participation (10%).

Grading Scale

A - Excellent	90-100%
B - Above Average	80- 89%
C - Average	70- 79%
D - Conditional	60- 69%
F - Failing	Below 60%

Conduct

I desire every student to succeed in this course. Students are hindered in their success if there are classroom distractions. Please turn your cell phone off, unless you expect an emergency call. Eating is not allowed during class time. Please do not talk unless you ask a question, have an appropriate comment, or are asked to respond. Laptops should be closed during class. If you must leave the classroom please do so quietly. The class will begin on time so don't be late. Please do not sleep in class or you will be asked to leave. Cheating or Plagiarism is not allowed and will result in a Failing grade for that assignment or test.

Absenteeism

Absenteeism is considered excessive when it significantly interferes with a student's learning, as reflected in academic performance. Makeup work and/or tests will be given the first day back in the course after being absent, but it is up to the student to make arrangements with the instructor for this work. Absences over 10% of the scheduled class days may lower your grade by one letter grade, and a warning that further absences may result in a failing grade for the course. Leaving early or being tardy 3 times is equal to one day absent.

Dress Code

The dress code for working in the labs will be available in the Lab Manual for each class posted on Blackboard.

Emergency

In case of emergency or severe weather, students will be notified and are asked to follow the emergency guidelines posted in each room.

Accessibility Needs

Arkansas Tech University-Ozark Campus values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Student Success & Disability Services Coordinator, located in Technology & Academic Support, Suite 140, in person, via phone at (479) 508-3368, via email at ozark.accommodations@atu.edu, or visit their website at https://www.atu.edu/ozark/ssc/ in order to initiate a request for accommodations.

Title IX Information

Gender discrimination, which includes sexual misconduct, is prohibited in educational programs, activities, and classes. Federal Title IX law and ATU policy prohibit sexual misconduct, specifically sexual harassment, domestic and dating violence, sexual assault, sexual exploitation, and stalking. Behaviors, like those described, can undermine the ability of a student to achieve academic success. If you or someone you know has experienced gender discrimination, we encourage you to seek assistance and to report the incident through resources available at https://www.atu.edu/titleix/. Mitzi Reano is the Deputy Title IX Coordinator for the Ozark Campus and can be reached at 479-508-3307 or via email at mreano@atu.edu. Please know that faculty are considered Responsible Employees and are not confidential under Title IX. Confidential assistance is available in Counseling Services located in the Health and Wellness Center, Doc Bryan Student Services Center Suite 119, 479-968-0329 https://www.atu.edu/cslcenter/.

Privacy and Accessibility Policies for Third Parties

All software and services used on Arkansas Tech's server are required to provide privacy and accessibility policies. These policies can be found at https://www.atu.edu/etech/privacy_accessibility.php.

From:	Heather Nelson
Sent:	Tuesday, November 5, 2024 9:33 AM
To:	Donberger, Gary Lee; Maxwell, Mark Aaron; Julie Schmalz; Shelley Koone; Julie Auterson; Erin Brickley
Cc:	Jackie Scarborough; Stacey McCollough
Subject:	RE: OCT Curriculum Committee Minutes -- VOTE NEEDED
Attachments:	2024-10.22 CC Agenda & Minutes.pdf

Good morning,

I have received 3 "ayes" from the Curriculum Committee, with no "nays". All motions passed. Minutes will be sent to Dr. Jacobs for final approval.

Our next meeting is November 19 at 4:00 PM in the HSW conference room.

Kind regards,

Heather E. Nelson
Logistics Management
Program Chair
(479) 508-3367
https://www.atu.edu/ozark/degrees/associates/logistics-management.php

From: Donberger, Gary Lee <gdonberger@atu.edu>
Sent: Thursday, October 31, 2024 8:22 AM
To: Maxwell, Mark Aaron <mmaxwell1@atu.edu>; Julie Schmalz <jschmalz2@atu.edu>; Heather Nelson <hnelson1@atu.edu>; Shelley Koone <skoone@atu.edu>; Julie Auterson <jauterson1@atu.edu>; Erin Brickley <ebrickley@atu.edu>
Cc: Jackie Scarborough <jscarborough2@atu.edu>; Stacey McCollough <smccollough2@atu.edu>
Subject: Re: OCT Curriculum Committee Minutes -- VOTE NEEDED

