

Summary of Proposed Curriculum Revisions

Ouachita Baptist University
April 2019

The faculty **approved** these curriculum revisions at a faculty meeting on April 30, 2019.

[Education](#) | [Fine Arts](#) | [Natural Sciences](#) | [Graduate & Professional Studies](#)

The **short form** notation indicates informational level curriculum revisions submitted on the Curriculum and Academic Standards Committee's short form, which addresses course title changes, course time offering changes, and non-substantive changes to course content and/or descriptions. These short form revisions will NOT be brought to the faculty for discussion or a vote, unless questions are raised before the faculty meeting.

Education

| EDUCATION | Proposed Change |
|---|---|
| Flexible Core Civic Engagement Requirement for Elementary Majors | <p>Change the Flexible Core "Civic Engagement in America" requirement for Elementary majors (K-6 and K-6 with 3- and 4-year-old endorsement) from PSCI 2013 American National Government to HIST 2003 U.S. History to 1877.</p> <p>Rationale</p> <p>Elementary majors' performance on the Praxis II teacher licensure exam has shown they need to improve on the American history portion of the exam.</p> <p>Catalog Entry</p> <p>ELEMENTARY EDUCATION</p> <p>B.A. Degree</p> <p>A. Interdisciplinary Studies Requirements:</p> <p>2. Flexible Core Requirements</p> <p>MATH 2033, Mathematics for Elementary Teachers I..... 3</p> <p>COMM 1003, Fundamentals of Public Speaking 3</p> <p>FINA 31_3, (Fine Arts: Art, Fine Arts: Music, or Fine Arts: Theatre)..... 3</p> <p>HIST 2003, U.S. History to 1877..... 3</p> <p>KIN 1002 Concepts of Wellness..... 2</p> <p>Foreign Language (Two semesters in the same foreign language)..... 6</p> |

Fine Arts

APPLIED MUSIC

Class Piano Instruction Courses

Piano Proficiency Exam

Proposed Changes

- Add course descriptions for MUAP 1121 Class Piano I, MUAP 1221 Class Piano II, MUAP 2011 Class Piano III, and MUAP 2021 Class Piano IV.
- For all Bachelor of Music Education and Bachelor of Music majors, make the Piano Proficiency Exam a part of the final examination of Class Piano IV. These students must pass the Piano Proficiency Exam before their graduation. In the event that the student does not pass all sections of the proficiency, they must repeat those sections of the proficiency until the requirement is fulfilled.

Rationale

All music majors must take secondary applied lessons. Class Piano instruction is currently being offered but has not been used to its maximum potential in years past to help facilitate the knowledge and training for keyboard competencies required by the National Association of Schools of Music (NASM). Adding descriptions to the catalog will clarify course content. The Class Piano four-course sequence and group setting has many benefits:

- offers an extended time (50 minutes, twice weekly) for students to meet with the instructor
- covers more material and functional skills than the previous curriculum
- upholds the standards comparable to the curriculum with other universities
- motivates students to work together to achieve group goals
- provides an efficient way to teach fundamental skills, especially for beginners
- provides healthy peer interaction
- encourages students to become more independent learners

Catalog Entries

MUAP 1121 Class Piano I – This course is designed for non-keyboard majors who have a minimum or no experience at the piano. The course will introduce basic musicianship elements applying concepts and terminology from music theory, aural skills, and keyboard skills. The material covered will include scales, chord progressions, harmonization, transposition, sight-reading, ensemble playing, and performance of elementary level piano literature. Students must earn a C or better in order to pass and advance to Piano Class II. Pre-requisite: A placement audition with the piano faculty

MUAP 1221 Class Piano II – Continuation of Class Piano I. Material covered during this level will be based on and expand the rudimentary skills acquired in Piano Class I. Students must earn a C or better in order to pass and advance to Piano Class II. Pre-requisite: Class Piano I

MUAP 2011 Class Piano III – This class is designed for BME, BM Worship Arts, and BM Performance students who have completed Class Piano I and II. The course is a continuation of Class Piano II. The curriculum consists of more advanced piano skills including but not limited to open score reading, transposing instruments, four-part Hymn playing, and accompanying skills. Students must earn a C or better in order to pass this class. Pre-requisite: Class Piano II

MUAP 2021 Class Piano IV - This class is designed for BME, BM Worship Arts, and BM performance majors who are planning to take the Piano Proficiency Examination. Advanced students who have prior keyboard training may enroll in this course for assistance in preparing for the Piano Proficiency Examination. Students must earn a C or better in order to pass this class.

