CURRICULUM COMMITTEE OCTOBER 24, 2023/FACULTY SENATE NOVEMBER 14, 2023

College of Arts & Humanities – Department of English & World Languages

1. Delete the Curriculum in World Languages – Spanish.

College of Arts & Humanities – Department of History & Political Science

1. Add the Accelerated Bachelor of Arts in Political Science Criminal to Master of Science in Emergency Management & Homeland Security.

College of Education & Health – Department of Emergency Management, Professional Studies, & Student Affairs Administration

1. Add the Accelerated Bachelor of Applied Science in Applied Science to Master of Arts in Organizational Development Learning; and
2. Add the Accelerated Bachelor of Professional Studies Interdisciplinary Studies Option to Master of Arts in Organizational Development Learning.

ARKANSAS TECH UNIVERSITY

Request for Program Deletion

(CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR)

Department Initiating Proposal	Date
English and World Languages	10/4/23

Title	Signature	Date
Department Head	*Emily Hoffman*	10-05-23
Dean	*Jeffrey Cass*	10/04/23
Assessment		10.9.23
Registrar		10/9/23
Graduate College (if appropriate)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:	BA/Foreign Language

LETTER OF NOTIFICATION

Program Deletion

Deletion of a certificate, degree program, option, or organizational unit. Degree programs and certificates can be deleted with enrolled students. However, institutions must have a phase-out plan for those students. Deleted programs and certificates will be removed from the Approved Programs List during the academic year in which the deletion takes effect.

Required Information:

1. **Current degree/certificate/option/unit title**
   BA/Foreign Language

2. **Degree code**
   1440

3. **CIP code**
   16.0101

2. **Effective date, term, and academic year**
   Fall semester, 2025

4. **Reason for deletion**
   Has been on ADHE non-viability list for several years. Deletion of Span Medical Interpretation certificate and Foreign Language Education did not produce any rollover into the baccalaureate degree. At present, the degree has only nine students, with two at the freshmen level. Insufficient numbers to sustain degree.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
EPS- Emergency Management	9/13/2023

Title	Signature	Date
Department Head Dr. Rene Couture	*Rene Couture*	9-14-23
Dean Dr. Tim Carter	*Tim Carter*	9/14/23
Assessment Dr. Christine Austin	*signature*	9.18.23
Registrar Ms. Tammy Weaver	*Tammy Weaver*	9/18/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Accelerated BA Political Science to MS Emergency Management and Homeland Security

College of Arts & Humanities – Department of History & Political Science

1. Add the Accelerated Bachelor of Arts in Political Science Criminal to Master of Science in Emergency Management & Homeland Security.

College of Education & Health – Department of Emergency Management, Professional Studies, & Student Affairs Administration

1. Add the Accelerated Bachelor of Applied Science in Applied Science to Master of Arts in Organizational Development Learning; and
2. Add the Accelerated Bachelor of Professional Studies Interdisciplinary Studies Option to Master of Arts in Organizational Development Learning.

Outline change in program: Accelerated BA Political Science to MS Emergency Management and Homeland Security

This change would allow Political Science majors to complete a Master's degree in EMHS in accelerated fashion.

Students would substitute up to 12 cr. hours of graduate level Emergency Management and Homeland Security courses (EMHS 6063, EMHS 6103, EMHS 6093, and an EMHS 3 hr. elective) for an equivalent number of upper division electives in fall and spring semesters of the senior year.

The admission criteria include completing 90 hours toward the Bachelor's degree with an earned GPA of 3.2 or higher at the time of application to the program. If a student is enrolled in one of these courses at the time of application, the student may be conditionally admitted until grades are submitted for that semester. If a B or better was earned, they may begin the program. If not, their admission will be deferred until the required grade is obtained.

Applications must be submitted to the EMHS Graduate Program Director no later than October 15 or March 15 of the semester prior to beginning the program.

Graduate Core courses – 9 hours total.
EMHS 6063: Principles of Emergency Management
EMHS 6103: Research Design and Methods
EMHS 6093: Principles of Homeland Security

Electives – 3 hours total.
Electives to choose from:
EMHS 6073: Terrorism and Counterterrorism
EMHS 6243: Intelligence in Emergency Management and Homeland Security
EMHS 6253: Information Security for Public Managers
EMHS 6033: Leadership and Management
EMHS 6513: Technology for Comprehensive Emergency Management
EMHS 6133: Ethical, Legal, Political Considerations in Emergency Management and Homeland Security

What impact will the change have on staffing, on other programs and space allocation?
It should have no impact on other programs other than potentially decreasing enrollment in upper division elective courses.