Aye

Sent via the Samsung Galaxy S23 Ultra 5G, an AT&T 5G smartphone
Get Outlook for Android

From: Maxwell, Mark Aaron <mmaxwell1@atu.edu>
Sent: Wednesday, October 30, 2024 1:10:19 PM
To: Julie Schmalz <jschmalz2@atu.edu>; Heather Nelson <hnelson1@atu.edu>; Shelley Koone <skoone@atu.edu>; Donberger, Gary Lee <gdonberger@atu.edu>; Julie Auterson <jauterson1@atu.edu>; Erin Brickley <ebrickley@atu.edu>

Cc: Jackie Scarborough <jscarborough2@atu.edu>; Stacey McCollough <smccollough2@atu.edu>
Subject: Re: OCT Curriculum Committee Minutes -- VOTE NEEDED

I know I shouldn't speak, but "Aye".

All the best,

Mark A. Maxwell-B.S., NRP
EMT/Paramedic Instructor and Clinical Coordinator
Arkansas Tech University-Ozark Campus
PH: 479-508-3351 ext. 6104

From: Julie Schmalz <jschmalz2@atu.edu>
Sent: Wednesday, October 30, 2024 11:33 AM
To: Heather Nelson <hnelson1@atu.edu>; Shelley Koone <skoone@atu.edu>; Maxwell, Mark Aaron <mmaxwell1@atu.edu>; Donberger, Gary Lee <gdonberger@atu.edu>; Julie Auterson <jauterson1@atu.edu>; Erin Brickley <ebrickley@atu.edu>
Cc: Jackie Scarborough <jscarborough2@atu.edu>; Stacey McCollough <smccollough2@atu.edu>
Subject: RE: OCT Curriculum Committee Minutes -- VOTE NEEDED

"aye"

From: Shelley Koone <skoone@atu.edu>
Sent: Wednesday, October 30, 2024 10:59 AM
To: Heather Nelson <hnelson1@atu.edu>; Maxwell, Mark Aaron <mmaxwell1@atu.edu>; Donberger, Gary Lee <gdonberger@atu.edu>; Julie Auterson <jauterson1@atu.edu>; Julie Schmalz <jschmalz2@atu.edu>; Erin Brickley <ebrickley@atu.edu>
Cc: Jackie Scarborough <jscarborough2@atu.edu>; Stacey McCollough <smccollough2@atu.edu>
Subject: Re: OCT Curriculum Committee Minutes -- VOTE NEEDED

Aye

Shelley Koone
Arkansas Tech University Ozark
Workforce Education Faculty
Mathematics Instructor

From: Heather Nelson <hnelson1@atu.edu>
Sent: Wednesday, October 30, 2024 10:57 AM
To: Shelley Koone <skoone@atu.edu>; Maxwell, Mark Aaron <mmaxwell1@atu.edu>; Donberger, Gary Lee

<gdonberger@atu.edu>; Julie Auterson <jauterson1@atu.edu>; Julie Schmalz <jschmalz2@atu.edu>; Erin Brickley <ebrickley@atu.edu>
Cc: Jackie Scarborough <jscarborough2@atu.edu>; Stacey McCollough <smccollough2@atu.edu>
Subject: RE: OCT Curriculum Committee Minutes -- VOTE NEEDED

I have a motion by **Julie Auterson** and seconded by **Shelley Koone** (see highlights below) to approve:

1. Program change request from Human Services:
   a. remove 2 courses from program requirements
   b. add 2 courses from program requirements (already in catalog, but making them a requirement instead of an elective.

2. Program change request from Automation Technology:
   a. remove 2 courses from program requirements
   b. add 2 courses from program requirements

3. Due to the Thanksgiving break, schedule the next meeting one week early on **Nov. 19 at 4:00 PM in HSW** conference room

Please respond with your vote of "aye" or "nay".

Kind regards,

Heather E. Nelson
Logistics Management
Program Chair
(479) 508-3367
https://www.atu.edu/ozark/degrees/associates/logistics-management.php

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From: Shelley Koone <skoone@atu.edu>
Sent: Wednesday, October 30, 2024 10:46 AM
To: Heather Nelson <hnelson1@atu.edu>; Maxwell, Mark Aaron <mmaxwell1@atu.edu>; Donberger, Gary Lee <gdonberger@atu.edu>; Julie Auterson <jauterson1@atu.edu>; Julie Schmalz <jschmalz2@atu.edu>; Erin Brickley <ebrickley@atu.edu>
Cc: Jackie Scarborough <jscarborough2@atu.edu>; Stacey McCollough <smccollough2@atu.edu>
Subject: Re: OCT Curriculum Committee Minutes -- VOTE NEEDED

I don't see the motion, but I'll second it anyway.