Requirements for a major in Performance (Vocal, Keyboard, Instrumental Emphasis)

Delete:

MUAP 1101 and 2101 Piano Secondary (Each taken twice for a total of 4 hours). Vocal and Instrumental Performance majors are required to pass the four levels of the Piano Proficiency examination or enroll for piano each semester until all four levels of the examination are passed or until graduation

Add:

Students must successfully complete Class Piano I, II, III, IV or equivalent (applied piano) and pass the Piano Proficiency Exam.

Requirements for a Worship Arts degree (Vocal, Keyboard, Instrumental Emphasis)

Delete:

MUAP 1101 and 2101 Piano Secondary (Each taken twice for a total of 4 hours). Vocal and Instrumental Worship Arts majors are required to pass the four levels of the Piano Proficiency examination or enroll for piano each semester until all four levels of the examination are passed or until graduation.

Add:

Students must successfully complete Class Piano I, II, III, IV or equivalent (applied piano) and pass the Piano Proficiency Exam.

Requirements for a major in Musical Theater (Music Emphasis)

Delete:

Secondary Applied (taken until 4 hours credit are earned)

Add:

Students must successfully complete Class Piano I, II, III, IV or equivalent (applied piano) and pass the Piano Proficiency Exam.

Requirements for a major in Music Education Instrumental

Delete:

MUAP 1101, 2101 Piano Secondary (Each taken twice for a total of 4 hours). Instrumental majors are required to pass the four levels of the Piano Proficiency examination or enroll for piano each semester until all four levels of the examination are passed or until graduation.

Add:

Students must successfully complete Class Piano I, II, III, IV or equivalent (applied piano) and pass the Piano Proficiency Exam.

Requirements for a major in Music Education Choral

Delete:

MUAP 1101, 2101: Piano Secondary (Each taken twice for a total of 4 hours). Choral majors are required to pass the four levels of Piano Proficiency examination or enroll for piano each semester until all four levels of the examination are passed or until graduation.

Add:

Students must successfully complete Class Piano I, II, III, IV or equivalent (applied piano) and pass the Piano Proficiency Exam.

Bachelor of Arts Degree Requirements for a major in Music

Delete:

MUAP Piano Secondary (Taken once each semester for a total of 2 hours for vocal and instrumental principals only). Music majors are required to pass Level 1 of the Piano Proficiency examination or enroll for piano each semester until Level 1 of the examination is passed or until graduation.

Add:

Students must successfully complete Class Piano I and II or two equivalent semesters of applied piano.

Requirements for a major in Music Industry

Delete:

MUAP Piano Secondary (taken once each semester for a total of 2 hours for vocal, instrumental, and guitar principals only.) Music majors are required to pass level 1 of the Piano Proficiency examination or enroll for piano each semester until Level 1 of the examination is passed or until graduation.

Add:

Students must successfully complete Class Piano I and II or two equivalent semesters of applied piano.

General Degree Requirements

m. (2) Students seeking a Bachelor of Music Education degree that requires secondary piano are required to successfully complete Class Piano I, II, III, IV or equivalent (applied piano) and pass the Piano Proficiency Exam.

n. Students seeking Bachelor of Music degrees that require secondary piano are required to successfully complete Class Piano I, II, III, IV or equivalent (applied piano) and pass the Piano Proficiency Exam.

o. Students seeking Bachelor of Arts degrees that require secondary piano are required to successfully complete Class Piano I and II or two equivalent semesters of applied piano.

Change the freshman and sophomore years in each Bachelor of Music degree plan:

Delete the current wording:

MUAP Secondary Applied.....2

Add:

FRESHMAN

Class Piano I, II or secondary applied.....2

SOPHOMORE

Class Piano III, IV or secondary applied.....2

Change the freshman year in the Bachelor of Arts in Music and Music Industry degree plans:

Delete the current wording:

MUAP Secondary Applied.....2

Add:

FRESHMAN

Class Piano I, II or secondary applied.....2

MUSICOLOGY**History of Western Music Courses****Proposed Changes**

- Delete MUSC 2021 Introduction to Musicology and assimilate the content into MUSC 3223 History of Western Music 1. (This reduces music major and minor requirements by one hour.)
- Change the time offering of MUSC 3223 History of Western Music 1 from spring to fall.
- Change the time offering of MUSC 3233 History of Western Music 2 from fall to spring.
- Change the time offering of MUSC 3243 History of Western Music 3 from spring to fall.
- Change the plan of study for Music majors to reflect the music history course time offering changes: MUSC 3223 History of Western Music 1 and MUSC 3233 History of Western Music 2 (sophomore year) and MUSC 3243 History of Western Music 3 (junior year).