Answer the following Assessment questions:
  a. How does the program change align with the university mission?

      The university's mission includes "student success, access, and excellence" which this program change directly addresses by encouraging high-achieving undergraduate students to continue their pursuit of academic excellence with taking accessible emergency management and homeland security graduate courses that will encourage their success. Also, providing a more economical (& accessible) path for an EMHS Master's degree serves for the benefit of "Arkansas, the nation, and the world." This will also allow the EMHS program to become stackable with other university degrees, provide for progressive intellectual development, and provide another employment option for the students.

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

Not Applicable.

c. What is the rationale for this program change?

   1. How will the program change impact learning for students enrolled in this program?

       Students will have to adjust to graduate-level work more quickly than they might otherwise. However, only those students who meet the admission criteria will be accepted into the accelerated program. This should lead to students having an adequate level of preparation.

   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

       There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a graduate degree during the senior year of their undergraduate degree.

b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

       ATU is beginning accelerated programs. This would be an accelerated program providing streamlined entry into a graduate EMHS degree. This is a natural pairing since many political science bachelor's students find the EMHS masters to be a good fit to their undergraduate education.

c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

       The assessment plan would not change.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog	
Curriculum in BA Political Science	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add the Accelerated Bachelor's to Master's Footnote 5 to 6 hours of POLS Electives or Electives: Students in the accelerated program will substitute EMHS 6063 Principles of Emergency Management and/or approved EMHS Electives. Delete: Total Hours: 15	**Senior Spring Semester** Add/Change: Add the Accelerated Bachelor's to Master's Footnote 5 to 6 hours of Electives: Students in the accelerated program will substitute EMHS 6103 Research Design and Methods and/or EMHS 6093 Principles of Homeland Security. Delete: Total Hours: 15

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

This form must be completed for every department affected by the course change.

Department Affected:HPS	This department ⊠ supports ☐ does not support the change.
Comments: "Accelerated BA Political Science to MS Emergency Management and Homeland Security" Dr. Housenick discussed the proposed changes with me and I support those changes, particularly since it will encourage students to stay at Tech for a Masters.	

Department Head Signature: _____

Date: 13 September 2023

DEGREE AUDIT CHECK LIST
(BA-POLS) Political Science
~~2023-24~~ 2024-25

Date				Student's Name		
Grade Point	**Graduation Date**			**T#**		

General Education Requirements		Hrs		Major Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6	**POLS**	2003** 2253 2403 2513 4963		
MATH #		3	**POLS**	2153 or 2413		
SCIENCE		4	**POLS ELEC**	21 HRS (18UD)		39
SCIENCE		4				
US HIST/GOVT		0				
SOC SCI		0				
FINE ART/HUM		0				
FINE ART/HUM		0		HIST 1503 1513 or GEOG 2013		3
COMM		0	**HIST**	2003** 2013**		6
TECH 1001 ◆		1		**SOC 1003, PSY 2003, or ECON 2003**		3
			FOR LANG	(ONE LANG) 1013** 1023**		6
TOTAL GEN ED HOURS		18				
Electives						
12 hours Accelerated						
EMHS 6063						
EMHS 6093						
EMHS 6103						
EMHS 3 hrs Elective				**TOTAL MAJOR HOURS**		57
TOTAL ELECTIVE HOURS (19UD)		45		**TOTAL HOURS**		

Final Check:

Min. hours required	**120**		Earned Hrs _____
40 hours upper level _____	thru _____		minus P/C HRS _____
# of "D" hours _____	thru _____		to be completed _____
Max activity hours 4 _____			TOTAL _____

** Satisfying Gen Ed
◆ Satisfying Institutional Requirement
C or better must be earned for Gen Ed

DOWNLOAD PDF 📄

Bachelor of Arts in Political Science

The political science degree requires thirty nine additional semester hours beyond the General Education requirements and the College of Arts and Humanities foreign language requirement.

