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| --- | --- |
| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**NEW OR MODIFIED COURSE PROPOSAL FORM**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or []Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

|  |  |
| --- | --- |
| Christine Wright 3/16/2021 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Christine E Wright 3/16/2021 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Shanon Brantley 3/29/2021  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Director of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Susan Hanrahan, 3/30/21\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_Alan Utter\_\_\_\_ 4/28/21  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Christine E Wright, cwright@astate.edu, 870-972-2274

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2021

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **OTD** |
| **Number\*** |  | **7103** |
| **Title** |  | **Culturally Competent Practice** |
| **Description\*\*** |  | **The purpose of the course is to provide students an opportunity to develop culturally competent skills for occupational therapy practice. Prerequisite, Admission to OTD program.** |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Yes Are there any prerequisites?
   1. If yes, which ones?

Admission to OTD program. OTD program is a lockstep program and that students must complete previous coursework with a 75% or higher in each course to progress.

* 1. Why or why not?

Only offered in OT program

1. Yes Is this course restricted to a specific major?
   1. If yes, which major? Occupational Therapy Doctorate
2. **Proposed course frequency [Modification requested? No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

1. **Proposed course type [Modification requested? No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture

1. **Proposed grade type [Modification requested? No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard

1. No Is this course dual-listed (undergraduate/graduate)?
2. No Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. No Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. No Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Outline** | | | |
| **Session** | **Date** | **Topic** | **Reading/Homework/In-class Assignments** |
|  |  | Course Introduction Exploring concepts of culture | Wells, Black & Gupta, Ch. 1 |
|  |  | Sociocultural Aspects of Occupation  Sociopolitical Aspects of Occupation: Occupational Justice  Changing Language of Cultural Competence | Wells, Black & Gupta, Ch. 2, 3 & 4 |
|  |  | Model for Cultural Effectiveness  Cultural Self-Awareness, Critical Reflection, and Transforming Attitudes  Prejudice, Privilege, and Power | Wells, Black & Gupta, Ch. 5, 6 & 7 |
|  |  | Acquiring Cultural Self-Awareness  Health Status and Health Disparities  Exploring Cultural Knowledge | Wells, Black & Gupta, Ch. 8, 9 & 10 |
|  |  | Developing Cross-Cultural Communication Skills  Effective Patient–Provider Communication in Cross Cultural Encounters  Developing a Personal Plan to Advance Cultural Effectiveness | Wells, Black & Gupta, Ch.11, 12 & 13 |
|  |  | Issues in Clinical Interaction for Culture Effectiveness  Culture and Ethics  Client-Centered Cross-Cultural Occupational Therapy: A Phenomenological Study | Wells, Black & Gupta, Ch. 14, 15 & 16 |
|  |  | Cultural Essence of Patient Encounters  Cultural Values and Lifestyles  Evidence-Based Strategies for Addressing Language Disparities in Patient Care | Wells, Black & Gupta, Ch. 17, 18 & 19 |
|  |  | Integration of Health Promotion, Culture, and Occupational Therapy: Case Scenario  Influence of Culture on Food in Occupational Therapy Intervention  Educating for Cultural Effectiveness (Roxie) | Wells, Black & Gupta, Ch. 20, 21 & 22 |
|  |  | Experiential and Reflective Educational Strategies to Facilitates Cultural Competence  Culturally Responsive Care in Occupational Therapy Practice: Bridging Classroom to Community  Building an Inclusive Educational Environment to Support Diversity | Wells, Black & Gupta, Ch. 23, 24 & 25 |
|  |  | Fostering Cultural Awareness through Fieldwork Experiences with People from Refugee Background  Issues in Community and Population-based Practice for Culture Effectiveness | Wells, Black & Gupta, Ch. 26 & 27 |
|  |  | Developing a Handwriting Instruction Program for Adults Learning English as a Second Language  The Living Well Program: A Community-based Participatory Wellness Program | Wells, Black & Gupta, Ch. 28 & 29 |
|  |  | Health Research and Issues of Race, Ethnicity, and Culture  Cultural Competence and the Research Process: A Study Comparing Mexican-American and European-American Older Adults’ Strategies for Promoting Functional Independence | Wells, Black & Gupta, Ch. 30 & 31 |
|  |  | Tools for Assessing Cultural Competence  Evidence for Culturally Effectiveness | Wells, Black & Gupta, Ch. 32 & 33 |
|  |  | Teaching Presentations |  |
|  |  | Teaching Presentations |  |
|  |  | Teaching Presentations |  |

1. **Proposed special features** **[Modification requested? No]**

(e.g. labs, exhibits, site visitations, etc.)

N/A

1. **Department staffing and classroom/lab resources**

Classroom large enough for 30 students. Current faculty within the OT department will serve as course instructors for the course. Additional faculty are not needed to teach this course.