Rationale

Both students and course instructors believe MUSC 2021 Introduction to Musicology is not effective as a once-a-week, one-hour course. Incorporating it into MUSC 3223 History of Western Music 1 creates more continuity for students and instructors. While this will reduce the amount of class time available for discussions of Music of Antiquity and the Medieval and Renaissance periods, these three eras are not considered a part of the Common Practice Period, the historical periods from which students most often perform compositions (i.e. Baroque, Classical, Romantic, and Twentieth/Twenty-First Centuries). MUSC 3233 History of Western Music 2 will continue to focus on the Baroque and Classical periods. MUSC 3243 History of Western Music 3 will continue to focus on the Romantic and Twentieth/Twenty-First Centuries.

Catalog Entries**MUSC 3223 History of Western Music 1**

Introductory examination of the various periods, genres, and terminology pertinent to western and non-western music. Examination of the various styles, genres, composers, and terminology pertinent to western music from antiquity to c. 1500. Emphasis placed on the historical and cultural foundations of music through extensive reading, listening, research, and writing. Prerequisites: MUTH 1002 and 1022; or MUTH 1102 and 1122; or permission of instructor. [CW2] Fall.

MUSC 3233 History of Western Music 2

Examination of the various styles, genres, composers, and terminology pertinent to western music from c. 1500 to c. 1800. Emphasis placed on the historical and cultural foundations of music through extensive reading, listening, research, and writing. Prerequisites: MUSC 3223 or permission of instructor. [CW3] Spring.

MUSC 3234 History of Western Music 3

Examination of the various styles, genres, composers, and terminology pertinent to western music from c. 1800 to present. Emphasis placed on the historical and cultural foundations of music through extensive reading, listening, research, and writing. Prerequisites: MUSC 3233 or permission of instructor. [CW3] Fall.

In the requirements for the Bachelor of Music, Bachelor of Music Education, and Bachelor of Arts degrees, delete MUSC 2021 Introduction to Musicology.

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| | <p>In the requirements for a minor in Music, delete MUSC 2021 Introduction to Musicology.</p> <p>In the plans of study for the Bachelor of Music, Bachelor of Music Education, and Bachelor of Arts degree majors, delete MUSC 2021 Introduction to Musicology, change the music history course sequence as follows, and update the semester hour totals accordingly:</p> <p>SOPHOMORE MUSC 3223, 3233 Hist. of Western Music 1 & 2.....6</p> <p>JUNIOR MUSC 3234 Hist. of Western Music 3.....3</p> |
| <p>MUSICOLOGY</p> <p>World Music Cultures Course</p> | <p>Proposed Change</p> <p>Add a new course, MUSC 3xx3 World Music Cultures.</p> <p>Rationale</p> <p>Offering a course that covers music beyond the typical Western tradition supports the university's liberal arts mission and contributes to international education.</p> <p>Catalog Entry</p> <p>MUSC 3xx3 World Music Cultures Introduction to music from a variety of world cultures and the study of world music and the ethnomusicological approach. Examination of the music from world cultures such as Indonesia, India, Ireland, West Africa, Latin America, Egypt, and China. Prerequisites: FINA 3123, MUSC 3243, or permission of instructor. Spring of even-numbered years.</p> |
| <p>MUSICOLOGY</p> <p>History of American Music Course</p> <p>Short Form</p> | <p>Proposed Change</p> <p>Change the time offering of MUSC 4253 History of American Music Course from fall to on demand.</p> <p>Rationale</p> <p>MUSC 4253 History of American Music is no longer required for any music major. The Division of Music currently offers History of American Popular Music and History of Commercial Music, the majority of which is focused on American music.</p> <p>Catalog Entry</p> <p>MUSC 4253 History of American Music Examination of American music from pre-Jamestown to the present. Emphasis placed on the historical and cultural foundations of American music through extensive readings, listening, research, and writing. Prerequisites: MUSC 3243 or permission of instructor. On demand.</p> |

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| <p>MUSIC INDUSTRY</p> <p>History of Commercial Music Course</p> <p>Short Form</p> | <p>Proposed Change</p> <p>Change the time offering of MUIN 3023 History of Commercial Music from spring of odd-numbered years to spring of even-numbered years.</p> <p>Rationale</p> <p>The Division of Music is reorganizing its junior-senior level music history courses to offer a predictable four-semester schedule of elective courses for music majors and their advisors.</p> <p>Catalog Entry</p> <p>MUIN 3023 History of Commercial Music Commercial music from the late nineteenth century to today, with emphasis on commercial music in the United States since 1950. Spring of even-numbered years.</p> |
| <p>VISUAL ARTS</p> <p>Digital Tools and Concepts Course</p> <p>Short Form</p> | <p>Proposed Change</p> <p>Reinstate the prerequisite “either ART 1003 Design I or ART 1013 Drawing I” for ART 1043 Digital Tools and Concepts.</p> <p>Rationale</p> <p>When the course title for ART 1043 was changed to Digital Tools and Concepts, the prerequisite of “either ART 1003 Design I or ART 1013 Drawing I” was inadvertently left out of the course description. Requiring at least one of the drawing courses ensures that students have a foundation in artistic practices.</p> <p>Catalog Entry</p> <p>ART 1043 Digital Tools and Concepts This course serves as an introduction to the basic digital toolkit for the contemporary designer and digital artist. It will introduce the various programs of the Adobe Creative Suite and develop visual problem solving and conceptualization skills. Prerequisites: ART 1003 or ART 1013 (Both courses are preferred). Fall, Spring.</p> |