DEPARTMENT HOMEPAGE

Program Requirements

In the General Education requirements, political science majors are required to take:

- HIST 2003 United States History to 1877
- HIST 2013 United States History since 1877
- HIST 1513 World History since 1500, **OR** HIST 1503 World History to 1500 **OR** GEOG 2013 Regional Geography of the World
- SOC 1003 Introductory Sociology **OR** PSY 2003 General Psychology **OR** ECON 2003 Principles of Macroeconomics

Political science majors are required to take six hours of beginning foreign language courses or obtain the appropriate waiver for high school language study.

The thirty nine semester hours required for the political science degree include

- POLS 2003 American Government
- POLS 2253 Survey of Western Political Thought
- POLS 2513 Research Design
- POLS 2403 Comparative Government
- POLS 2413 International Relations **OR** POLS 2153 Introduction to Strategic Studies
- POLS 4963 Senior Seminar
- Majors are also required to take 21 additional elective credits in political science, 18 of which are upper level political courses.

Program Recommendations

It is recommended students pursue one of the six career tracks below based on the types of jobs that are most appealing to them. It is also recommended students work with their advisor to do an internship within their track to give them first-hand experience in a career in their track.

Law School Track: Recommended for students interested in earning their Juris Doctorate in law. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

- POLS 3023 Judicial Process
- POLS 3043 Judicial Politics
- POLS 3063 Modern Political Thought
- POLS 3253 Classical Political Thought
- POLS 4043 American Constitutional Law
- POLS 4973 Internship
- POLS 4983 Political Science Seminar

Public Policy/Administration Track: Recommended for students interested in political careers in bureaucratic agencies at the local, state or federal level of government, as well as non-profit organizations that lobby government. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

- POLS 3033 American State and Local Government
- POLS 3043 Judicial Politics
- POLS 3053 Introduction to Public Administration
- POLS 3083 Political Parties and Interest Groups
- POLS 3093 American Municipal Government
- POLS 3143 The United States Presidency
- POLS 4973 Internship
- POLS 4983 Political Science Seminar

International Relations/Studies Track: Recommended for students interested in careers with non-governmental organizations (NGOs) like the Red Cross, Amnesty International, etc.; political careers working for or with organizations like the United Nations, World Bank, International Monetary Fund (IMF), etc.; or diplomatic careers. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

- POLS 3063 Modern Political Thought
- POLS 3423 Problems in International Affairs
- POLS 3433 United Nations
- POLS 3473 National Security Policy
- POLS 4973 Internship
- POLS 4983 Political Science Seminar

Strategic Studies Track: Recommended for students interested in military studies and careers. These courses are very popular with students pursuing an ROTC program. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

- POLS 2153 Introduction to Strategic Studies
- POLS 3013 Recent American Foreign and Military Policy
- POLS 3063 Modern Political Thought

- POLS 3423 Problems in International Affairs
- POLS 3433 United Nations
- POLS 3473 National Security Policy
- POLS 4973 Internship
- POLS 4983 Political Science Seminar

American Politics, Campaigns & Elections Track: Recommended for students interested in careers working on political campaigns, for political parties, for interest groups, or in any of the branches of government at the local, state and federal level. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses:

- POLS 3033 American State and Local Government
- POLS 3083 Political Parties and Interest Groups
- POLS 3093 American Municipal Government
- POLS 3123 American Political Behavior
- POLS 3133 United States Congress
- POLS 3143 The United States Presidency
- POLS 3513 Research Methods (or SOC 2053 Statistics for the Behavioral Sciences, STAT 3153 Applied Statistics, etc.)
- POLS 4976 Internship
- POLS 4983 Political Science Seminar

Political Science Graduate School Track: Recommended for students interested in seeking a master's or doctorate's degree in political science. It is recommended students pursuing this track take at least 18 of their 21 political science credits as follows:

- POLS 3513 Research Methods (or SOC 2053 Statistics for the Behavioral Sciences for the, STAT 3153 Applied Statistics, etc.)
- AND 15 credits distributed as follows among these three blocks:

American Government Course (6 Credits):

- POLS 3023 Judicial Process
- POLS 3043 Judicial Politics
- POLS 3053 Introduction to Public Administration
- POLS 3083 Political Parties and Interest Groups
- POLS 3093 American Municipal Government
- POLS 3123 American Political Behavior
- POLS 3133 United States Congress
- POLS 3143 The United States Presidency