1. Will this require additional faculty, supplies, etc.?

No

1. Yes Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

COLLEGE SUPPORT ASSESSMENT FEE PER CREDIT HOUR

*Additional cost per credit hour for non-general education courses.*

|  |  |
| --- | --- |
|  | **Graduate** |
| **College of Business** | $57.00 |
| **College of Engineering & Computer Science** | $57.00 |
| **College of Nursing & Health Professions** | $57.00 |
| **College of Sciences & Mathematics** | $57.00 |

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**Rationale:**

Cultural competence, diversity, equity and inclusion are at the forefront of pressing issues in healthcare and higher  
 education. Literature shows us that with exposure in school practitioners are more likely to demonstrate cultural   
 competence in a healthcare setting. Therefore, we felt that it was appropriate to create a course that assists students   
 with developing culturally competent skills for OT practice.

**Course goals**:

At the conclusion of the course, learners will:

1. Understand the sociocultural and sociopolitical components of occupation.

2. Understand the models and characteristics of cultural effectiveness.

3. Understand how health and social inequities affect a person’s occupational performance.

4. Understand the concepts of diversity, equity and inclusion.

5. Understand how diversity, equity and inclusion improves occupational therapy practice.

6. Demonstrate ability to teach health literacy and cultural competence principles to clients and

other professionals.

7. Apply knowledge of cultural effectiveness to clinical practice.

2018 ACOTE standards assigned to the course are:

**B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices**Apply, analyze, and evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.

**B.4.21. Teaching–Learning Process and Health Literacy**Demonstrate, evaluate, and utilize the principles of the teaching–learning process using educational methods and health literacy education approaches: To design activities and clinical training for persons, groups, and populations.; To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience.

**B.7.1 Ethical Decision Making**Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and

AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

**MISSION**

The Department of Occupational Therapy in the College of Nursing and Health Professions at

Arkansas State University is committed to the development of exceptionally safe, ethical and culturally

aware practitioners, life-long learners, advocates, leaders, and scholars who will focus on the unique

needs of local communities, the state of Arkansas and the lower Mississippi Delta region.

c. Student population served.

Those enrolled in the occupational therapy doctoral program.

d. Rationale for the level of the course (lower, upper, or graduate).

These will be third-year doctoral students at the time they take the course so 7102 reflects their level.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. No Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

7. Use cultural awareness strategies to provide appropriate intervention for all persons.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | 7. Use cultural awareness strategies to provide appropriate intervention for all persons. |
| Assessment Measure | Direct - Article Reflections Exams Diversity Presentation Case Study Application. Indirect – certification exam |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Course instructor |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Understand the sociocultural and sociopolitical components of occupation. |
| Which learning activities are responsible for this outcome? | Lectures, readings, articles, class discussion |
| Assessment Measure | Exams |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2** | Understand the models and characteristics of cultural effectiveness. |
| Which learning activities are responsible for this outcome? | Lectures, readings, articles, class discussion |
| Assessment Measure | Exams |

|  |  |
| --- | --- |
| **Outcome 3** | Understand how health and social inequities affect a person’s occupational performance. |
| Which learning activities are responsible for this outcome? | Lectures, readings, articles, class discussion |
| Assessment Measure | Exams |

|  |  |
| --- | --- |
| **Outcome 4** | Understand the concepts of diversity, equity and inclusion. |
| Which learning activities are responsible for this outcome? | Lectures, readings, articles, class discussion |
| Assessment Measure | Exams |

|  |  |
| --- | --- |
| **Outcome 5** | Understand how diversity, equity and inclusion improves occupational therapy practice. |
| Which learning activities are responsible for this outcome? | Lectures, readings, articles, class discussion |
| Assessment Measure | Exams |

|  |  |
| --- | --- |
| **Outcome 6** | Demonstrate ability to teach health literacy and cultural competence principles to clients and other professionals. |
| Which learning activities are responsible for this outcome? | Lectures, readings , articles, class discussion |
| Assessment Measure | Individual diversity presentations |

|  |  |
| --- | --- |
| **Outcome 7** | Apply knowledge of cultural effectiveness to clinical practice. |
| Which learning activities are responsible for this outcome? | Readings, Case studies and article reflections |
| Assessment Measure | Case Study Application; Article Reflections |

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

**From 2020–2021 Graduate Bulletin: Page 253**

**(BEFORE)**

|  |  |
| --- | --- |
| **Summer, Year 2** | **Sem. Hrs.** |
| OTD 625V, Level II Fieldwork | **12** |
| **Fall, Year 3** | **Sem. Hrs.** |
| OTD 720V, Level II Fieldwork | **12** |
| **Spring, Year 3** | **Sem. Hrs.** |
| OTD 7102, Culturally Competent Practice | 2 |
| OTD 7223, Practice V: Population Health | 3 |
| OTD 7232, Advocacy and Leadership | 2 |
| OTD 7242, Development & Assessment | 2 |
| OTD 726V, Capstone | 4 |
| **Sub-total** | **11** |
| **Summer, Year 3** | **Sem. Hrs.** |
| OTD 726V, Capstone | 10 |
| **Sub-total** | **10** |
| **Total Required Hours:** | **120** |