Natural Sciences

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| <p>CHEMISTRY</p> <p>Nutritional Biochemistry</p> | <p>Proposed Change</p> <p>Add BIOL 2024 Human Anatomy and Physiology 2 as a prerequisite for CHEM 3203 Nutritional Biochemistry.</p> <p>Rationale</p> <p>Nutrition and Dietetics majors are the primary students who take Nutritional Biochemistry. They are already required to take BIOL 2024 (the more physiology-oriented half of Anatomy and Physiology) for their major. In the past almost all students taking Nutritional Biochemistry had already taken BIOL 2024. Recently, more students have been taking Nutritional Biochemistry without having had physiology, and they have been at a serious disadvantage since Nutritional Biochemistry is taught in a larger physiological context. This change will ensure that students in Nutritional Biochemistry will have the physiology background they need to understand the material presented in the course.</p> <p>Catalog Entry</p> <p>CHEM 3203 Nutritional Biochemistry A study of the structure, chemistry and metabolism of amino acids, proteins, carbohydrates, lipids, nucleic acids and vitamins. This course may not be counted toward a major or minor in Chemistry. Lecture three hours per week. Prerequisites: CHEM 1034, BIOL 2024. Fall of even-numbered years.</p> |
| <p>CHEMISTRY</p> <p>Laboratory Peer Instructor</p> | <p>Proposed Change</p> <p>Add a new course, CHEM 4xx1-4xx2 Laboratory Peer Instructor.</p> <p>Rationale</p> <p>This course will allow the Chemistry Department to utilize some of its majors as teaching assistants in selected labs. This provides an additional learning resource for the students in these courses, and it also provides the peer instructors with valuable experience. The course is modeled after similar courses in other NSCI departments.</p> <p>Catalog Entry</p> <p>CHEM 4xx1-4xx2 Laboratory Peer Instructor Student peer instructors will assist the instructor in the preparation and instruction of a laboratory course. Peer instructors will engage in individual and small group instruction during laboratory, will be prepared to answer questions related to weekly lab exercises, and will assist in the preparation, administration, and grading of lab assignments and exams. Student peer instructors may be required to design a laboratory exercise and/or create exam questions. Laboratory peer instructors must undergo extensive safety training prior to enrollment. A limit of two hours of peer instructor credit may be applied to the requirements for a major. This course may not be counted toward a minor in Chemistry. Prerequisites: Permission of instructor and completion of the required safety training. On Demand.</p> |

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| <p>CHEMISTRY</p> <p>CHEM 1024, 2004, and 3142</p> <p>Short Form</p> | <p>Proposed Changes</p> <ul style="list-style-type: none"> • Change the time offering of CHEM 1024 Fundamentals of Chemistry from fall to fall and spring. • Change the time offering of CHEM 2004 Quantitative Analysis from fall to fall of odd-numbered years. • Change the time offering of CHEM 3142 Instrumental Analysis from spring of even-numbered years to fall of even-numbered years. • For CHEM 3142 Instrumental Analysis, change its CHEM 3053 Physical Chemistry I prerequisite to a “prerequisite or corequisite.” <p>Rationale</p> <p>As the nursing program grows, enrollment in Fundamentals of Chemistry will increase. More offerings are needed to better serve the students while maintaining a reasonable class size (<40 in lecture, <20 in lab). The offering times for Quantitative Analysis and Instrumental Analysis, both of which reach a smaller number of students, are being adjusted to balance the instructor’s course load.</p> <p>Because of the semester change for Instrumental Analysis, students may need to take Physical Chemistry I concurrently with Instrumental Analysis. It being a prerequisite or corequisite will make student scheduling easier as well as give them sufficient preparation for the course.</p> <p>Catalog Entries</p> <p>CHEM 1024 Fundamentals of Chemistry Introductory course primarily for students in dietetics, speech pathology, nursing, and dental hygiene. Designed to provide students with an understanding of basic chemical principles and their application to relevant problems in the allied health professions. The course may not be counted toward a major or minor in Chemistry. Lecture three hours, laboratory two hours per week. Fall, Spring.</p> <p>CHEM 2004 Quantitative Analysis Gravimetric and titrimetric analyses, separation methods, chemical equilibrium, redox theory, statistical treatment of data, and an introduction to spectrophotometry. Lecture two hours, laboratory six hours per week. Prerequisite: CHEM 1014. Fall of odd-numbered years.</p> <p>CHEM 3142 Instrumental Analysis Theory of modern analytical techniques including spectrometric, chromatographic, and electrometric methods. Lecture two hours per week. Prerequisite or corequisite: CHEM 3053. Fall of even-numbered years.</p> |
| <p>DIETETICS</p> <p>Dietetic Internship Courses</p> | <p>Proposed Change</p> <p>Add the following Dietetic Internship courses:</p> <ul style="list-style-type: none"> • DIET 5xx3 Advanced Clinical and Community Nutrition • DIET 5xx3 Nutrition and Dietetics Research • DIET 5xx3 Supervised Practice I • DIET 5xx3 Advanced Administrative Dietetics • DIET 5xx3 Nutrition Counseling • DIET 5xx3 Supervised Practice II |