International Relations Course (6 credits):

- POLS 3013 Recent American Foreign and Military Policy
- POLS 3423 Problems in International Affairs
- POLS 3433 United Nations
- POLS 3473 National Security Policy

Political Theory Course (3 credits):

- POLS 3063 Modern Political Thought
- POLS 3253 Classical Political Thought
- POLS 4043 American Constitutional Law
- POLS 4973 Internship
- POLS 4983 Political Science Seminar

Curriculum

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

Freshman ⌄

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3	SCIL 1XXX Science with Laboratory [1]	4
MATH XXXX Mathematics [1]	3	HIST 2003 United States History to 1877	3
HIST 1503 World History to 1500, HIST 1513 World History since 1500, or GEOG 2013 Regional Geography of the World	3	POLS 2003 American Government	3
		Elective [2]	3
		Total Hours	**16**
SOC 1003 Introductory Sociology, PSY 2003 General Psychology, or ECON 2003 Principles of Macroeconomics	3		
TECH 1001 Orientation to the University	1		
Total Hours	**16**		

Sophomore ⌄

Fall	Credits	Spring	Credits
HIST 2013 United States History since 1877	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
SCIL 1XXX Science with Laboratory [1]	4	Beginning Language II[3]	3
Beginning Language I[3]	3	POLS Elective [4]	6
POLS 2253 Survey of Western Political Thought	3	Elective [2]	3
POLS 2513 Research Design	3	**Total Hours**	**15**
Total Hours	**16**		

Junior ⌄

Fall	Credits	Spring	Credits
POLS 2403 Comparative Government	3	POLS 2413 International Relations or POLS 2153 Introduction to Strategic Studies	3
POLS Elective [4]	3	POLS Elective [4]	3
Elective [2]	9	Elective [2]	9
Total Hours	**15**	**Total Hours**	**15**

Senior ⌄

Fall	Credits	Spring	Credits
POLS Elective [4]	9	POLS 4963 Senior Seminar	3
Elective [2] , *5*	6	Elective [2] , *5*	9
Total Hours	**15**	**Total Hours**	**12**

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

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

[3] Must be in one language. Students may waive three hours of language requirement for every one year of language study in

high school with grades of "C" or better.

⁴ Majors are also required to take 21 additional elective credits in political science, 18 of which are upper level political courses. It is recommended students pursue one of the six career tracks below based on the types of jobs that are most appealing to them:

*Law School Track: Recommended for students interested in earning their Juris Doctorate in law. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses: POLS 3023 Judicial Process, POLS 3043 Judicial Politics, POLS 3063 Modern Political Thought, POLS 3253 Classical Political Thought, POLS 4043 American Constitutional Law, POLS 4973 Internship, POLS 4983 Political Science Seminar.

*Public Policy/Administration Track: Recommended for students interested in political careers in bureaucratic agencies at the local, state or federal level of government, as well as non-profit organizations that lobby government. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses: POLS 3033 American State and Local Government, POLS 3043 Judicial Politics, POLS 3053 Introduction to Public Administration, POLS 3083 Political Parties and Interest Groups, POLS 3093 American Municipal Government, POLS 3143 The United States Presidency, POLS 4973 Internship, POLS 4983 Political Science Seminar.

*International Relations/Studies Track: Recommended for students interested in careers with non-governmental organizations (NGOs) like the Red Cross, Amnesty International, etc.; political careers working for or with organizations like the United Nations, World Ban, International Monetary Fund (IMF), etc.; or diplomatic career. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses: POLS 3063 Modern Political Thought, POLS 3423 Problems in International Affairs, POLS 3433 United Nations, POLS 3473 National Security Policy, POLS 4973 Internship, POLS 4983 Political Science Seminar.

*Strategic Studies Track: Recommended for students interested in military studies and careers. These courses are very popular with students pursuing an ROTC program. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses: POLS 2153 Introduction to Strategic Studies, POLS 3013 Recent American Foreign and Military Policy, POLS 3063 Modern Political Thought, POLS 3423 Problems in International Affairs, POLS 3433 United Nations, POLS 3473 National Security Policy, POLS 4973 Internship, POLS 4983 Political Science Seminar.