p. 253

**From 2020–2021 Graduate Bulletin: Page 253**

**(After)**

|  |  |
| --- | --- |
| **Summer Year 2** | **Sem Hrs.** |
| OTD 625V, Level II Fieldwork | **12** |
| **Fall Year 3** | **Sem Hrs.** |
| OTD 720V, Level II Fieldwork | **12** |
| **Spring Year 3** | **Sem Hrs.** |
| OTD 7103Culturally Competent Practice | 3 |
| OTD 7232, Advocacy and Leadership | 2 |
| OTD 7242, Program Development & Assessment | 2 |
| OTD 7312, Scholarly Inquiry V | 2 |
| OTD 7373 OT Business Principles | 3 |
| **Sub-total** | **12** |
| **Maymester** |  |
| OTD 726VA, Capstone | 4 |
| **Sub-total** | **4** |
| **Summer, Year 3** | **Sem Hrs.** |
| OTD 726VB, Capstone (Full summer 10-week schedule) | 10 |
| **Total Credit Hours** | **120** |

**From 2020–2021 Graduate Bulletin: Page 384**

**(BEFORE)**

**OTD 6192. Level I Fieldwork: Aging Adults** Level I fieldwork is essential for allowing the

students to integrate and apply knowledge and understanding from coursework. This fieldwork will

focus upon aging adults. Experiences are integral to the curricular design and support didactic and

lab courses. Prerequisites, Admission to the OTD Program.

**OTD 6222. Research III: Descriptive and Qualitative Research** The course is the third in a

series designed to assist the learner in completing a scholarly report. Provides the entry-level

occupational therapist with the skills necessary for research practice. The class will have both

didactic and application components. A primary focus will be on descriptive and qualitative

research. Prerequisites, Admission to the OTD Program.

**OTD 6243. Professional Practice Seminar** This is a professional practice seminar

designed to develop a student regarding professional values, professional demeanor, professional

writing and communication and professional service. It sets the stage for lifelong learning in which

an occupational therapist must engage. Prerequisite, Admission to the OTD Program.

**OTD 625V. Level II Fieldwork** Level 2 fieldwork allows students to practice skills in various

health care environments. Students are responsible for all aspects of OT service delivery.

Prerequisite, Admission to the OTD Program.

**OTD 6283. Fundamentals of Occupational Therapy IV** This course builds upon

Fundamentals III and is the final stage in the fundamental course sequence. Learners will

demonstrate knowledge through case-base evaluation, the creation of appropriate and evidence-based clinical   
 interventions and the implementation of clinical interventions. Prerequisite, Admission to the OTD Program.

**OTD 720V. Level II Fieldwork** Level 2 fieldwork allows students to practice skills in various

health care environments. Students are responsible for all aspects of occupational therapy service

delivery. Prerequisite, Admission to the OTD Program.

**7103. Culturally Competent Practice** The purpose of the course is to provide students an opportunity  
 to develop culturally competent skills for occupational therapy practice. Prerequisite, Admission to   
 OTD program.

**OTD 7113. Gross Anatomy** Study of the structure and function of the human limbs, spine,

head and neck; regional description with emphasis on the muscular, skeletal, nervous, and

vascular systems of the limbs and spine. Prerequisite, Admission to the OTD Program.

**OTD 7222. Research IV: Scholarship of Application** Provides the entry level

occupational therapist with skills necessary for practice and scholarship. The class will have both

didactic and application components. A primary focus will be on lifelong learning of the occupational

therapist for professional development. Prerequisite, Admission to the OTD Program.

**OTD 7223. Practice V: Population Health** Course designed around the core of

occupational therapy, “occupation-based practice” with an emphasis on a public health framework

with population-based interventions. Prerequisite, Admission to the OTD Program.

**OTD 7224. Neuroscience** Analysis of the structure and function of the human nervous

system for occupational therapy majors. Prerequisite, Admission to the OTD Program.

**OTD 7232. Advocacy and Leadership** Course provides a summary review of the most recent

literature and trends in areas of advocacy, leadership and management. This course will assist in

preparation for these roles in the professional environment. Prerequisite, Admission to the OTD

Program.

**OTD 7242. Development & Assessment** Course is designed to teach students how to

develop a community-based programs, complete a grant proposal, and understand the elements

of strategic planning in preparation for the capstone experience. Prerequisite, Admission to the

OTD Program.

**OTD 7252. Health Care Delivery Systems** Comprehensive perspective for a practicing

OT provided through an overview of the US Healthcare system, comparison of other healthcare

systems, the WHO and International Classification of Functioning. Prerequisite, Admission to the

OTD Program.

**OTD 726V. Level III Fieldwork: Doctoral Rotation** In-depth field experience in one or more

of the following student selected areas including but not limited to clinical practice, research, theory,

leadership, program development, policy development, advocacy and education. Prerequisite,

Admission to the OTD Program.

The bulletin can be accessed at <https://www.astate.edu/a/registrar/students/bulletins>  
384

**From 2020–2021 Graduate Bulletin: Page 384**

**(After)**

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384