

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: EDUO 610 - Humans at Work: EI, Resiliency, and Vocational Formation

This course introduces students to the concepts of Emotional Intelligence, Resiliency and Vocational Formation. Students will explore how these concepts relate to one's sense of purpose, recognize, understand, and manage one's own emotions and the emotions of others, and the ability to adapt and bounce back from challenging situations.

• **Course Outcomes**

- Students will describe their sense of purpose at work and how it should be aligned with your values and passions.
- Students will explain how Emotional Intelligence helps build strong relationships, communicate effectively, and resolve conflicts in the workplace
- Students will identify strategies in building resilience to recognize the warning signs of burnout, strategies, and perform some of those strategies in real-world hands-on coaching and mentoring.

Highlight the item that corresponds to the requested change.

	Change to a Course	Str	Ad	A	O	Si
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G or G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I

14.	New course (application required)	A	A	A	A	I
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	Change to a Degree Plan	gr	a	A	o	si	I
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	gr	p	A	F	D	O	C	SI
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair

Jul 14, 2023


Alline Ayala (Jul 14, 2023 12:08 CDT)

Signature

Date

Signature

Date

Dean(s)

Signature

Date

Signature

Date

College Academic Council

Chair's Signature

Date

Chair's signature

Date

University General Education Council

Chair's signature

Date

Undergraduate Academic Council

Chair's signature

Date

Provost

Signature

Date

Faculty

Faculty Senate Chair's signature

Date

President

Signature

Date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with the program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	EDUO 610
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. Alline Sada
2	Course Instructor	TBD
3	Course Title	Humans at Work: EI, Resilience, and Vocational Formation
4	Course Abbreviation for Banner if title is more than 30 characters	Humans at Work
5	College	College of Graduate and Professional Studies
6	Department or School	School of Educational Leadership
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard __Credit/No Credit (undergrad only)
16	Maximum Enrollment	24
17	Catalog Description (50 words or less)	<i>This course introduces students to the concepts of Emotional Intelligence, Resiliency and Vocational Formation. Students will explore how these concepts relate to one's sense of purpose, recognize, understand, and manage one's own emotions and the emotions of others, and the ability to adapt and bounce back from challenging situations.</i>
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	none
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	none
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No __Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	__No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	__No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	__No ☒ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in the future.</i>	Fall 2023
24	Is this course required for a degree/s?	__No ☒ Yes

		If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	None

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course is part of the required sequence for the Masters of Instruction and Learning Education and Teaching Track in the degree plan.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

This course introduces students to the concepts of Emotional Intelligence, Resiliency and vocational formation. Students will explore how these concepts relate to one's sense of purpose, recognize, understand, and manage one's own emotions and the emotions of others, and the ability to adapt and bounce back from challenging situations.

A sense of purpose at work can also contribute to the greater good of society. When workers feel like they are making a positive impact, it can create a sense of pride and fulfillment that extends beyond just the job.

EI is crucial in the workplace because it helps individuals build strong relationships - by recognizing and understanding emotions, individuals can respond appropriately to the emotional needs of others and build trust and rapport, communicate effectively - by enabling individuals to tailor their communication style to the emotional needs of their audience and avoid misunderstandings, and resolve conflicts - by managing

their own emotions and responding appropriately to the emotions of others, individuals can help resolve conflicts in a constructive way.

Resiliency can help individuals prevent burnout by giving them the tools they need to handle stress and adversity. If an individual is already experiencing burnout, building resiliency can also help them recover and prevent future burnout.

Understanding one's sense of purpose at work and how it connects to something bigger can have a significant impact on one's overall satisfaction and motivation in their job. A sense of purpose at work should be aligned with your values and passions. When the job is in line with values and passions, the worker is more likely to feel fulfilled and motivated. Sometimes this passion isn't always in complete alignment, in that case... the sense of purpose at work should be connected to a larger mission or goal.

We actualize this in the workplace through not just each individual upping their EI, but contributing to a greater culture of motivation, engagement, and wellbeing. Self-determination theory (SDT) is a psychological framework that explains human motivation and behavior. It has three components:

- *Autonomy: SDT research shows that people are more motivated when they feel in control of their actions and have a sense of autonomy.*
- *Competence: SDT also proposes that people feel more engaged with their company and co-workers when they feel competent in their work.*
- *Relatedness: SDT has been proven out that people thrive (have higher personal wellbeing) in environments where they feel connected to others.*

Our goal is to foster EI and SDT in both the individual and the team.

Resiliency can help individuals prevent burnout by giving them the tools they need to handle stress and adversity. If an individual is already experiencing burnout, building resiliency can also help them recover and prevent future burnout.

We look at the warning signs of burnout, strategies to build resiliency, and perform some of those strategies in real-world hands on coaching and mentoring.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
Required for all M. Ed. ET students in the Education & Teaching track.
2. State the overarching course goal(s) in performance terms.

A course in the degree plan for the M. ED. in the Education & Teaching track. Focus on the components of Emotional Intelligence, Resiliency and Vocational Formation and how will explore how these concepts relate to success in the workplace.

B. Student Learning Outcomes and Measurements

	Student Learning Outcomes	Measurement
1	Students will describe their sense of purpose at work and how it should be aligned with your values and passions.	Assignments and Discussion
2	Students will explain how Emotional Intelligence helps build strong relationships, communicate effectively, and resolve conflicts in the workplace.	Assignments and Discussion
3	Students will identify strategies in building resilience to recognize the warning signs of burnout, strategies, and perform some of those strategies in real-world hands-on coaching and mentoring.	Assignments and Discussion
4		
5		

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.