*American Politics, Campaigns & Elections Track: Recommended for students interested in careers working on political campaigns, for political parties, for interest groups, or in any of the branches of government at the local, state and federal level. It is recommended students pursuing this track take at least 18 of their 21 political science credits from the following list of courses: POLS 3033 American State and Local Government, POLS 3083 Political Parties and Interest Groups, POLS 3093 American Municipal Government, POLS 3123 American Political Behavior, POLS 3133 United States Congress, POLS 3143 The United States Presidency, POLS 3513 Research Methods (or SOC 2053 Statistics for the Behavioral Sciences, STAT 3153 Applied Statistics, etc.), POLS 4976 Internship, POLS 4983 Political Science Seminar.

*Political Science Graduate School Track: Recommended for students interested in seeking a master's or doctorate's degree in political science. It is recommended students pursuing this track take at least 18 of their 21 political science credits as follows: POLS 3513 Research Methods (or SOC 2053 Statistics for the Behavioral Sciences, STAT 3153 Applied Statistics, etc.), AND 15 credits distributed as follows among these three blocks:

American Government Course (6 Credits): POLS 3023 Judicial Process, POLS 3043 Judicial Politics, POLS 3053 Introduction to Public Administration, POLS 3083 Political Parties and Interest Groups, POLS 3093 American Municipal Government, POLS 3123 American Political Behavior, POLS 3133 United States Congress, POLS 3143 The United States Presidency.

International Relations Course (6 credits): POLS 3013 Recent American Foreign and Military Policy, POLS 3423 Problems in International Affairs, POLS 3433 United Nations, POLS 3473 National Security Policy.

Political Theory Course (3 credits): POLS 3063 Modern Political Thought, POLS 3253 Classical Political Thought, POLS 4043 American Constitutional Law, POLS 4973 Internship, POLS 4983 Political Science Seminar.

⁵ Insert Accelerated program info

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	9/7/2023

Title	Signature	Date
Department Head Dr. Rene Couture	*Rene Couture*	9/8/23
Dean Dr. Tim Carter	*[signature]*	9/8/23
Assessment Dr. Christine Austin	*[signature]*	9.18.23
Registrar Ms. Tammy Weaver	*[signature]*	9/18/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Accelerated Bachelor of Applied Science (BAS)
to MA in Organizational Development and Learning (MAODL)

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

- This program partners with the BAS.
- A maximum of 6 graduate level credit hours can be double counted towards the BAS.
- Students may select two MAODL courses (OL 5043 and OL 5643 or OL 6043) to replace 6 hours of upper-division undergraduate core coursework to fulfill requirements for the BAS.
- Students will take no more than six hours of graduate courses per semester.
- Students may apply in their junior year for admission into the Accelerated Bachelor's Plus MAODL Master's Degree program. The student must complete a minimum of 90 credit hours towards the BAS and have earned a minimum grade point average of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus MAODL Master's Degree program.
- A course used toward an undergraduate degree cannot be counted or used later for graduate credit except in the case of enrollment in an approved accelerated master's program.
- Only courses with grades of B or better will be eligible to count toward graduate credit.
- The curriculum will follow the existing curriculum in the undergraduate and graduate degree programs comprising the Accelerated Bachelor's Plus MAODL Master's Degree program.
- All other general requirements for the Bachelor's and Master's degree programs that comprise the Accelerated Bachelor's Plus MAODL Master's Degree program apply and must be satisfied.
- Upon completion of the BAS degree requirements, students will be accepted into the Graduate College at a status consistent with the Graduate College and individual program guidelines. Students must meet all the graduate requirements for dual credit courses to receive graduate credit for these courses to contribute toward their Master's degree.
- Students in the Accelerated Bachelor's Plus MAODL Master's Degree program will apply for graduation with the BAS on the schedule delineated in the undergraduate catalog and will receive their BAS upon completion of all the requirements for the undergraduate degree. The Master's degree will be awarded when the student has completed the remaining requirements for the MAODL.