Shelley Koone
Arkansas Tech University Ozark
Workforce Education Faculty
Mathematics Instructor

From: Heather Nelson <hnelson1@atu.edu>
Sent: Wednesday, October 30, 2024 10:22:09 AM
To: Maxwell, Mark Aaron <mmaxwell1@atu.edu>; Shelley Koone <skoone@atu.edu>; Donberger, Gary Lee <gdonberger@atu.edu>; Julie Auterson <jauterson1@atu.edu>; Julie Schmalz <jschmalz2@atu.edu>; Erin Brickley <ebrickley@atu.edu>
Cc: Jackie Scarborough <jscarborough2@atu.edu>; Stacey McCollough <smccollough2@atu.edu>
Subject: RE: OCT Curriculum Committee Minutes -- VOTE NEEDED

CC,

See Julie's motion below.

Kind regards,

Mrs. Nelson, MBA, M.Ed.
Logistics Management
Program Chair
(479) 508-3367
https://www.atu.edu/ozark/degrees/associates/logistics-management.php

ATU ARKANSAS TECH UNIVERSITY OZARK CAMPUS

From: Julie Auterson <jauterson1@atu.edu>
Sent: Wednesday, October 30, 2024 10:20 AM
To: Heather Nelson <hnelson1@atu.edu>
Subject: Re: OCT Curriculum Committee Minutes -- VOTE NEEDED

I make a motion to approve

Julie Auterson

From: Heather Nelson <hnelson1@atu.edu>
Sent: Wednesday, October 30, 2024 10:18 AM
To: Maxwell, Mark Aaron <mmaxwell1@atu.edu>; Shelley Koone <skoone@atu.edu>; Donberger, Gary Lee <gdonberger@atu.edu>; Julie Auterson <jauterson1@atu.edu>; Julie Schmalz <jschmalz2@atu.edu>; Erin Brickley <ebrickley@atu.edu>
Cc: Jackie Scarborough <jscarborough2@atu.edu>; Stacey McCollough <smccollough2@atu.edu>
Subject: OCT Curriculum Committee Minutes -- VOTE NEEDED

Hello Curriculum Committee,

Please review CC minutes, along with all supporting documentation in PDFs. Minutes contain completed action items that were needed prior to CC vote in the OCT meeting.

CC, Dr. Scarborough, and Stacey: Please review ALL documents one last time to ensure accuracy.

As per our minutes, I am requesting an email "motion" and "second" from the CC to approve all noted changes:
- AT Program Request
- HS Program Request
- NOV Meeting date/time proposal.

Please REPLY ALL to the group so everyone sees the communication.

Kind regards,

Heather E. Nelson
Logistics Management
Program Chair
(479) 508-3367
https://www.atu.edu/ozark/degrees/associates/logistics-management.php

From:	Sheila Jacobs
Sent:	Monday, November 11, 2024 2:26 PM
To:	Heather Nelson
Subject:	Re: OCT Curriculum Committee Minutes -- APPROVAL NEEDED

Approved. Thank you.

Respectfully,
Dr. Sheila R. Jacobs
Chancellor
ATU-Ozark Campus
479-508-8500 Ext. 6515

From: Heather Nelson <hnelson1@atu.edu>
Sent: Tuesday, November 5, 2024 9:50 AM
To: Sheila Jacobs <sjacobs3@atu.edu>
Subject: OCT Curriculum Committee Minutes -- APPROVAL NEEDED

Hello Dr. Jacobs,

Please see the attached minutes from our CC meeting this month, for your review and approval.

Highlights:

- Human Services change:
  - remove 2 courses from program requirements
  - add 2 courses from program requirements (already in catalog, but making them a requirement instead of an elective.
- Automation Technology change:
  - remove 2 courses from program requirements
  - add 2 courses from program requirements

The CC voted via email after the approved forms were provided by Dr. Scarborough and Stacey. These emails are attached as well.

Kind regards,

Heather E. Nelson
Logistics Management
Program Chair
(479) 508-3367
https://www.atu.edu/ozark/degrees/associates/logistics-management.php