Rationale

These are the required courses for the university's Dietetic Internship in Nutrition and Dietetics post-baccalaureate certificate program.

Catalog Entries

DIET 5xx3 Advanced Clinical and Community Nutrition

Provides an understanding of the methods, strategies, and evaluation of nutrition and diet counseling with consideration of learning styles. Integration of scientific principles of nutrition and food science into the use of foods and nutrients in disease prevention and treatment in accordance with competencies for the entry-level dietitian. Fall.

DIET 5xx3 Nutrition and Dietetics Research. Research in nutrition and dietetics to reflect content, application to practice, and study parameters and design. Students will read current research, write critiques, and make presentations for discussion. Fall.

DIET 5xx3 Supervised Practice I. The first semester of supervised learning experience in clinical, community and administrative dietetics designed to meet specific objectives and achieve identified clinical, community and administrative nutrition competencies. Experiences scheduled in a variety of health care settings. Fall.

DIET 5xx3 Advanced Administrative Dietetics

Equips students with leadership and management skills needed to establish and maintain effective food and nutrition programs. Spring.

DIET 5xx3 Nutrition Counseling. Theoretical and applied issues in nutrition counseling.

Students will learn the theories of behavior change and how to apply these to nutrition issues. Spring.

DIET 5xx3. Supervised Practice II. The second semester of supervised learning experience in clinical, community and administrative dietetics designed to meet specific objectives and achieve identified clinical, community and administrative nutrition competencies. Experiences scheduled in a variety of health care settings. Spring.

MATH AND ACADEMIC SKILLS

Math Placement and Remediation

Proposed Changes

- Delete ASKL 1013 Intermediate Algebra and replace it with ASKL 1023 Introductory Problem-Solving Skills.
- Add MATH 1001 College Algebra Lab for College Algebra students who need algebra remediation.
- Replace the current ACT-based math placement system with the Mathematics Placement Index (MPI), a multiple-measures approach, using both ACT Math score and high school GPA, weighted equally, to determine placement for the first course. The MPI will be calculated as follows: $MPI = (ACT\ Math \div 36 + HS\ GPA \div 4) \times 50$. The maximum possible MPI is 100. Placement will work as follows:
 - $MPI < 65$: Student is required to take Introductory Problem-Solving Skills
 - $MPI \geq 65$: Student may take College Algebra with lab, Mathematics for the Liberal Arts, or Number Sense and Operations (Education majors only).
 - $MPI \geq 75$: Student may take College Algebra without the lab.

- MPI \geq 80: Student may take Precalculus, Introduction to Cryptology, or Elementary Statistics.
- MPI \geq 85: Student may take Calculus I.

A student may challenge his or her placement by earning a satisfactory score on the appropriate placement test from the Mobius MAA Placement Testing Suite from Digital Ed. If a student cannot provide an ACT score, we will convert other standardized scores into an equivalent ACT score for the calculation. If no standardized scores are available, the student will be required to take a placement test. For students who cannot provide a HS GPA, we will either substitute a GPA for transferred college work or use only an ACT or placement test score to determine the correct placement.

Rationale

The standard measure of success for a mathematics placement score is for students at that score to have a 75% chance of passing (C or better) and a 50% chance of earning an A or a B. We reviewed our placement data for the past 12 years and discovered that students in several courses are not meeting these expectations with our current placement scores. College Algebra current has an ACT Math cut score of 19, but we discovered that students are not meeting this 75%/50% benchmark until a score of 24. The cut score for Precalculus and Discrete Mathematics 1 is currently 23, but students are not meeting the benchmark until a score of 25. Additionally, we have a suspicion that the ACT-based placement results in two more-or-less distinct groups of students in Intermediate Algebra, and that one of those groups may not actually need to take Intermediate Algebra in order to succeed in a college level course. Thus, for multiple reasons, our current placement is not as effective as it could be. One option would be to simply raise the cut scores, but as it turns out, there are better options.