Accelerated BAS to MA-ODL	
Can earn up to 6 credit hours from the following:	
Graduate Course	**Undergraduate Course**
OL 5043: Ethical Leadership	OL 4043: Ethical Leadership
OL 5643: Organizational Globalization and Diversity or OL 6043: Leadership in Organizational Change	OL 4643: Organizational Globalization and Diversity or OL 4743: Organizational Change

New wording for the Course Catalog:

Students seeking admission into the Accelerated Bachelor's Plus MAODL Master's Degree program must have completed a minimum of 90 credit hours towards the Bachelor of Applied Science and have earned a minimum GPA of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus MAODL Master's Degree program.

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

Answer the following Assessment questions:

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

       The University's mission includes "student success, access, and excellence" which this program change directly addresses by encouraging high-achieving undergraduate students to continue their pursuit of academic excellence with taking accessible organizational development and learning graduate courses that will encourage their success. Also, this program provides a more economical and accessible path for an MAODL Master's degree serves for the benefit of "Arkansas, the nation, and the world."

       This program aligns with Arkansas Tech strategic plan Goal 1: Student access and opportunity, Goal 4: Programs and deliveries, and Goal 5: Partnerships and innovation.

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

       Not applicable.

    c. What is the rationale for this program change?

       It is University policy to offer qualified undergraduate students the opportunity to register for graduate level credit hours as undergraduates to receive dual credit toward both undergraduate and graduate degrees within the designated accelerated bachelor to master degree programs. This program change aligns the undergraduate and graduate programs with University policy and the mission of the institution to increase access and innovation.

       1. How will the program change impact learning for students enrolled in this program?

          Students enrolled in the Accelerated Bachelor's Plus MAODL Master's Degree program will engage in advanced, graduate-level learning while enrolled in an undergraduate program. The program allows accelerated students to attain a deeper, more specialized understanding of program content within the fields of organizational development and learning. There is limited research regarding the impact on student learning for students in an accelerated program. The primary benefits listed among similar programs are time and costs savings.

       2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

          This is a new program and assessment data is not yet available. The support for this change is to meet market demand and stay current with trends in higher education, as well as trends within our institution. Accelerated bachelor's to master's programs are more readily available across academic disciplines. To stay competitive, any program that can offer an accelerated pathway to degree completion should offer an accelerated pathway.

    d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

       Although there is not a similar graduate program in the state/region, programs within our institution, as well as programs across the state, have an accelerated option. Some examples of these are: University of Arkansas, Little Rock (Department of Information Science), Arkansas State University, Jonesboro (Accounting, Agriculture, Chemistry, Computer Science, Disaster Preparedness & EM, History, Political Science, and Special Education), Saint Louis University (Leadership and Organizational Development).

e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog	
Curriculum in <u>Applied Science</u>	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/~~Change~~: OL 4543: Workplace Supervision Delete: OL 4043: Ethical Leadership Total Hours: 15	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/~~Change~~: OL 4043: Ethical Leadership *Add: OL/PS 4963* Add the following footnote to OL 4043: Ethical Leadership: Students in the accelerated program will substitute OL 5043: Ethical Leadership Seniors enrolled in the Accelerated Bachelor's Plus MAODL Master's Degree program should substitute 6 hours from the following courses: OL 5043 and OL 5643 or 6043. Delete: OL 4543: Workplace Supervision Total Hours: 15	**Senior Spring Semester** Add/~~Change~~: *OL/PS 4643 or OL/PS 4743* Add the following footnote to OL 4643: Organizational Globalization and Diversity: Students in the accelerated program will substitute OL 5643: Organizational Globalization and Diversity Add the following footnote to OL 4743: Organizational Change: Students in the accelerated program will substitute OL 6043: Leadership in Organizational Change Seniors enrolled in the Accelerated Bachelor's Plus MAODL Master's Degree program should substitute 6

| | hours from the following courses: OL 5043 and OL 5643 or 6043.

Delete: **OL/PS 4963**

Total Hours: 15 |

The MA in Organizational Development and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 24 credit hour core includes instruction in organizational planning, dynamics of leadership, financial literacy, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

COURSE	PO1	PO2	PO3	PO4	PO5	PO6
MGMT 6103: Organizational Management and Leadership	I	I	I	I	I	I
OL 5043: Ethical Leadership	R	R	R	R		R
OL 5643: Organizational Globalization and Diversity	R	R		R		R
OL 6043: Leadership in Organizational Change	R	R	R			R
MGMT 5203: Project Management			R		R	
OL 6143: Consultation, Coaching, and Leadership Development	R			R	R	
SAA 6113/EMHS 6103	R	R			R	
OL 6093: ODL Capstone	M	M	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

1. **Application of Adult Learning and Organizational Development Theory** – Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

2. **Strategic Verbal, Written, Interpersonal, and Technological Communication** – Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

3. **Systems Thinking, Group Dynamics and Teamwork** – Students will identify and implement effective, ethical solutions for complex organizational systems through group dynamics and team building.