B. full publication information; label **Graduate**.

- TBD
- This course will also use a collection of scholarly resources and articles and video files.

IV. Supporting Documentation

Required of all applications

1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

EDUO 610: Humans at Work: EI, Resilience, and Vocational Formation

2023 Section EDUO 610 3 Credits 10/14/2019 to 10/14/2020 Modified 05/03/2023

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the M.Ed. in Instruction and Learning is to improve an educator's professional craft to serve and lead in the unique ways they are called by God. We align to the mission of the university to educate students for Christian service and leadership throughout the world and do this through their vocational calling as educators in all learning environments.

The program's curriculum prepares educators to effectively serve their learners through (a) implementing evidence-based teaching practices; (b) understanding complex processes of teaching and learning; (c) making data-informed decisions that strive towards continuous improvement (d) providing meaningful engagement for all learners across culturally diverse, equitable, and inclusive settings; and (e) promoting a positive learning culture for every learner.

Integration of Christian Faith

The M.Ed. in Instruction and Learning prepares teachers to fulfill their calling to serve through teaching. The M.Ed. faculty embrace the Christian virtues of intellectual curiosity and rigor, hospitality, humility, integrity, authenticity, and perseverance. The program leads to thoughtful, respectful, and ethical application of these virtues in students' learning communities, resulting in improved learning opportunities for all community members.

Course Description

This course introduces students to the concepts of Emotional Intelligence, Resiliency and Vocational Formation. Students will explore how these concepts relate to one's sense of purpose, recognize, understand, and manage one's own emotions and the emotions of

others, and the ability to adapt and bounce back from challenging situations.

Program and Student Learning Outcomes

	Student Learning Outcomes	Measurement
1	Students will describe their sense of purpose at work and how it should be aligned with your values and passions. [SLOs]	Assignments and Discussion
2	Students will explain how Emotional Intelligence helps build strong relationships, communicate effectively, and resolve conflicts in the workplace.	Assignments and Discussion
3	Students will identify strategies in building resilience to recognize the warning signs of burnout, strategies, and perform some of those strategies in real-world hands-on coaching and mentoring.	Assignments and Discussion

Course Materials

TBD. This course will also use a collection of scholarly resources and articles and video files.

Course Requirements

General descriptions of the course requirements are below. See the online modules for detailed assignment instructions.

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions you will need to log in at least 5 days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday each week and end on Monday at 11:59 PM Central. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. Your initial post will be due on Thursday by 11:59pm CST. No credit will be awarded for late posts. You are also expected to respond to at least two of your classmates' postings for each discussion question. You have the rest of the module week to offer your response to others' posts.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course

from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. For administrative purposes, a zero will be placed in the gradebook for work not submitted on time. If an assignment is submitted after the zero is given or if an arrangement for late submission has been made with the instructor, the noted penalty percentage will be used to re-assess the assignment (removing the zero). Extensions are allowed at the discretion of the instructor and/or Program Director. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage \(https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html\)](https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/expanded-definitions-and-advice.html), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

Academic Integrity Violation Process for Discussions Boards

In cases where a student posts an initial blank post and then proceeds to post a second time to the discussion with their answer to the discussion prompt, the following discipline processes will be followed:

1st Violation of Blank Post in a Course - "0" on discussion portion (not reply portion) and the instructor will issue a written warning that the second violation will be considered an Academic Integrity violation.

2nd Violation of Blank Post in Same Course - "0" on discussion portion and the student will be reported to the Dean's Office as having conducted an Academic Integrity Violation. See the syllabus for information about the Academic Integrity Violation process and possible consequences.

ACU Writing Expectation and Writing Support

Abilene Christian University has high expectations for the quality of student writing, especially in graduate-level programs. For this reason, a percentage of the points of every assignment is dedicated to meeting writing standards and APA guidelines.

The Publication Manual of the American Psychological Association, 7th Edition, which is a required text in all courses in the program.

All assignments may or may not be run through TurnItIn plagiarism checker.

Paper Specifications

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 7th Edition*. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted in addition to any late penalty deductions if the assignment was submitted late.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/> (<https://www.acu.edu/dean-of-students/required-legal-statements/anti-harassment-policy/>)

ACU Online Student Handbook

The current version can be found [here](https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY) (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel safe to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred while you are or were enrolled as a student at ACU. If you would prefer to share information in a confidential setting, I encourage you to access counseling services through TimelyMD. All of your options are available for review by clicking on the link to ACU's [policy](#).

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. If a student receives a grade of "D" or "F" in a course, this course will not count toward the student's degree and may constitute grounds for probation or suspension. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89.9 points	B
70-79.9 points	C
60-69.9 points	D
59 points and lower	F

📅 Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: MAY 2, 2023
TO: Dr. Alline Sada
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Application – EDUO 610 – Humans at Work

After reviewing the course application, the Library is able to tentatively support the proposed course. The Library will work with Instructional Design and Subject Matter Experts to provide resources supporting the course. Please contact Melissa Atkinson (melissa.atkinson@acu.edu), if additional library resources are needed for the course. Thank you for the opportunity to evaluate the course application