Recent research into mathematics placement has indicated that high school GPA is a better single-measure indicator of success in college-level mathematics for students who require remediation. To investigate this for our audience, we gathered the data for students who have taken Intermediate Algebra or Introductory Problem-Solving Skills for the past 12 years. We found that the high school GPA more clearly and consistently predicted likelihood of success in the remedial course than did ACT Math score. This also tracked with a general observation we have made about the remedial courses in recent years. Largely, student success has been determined not by aptitude but by attitude and/or work ethic. The students who do not succeed are more often those who simply fail to engage with the class. A lower high school GPA is likely to be a better indicator of attitude and work ethic than is the ACT score, which is more of an indicator of aptitude. After these observations, we resolved that HS GPA needed to be included in our placement system.

Rather than using a single measure for placement, however, an increasing number of institutions have moved to multiple-measures placement, using two or more pieces of information to determine placement. This allows, for example, students with slightly lower ACT scores but higher high school GPAs to gain entry into a higher-level class than they would have under just ACT. Similarly, some students who may meet an ACT-only cutoff do not meet a cutoff that takes account of their lower GPA. Institutions that have moved to multiple-measures have found that students are successfully completing remediation and college-level mathematics requirements more quickly, and they are finding a higher rate of completion for students requiring remediation. Following an example from Mercer University, we created the multiple measures index above, weighting ACT Math score and HS GPA equally. We then

again turned to our data set and mapped student success rates to the index. We found this to be as good an indicator for the remedial-level student as GPA, and a better indicator for students in higher-level courses than a GPA or ACT score.

The cut scores indicated in the proposal were determined directly from the student data from the past twelve years, and it is important to note that about 1/3 of those students requiring remediation under our current placement system would not require remediation under the proposed system. Many of those still requiring remediation would be those students with lower high school GPAs. Predominantly, these students need to learn how to engage with and succeed in a mathematics course, and we believe that the abstract difficulty is a hinderance to that goal. The problem-solving course is designed for this purpose, using very little algebra to teach mathematics study skills and general problem-solving. Over its tenure, it had a 12% higher pass rate than Intermediate Algebra, and over 80% of the students who passed that course went on to successfully complete their college level course. By comparison, less than 50% of students passing Intermediate Algebra went on to successfully complete their college level course.

A student who is not going to take College Algebra does not need algebra remediation, and so Problem-Solving is a better remedial course for that student, as was illustrated during its previous run. The student who does need to take College Algebra can use Problem-Solving as a means to learn how to succeed in a mathematics course, and then the College Algebra Lab will give these students the algebra remediation they need to succeed in College Algebra. This approach is consistent with the other major trend in college mathematics – changing remediation from a prerequisite model to a corequisite model. That is, the students complete the required remedial course at the same time as the college level course. This trend is less than five years old, so there is not a lot of data out there, but all indications so far are that the corequisite model is also increasing the completion rates for students requiring remediation. UCA has had some success with this approach. Instead of requiring a full-blown Intermediate Algebra course as a corequisite, we will instead use a just-in-time approach in the labs to provide the additional instruction and practice necessary to bring these students up to speed on their algebra skills.

Based on our data, we expect about half of the College Algebra students will be required to take the lab. This means that about half of the students will now be taking a four-hour College Algebra course instead of a three-hour course. However, some of these students were previously required to take a remedial course and will no longer have to – for these students, this new plan would result in four hours of mathematics instead of six (and three of those six didn't count towards graduation). And we expect success rates for all courses to increase.

We are somewhat unsure what effect this will have on our loads, as it depends on course enrollments. We expect to see some shifting of enrollment from College Algebra to Math for the Liberal Arts among those students for which the former would be 4 hours and the latter 3, but we are not certain how many students that would be. There will be some shift of students from remediation up into the college level courses, but we believe that we have room in those courses to accommodate some enrollment growth. We are hoping the reduction in remediation will take us from 3 sections of ASKL to 2. The plan for College Algebra labs is to offer the same number of lab sections as class sections but capping the sizes around half. Our best guess for the coming year is that our loads can cover all but one College Algebra lab for the fall semester and all but two for the second semester. That's six hours of load spread that we can cover by a combination of adjunct and overload. Future semesters might require one more adjunct course, depending on how enrollments end up shifting.

Catalog Entries

To the ASKL and MATH sections of the catalog, add an explanation of the MPI calculation and the placement test option.

Delete ASKL 1013 Intermediate Algebra.