4. **Cultural Competency, Global Understanding, and Social Responsibility** – Students will articulate the impact of social and cultural diversity in organizations.

5. **Evaluation, Assessment, Analysis, and Critical Thinking** – Students will demonstrate ethical, evidenced-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation of results.

6. **Awareness of Self and Others** – Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivation.

Program Outcome 1 (PO1): Application of Adult Learning and

Organizational Development Theory - Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

- demonstrates mastery of basic principles of leadership theory, adult learning theory, and development theory
- identifies evidence-based practices in leadership, followership, and leadership ethics
- evaluates the application of theory in various organizational and/or cultural contexts
- articulates the links between effective leadership and lifelong learning
- develops theory-based plans for strategic training, human development, and organizational change

Program Outcome 2 (PO2): Strategic Verbal, Written, Interpersonal, and Technological Communication - Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

- demonstrates awareness of basic communication theory, the communication process, and organizational models
- applies principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
- demonstrates appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
- demonstrates the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies

Program Outcome 3 (PO3): Systems Thinking, Group Dynamics, and Teamwork - Students will identify and implement effective solutions for complex organizational systems through group dynamics and team building.

- demonstrates mastery of basic concepts in systems thinking in organizations, stages of group development, and teamwork theory
- develops comprehensive, systems-oriented strategic planning process to include assessment, visioning, goals/objectives, strategy formulation, strategy execution, evaluation, and sustainment
- analyzes the normative, cognitive, and formative roles of self and others in group settings
- engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
- fosters a constructive team climate by a) treating team members with respect, b) exhibiting a positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
- addresses destructive conflict directly and constructively helps manage/resolve conflict in a way that strengthens overall team cohesiveness

Program Outcome 4 (PO4): Cultural Competency, Global Understanding, and Social Responsibility - Students will articulate the impact of social and cultural diversity in organizations.

- demonstrates an understanding of ethical leadership, social justice, and service to others
- articulates insights into own cultural rules and biases and how to recognize and respond to cultural biases
- demonstrates an understanding of the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices
- articulates ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
- develops complex questions about other cultures and consider questions from multiple cultural perspectives

Program Outcome 5 (PO5): Evaluation, Assessment, Analysis, and Critical Thinking - Students will demonstrate ethical, evidence-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation/dissemination of results.

- demonstrates problem-solving skills, higher order thinking strategies, and ethical, evidence-based decision making
- organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities in data
- evaluates and interprets quantitative and qualitative data to assess reliability, validity, and applicability in various leadership and development contexts
- develops comprehensive, systematic assessment plan to monitor organizational effectiveness
- recommends logical solutions that demonstrate informed evaluation and the ability to support positions with relevant, reliable, valid data

Program Outcome 6 (PO6): Awareness of Self and Others = Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivations.

- identifies personal values, ethics, beliefs, and motivations in relation to others
- articulates the impact of norms, ethics, identity, values, and beliefs in a leadership context

- assesses personal positionality and power in relation to supervisors, peers, and subordinates
- demonstrates an understanding of self in various leadership and learning situations
- develop an appreciation and understanding of human differences

OL 5043: Ethical Leadership

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	explain the importance and impact of ethics in an organization.
2	define and distinguish between organizational ethical perceptions.
3	develop and demonstrate an understanding of ethical competencies.
4	critically analyze the ethical issues that occur in organizations.
5	demonstrate an understanding of ethical influences.
6	describe, compare, and evaluate the ethical measure of an organization on a state, national, and global level.
7	research and critically examine, through case studies, the ethical outcomes of organization.
8	demonstrate an awareness of personal perceptions of differentiating ethics models.