ASKL 1023 Introductory Problem-Solving Skills

A beginning course in mathematical problem solving for students needing to strengthen their foundational quantitative reasoning skills. Students will discuss techniques for succeeding in a mathematics course, general problem solving, and topics chosen from voting theory, apportionment, measurement and number sense, and financial mathematics. This course is required of all students with an MPI below 65. A grade of C or better is required before a student is eligible to enroll in a MATH course. Fall, Spring.

MATH 1001 College Algebra Lab

This lab course provides additional support, practice, and instruction for students taking College Algebra. Open only to students who are enrolled in MATH 1003. Fall, Spring.

Change the prerequisite for MATH 1003 College Algebra to “An MPI of 65 or higher, or a grade of C or better in ASKL 1023. Students with an MPI below 75 are required to take MATH 1001 as a corequisite.”

Change the prerequisite for MATH 1033 Mathematics for the Liberal Arts to “An MPI of 65 or higher, or a grade of C or better in ASKL 1023.”

Change the prerequisite for MATH 1034 Precalculus to “An MPI of 80 or higher, or a grade of C or better in MATH 1003.”

Change the prerequisite for MATH 1103 Introduction to Cryptology to “An MPI of 80 or higher, or a grade of C or better in MATH 1003.”

Change the prerequisite for MATH 2063 Elementary Statistics to “An MPI of 80 or higher, or a grade of C or better in MATH 1003.”

Change the prerequisite for MATH 2014 Calculus I to “An MPI of 85 or higher, or a grade of C or better in MATH 1034.”

Change the prerequisite for MATH 2123 Number Sense and Operations to “An MPI of 65 or higher, or a grade of C or better in ASKL 1023.”

Change the prerequisite for MATH 2213 Number Sense and Operations for Middle School Teachers to “An MPI of 65 or higher, or a grade of C or better in ASKL 1023.”

Graduate & Professional Studies

APPLIED BEHAVIOR ANALYSIS

Curriculum Framework for Master's Degree Program

Overview

What is ABA? Applied behavior analysis (ABA) is rooted in the science of behaviorism, which began in the early 20th century with researchers such as B.F. Skinner and Ivan Pavlov. Behaviorism, and in turn ABA, follows the ABC approach to analyzing behavior, systematically examining the antecedent, the behavior, and the consequence. You analyze the situation (physical, social, and emotional) prior to a behavior, the behavior itself, and the outcome of that particular behavior. You can then take what you learn about the environmental factors and the behavior and work in increase positive behaviors and decrease negative behaviors. ABA therapy has been empirically shown to improve social skills, communication, reading, academics, and adaptive learning skills (e.g., fine motor dexterity, hygiene, grooming, domestic capabilities, punctuality, job competence) in a variety of settings including home, school, and workplace. The improvement of such skills drastically reduces the need for special services in childhood and adulthood.

What is the demand for ABA? Based on the 2018 US Employment Demand for Behavior Analysts completed by the Behavior Analyst Certification Board (BACB), the annual demand for individuals with a Board Certified Behavior Analyst (BCBA) certification has increased 800% from 2010 to 2017. This increase is seen nationwide, including Arkansas and Texas. Figure 2 displays the number of job postings per state that required or preferred a BCBA/BCBA-D from June 2017 to May 2018. As seen in the Hanover market research report, there is only one behavior analysis master's program in the Dallas-Fort Worth-Arkansas region. This one program is at the University of North Texas and has been highly successful. The University of Arkansas at Fayetteville offers the coursework for ABA certification for those that either already have a Master's in Psychology, Education, or a related field or those currently enrolled in one of these Master's programs. However, it does not offer an actual behavior analysis program. This would mean that Ouachita would currently be the only university in the state with this master's degree.

How is ABA consistent with Ouachita's mission? This program prepares individuals for ongoing intellectual and spiritual growth, lives of meaningful work, and reasoned engagement with the world. The ABA program would certainly continue the students' intellectual growth but also their spiritual growth because the profession they would be able to work in is one of service—the very heart of a Christ-centered life. Serving families in our communities who have children with special needs is especially relevant to our mission because so many of these families experience helplessness when it comes to providing what their children need—parents often do not know what to do for their special needs children, they do not know how to manage them, and they do not know where to turn for help. Ouachita supporting the type of work that ABA programs provide is a natural fit because we want to create students who will live lives of meaningful work, and the ABA professionals would be doing meaningful work serving with love and compassion to help families in their communities and around the world find the answers they need.

While the obvious locations for employers is therapy clinics for children with autism and other developmental disabilities and the school system, this is definitely not where employment opportunities end with an ABA degree. We plan to make sure that our program is a behavior analysis program, not an autism program. While this degree is flourishing because of the

needs seen for children with autism, the applications for behavior analysis are much further reaching. Our program will train students that could go on to work in behavioral medicine, consulting positions, organizational behavior management, animal training, coaching, public health, and businesses. One unique avenue of employment that we feel Ouachita is uniquely qualified for is church employment. There is a need in churches for training on special needs ministries. This degree would be extremely beneficial in helping individuals design quality ministries for individuals with disabilities—both children and adults.

Curriculum Framework

The following courses will be new courses to OBU. During the year prior to the program's start, one of the ABA director primary responsibilities will be to develop all of the courses listed below. Consequently, there will be no additional cost for course development. The courses listed below are an outline for curriculum but may not be the final list of courses. Additionally, the exact semester that each course is offered might be adjusted. We will be passing off this curriculum framework to the VCS Coordinator that we hire, and he/she will be making final curricular decisions. While minor changes might be made, we do not anticipate any major changes in the framework below.

This program will be delivered through a hybrid format. Some courses would be completely online and other courses would require face-to-face time with the instructor and fellow classmates. Depending on the timing of the course, these in-person meetings could be a summer intensive for 1-2 weeks or they could be a couple of long weekends throughout the semester. Students will be made aware during the application/acceptance process what the hybrid requirements will be, and they will know that these in-person meetings are mandatory to participate in the program. Our desire is to make the program flexible enough for individuals that already have full-time jobs as well as students not living close to Arkadelphia. However, we do not want to lose the personal touch that is so fundamental to Ouachita. This field is extremely hands-on and practical, and we do not believe that all of these skills should be taught solely online. Additionally, there are not many hybrid ABA programs in the country. They are either completely online or completely residential. We would be filling a definite gap in the field and allowing for more flexibility in student recruitment.

ABA 5003. Basic Concepts and Principles (3 hours). Fall

This course introduces the student to basic concepts and principles derived through the experimental and applied analysis of behavior. It will provide an introduction to the historical, philosophical, and methodological foundations of applied behavior analysis as a discipline and a profession.

ABA 5053. Advanced Concepts and Philosophical Issues (3 hours). Pre-Req: ABA 5003. Spring

This course introduces the student to historic and contemporary philosophical assumptions explicitly or implicitly embraced by science, in general, and by the experimental and applied analysis of behavior in particular. Particular consideration will be given in this overview to the concepts of determinism, parsimony, and selection.

ABA 5103. Research Methods (3 hours). Fall

This course introduces the student to the tactics for measuring behavior and behavioral products, graphing and interpreting data, and designing/delivering behavior change procedures within the framework of single subject experimental designs that allow for conclusions about the impact of interventions and maintaining the accountability of the behavior analyst.

ABA 5153. Statistics (3 hours). Spring

This course is designed to be an intensive investigation into statistical analyses commonly used in the social-behavioral sciences. Emphasis will be placed on group and single subject designs, including simple and complex analysis of variance and reversal and multiple baseline designs. Topics include descriptive statistics, graph interpretation, analysis of variance, repeated measures, simple correlation and regression, multiple regression, analysis of covariance, and multivariate analysis of variance.

ABA 5203. Legal, Ethical, and Professional Issues (3 hours). Fall

This course provides the student with an understanding of the historic and current legal, ethical, and professional developments that have shaped the practice of behavior analysis. It will also familiarize the student with the practice codes of various professions, particularly the BACB's Ethical and Professional Compliance Code.

ABA 5253. Training, Supervision, and Consultation (3 hours). Summer

This course introduces the student to the challenges of undertaking behavioral service delivery in organizations (e.g., schools, homes, businesses). Data driven tactics for developing the competence of personnel in these environments, and for providing ongoing supervision and consultation to them, will be addressed.

ABA 5303. Intellectual and Developmental Disabilities (3 hours). Fall

This course covers the application of behavior analysis with special populations, particularly individuals with intellectual and developmental disabilities. Behavioral assessment strategies, particularly preference and functional assessments, will be an integral part of the course.

ABA 5353. Topical Seminar (3 hours). Summer

This course examines a specialized domain of ABA not covered in the general course offering. Topics may vary by semester.

ABA 6003. Fieldwork Experience (3 hours x 3 semesters). Spring, Summer, Fall

This course will provide credit for practical experience undertaken in settings approved by the instructor. Settings may be diverse (e.g., group homes, clinics, schools, businesses) but, in most instances, will allow the student to accumulate supervised experience toward the requirement for such experience for BACB certification.

ABA 7003. Capstone Seminar (3 hours). Fall

The capstone requires the student to synthesize information across courses and demonstrate competency in knowledge and skills acquisition in part through the completion of a final culminating project.

Program Completion Schedule

Fall Year 1: 5003*, 5103, 5203

Spring: 5053, 5153, 6003

Summer: 5253, 5353, 6003

Fall Year 2: 5303, 7003, 6003

*ABA 5003 requires an in-person orientation session at the beginning of the fall semester.