Module	Module Objectives	Course Objectives
Module 1	• Examine and discuss why ethics is necessary in an organization • Explain why an organization's ethics is important to society • Identify the different forms of ethics	1, 4, 6, 7, 8
Module 2	• Develop a personal code of ethics • Discuss how cultural history may conflict with today's organizational ethics. • Critically access personal spiritual well-being and how it affects personal and organizational ethics	1, 3, 6, 7, 8
Module 3	• Recognize and differentiate between the components of ethical behavior • Examine and discuss how moral biases can have a negative impact on an organization's ethical codes (formal and informal).	1, 2, 4, 7
Module 4	• Identify and understand the different types of ethical communication • Understand the importance of communication in the process of creating ethical communications.	1, 2, 3
Module 5	• Identify the levels of power and discuss the positive and negative takeaways from each level • Recognize the frames of power and how each impact the organization.	1, 3, 5, 6, 7
Module 6	• Identify your personal conflict management style • Recognize when negotiation is necessary and the affect power has on negotiations. • Examine how ethics plays a role in conflict management in the areas of social justice and sexual harassment	1, 3, 5, 7, 8
Module 7	• Demonstrate your knowledge of previous modules by submitting a literature review and presentation of one of the previous topics • Identify the specific ethical perspective • Identify necessary competencies regarding case.	1, 2, 3,
Module 8	• Examine and discuss the ethical challenges leaders face in organizations	1, 2, 4, 7

Module		
	• Examine and discuss the ethical challenges of followers	
Module 9	• Describe the ethical dangers of group think • Demonstrate a working knowledge of how and when to use groups in organizational settings.	1, 2, 4, 5, 7
Module 10	• Demonstrate an understanding of the core components of an ethical organizational climate • Distinguish between the informal elements of an organization's cultural ethics • Examine and discuss how cultural and global change impacts the ethics of an organization	3, 4, 6, 7
Module 11 & 12	• Identify the unique ethical issues that emerge in marketing, finance, accounting, and human resource management • Present, in a literature, review an understanding of the ethical and moral dilemmas that are common in one of the four areas (state, national, or global)	4, 5, 6, 7
Module 13	• Demonstrate understanding the components of organizational citizenship, social responsibility, and sustainability. • Examine and discuss the power of a socially ethical organization • Discuss the role organizations play in leading social responsibility causes	4, 5, 6, 7, 8
Module 14	• Discuss what place global organizations have in cultural ethics. • Identify and discuss the perceived dangers and challenges of a global organization • Demonstrate and understanding of how diversity impacts a global organization's ethics.	2, 4, 6, 7, 8

OL 5643: Organizational Globalization and Diversity

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	explain the importance diversity and inclusion from an organization perspective
2	distinguish the differences between an organization being diverse and inclusive.
3	demonstrate an understanding of various forms/types of diversity
4	critically analyze published literature for inclusion in a literature review
5	demonstrate a shared understanding of cultural competence and managing diversity
6	describe, compare, and evaluate diversity measures on a local, state, and national level
7	compose a literature review/research report in APA format
8	research and critically examine diversity trainings and case studies
9	research, design and present a group project on diversity leadership and trainings.

Module	Module Objectives	Course Objectives
Module 1	• Examine and discuss the difference between diversity and inclusion • Explain why diversity is important to society • Explain why diversity is important in business	1, 2
Module 2	• Identify the various types of diversity • Develop personal statement on diversity and inclusion • Discuss historical writings on diversity in comparison to current cultural climate • Critically access personal cultural positionality	3, 4
Module 3	• Explain the importance of understanding privilege • Analyze the power of social constructed privilege • Identify and discuss personal privileges • Write/Journal about your experiences of privilege/lack of privilege	1, 3
Module 4	• Analyze the various structures and discuss which one you find most effective • Discuss the importance of pay-equity.	3, 6
Module 5	• Explain the processes of acculturation and socialization and how it affects organizations • Discuss the significance of group-based identities	3, 7
Module 6	• Identify and describe the differences between stereotypes, prejudice, and discrimination. • Discuss the effects of incivility in the workplace • Demonstrate an awareness of the historical and current state of discrimination in the workplace	3, 5, 6
Module 7	• Demonstrate working knowledge of laws against discrimination	5, 6

Module	Objectives	
	• Identify key points for affirmative action and diversity management trainings • Examine the major EEO laws • Discuss the impact of affirmative action for minority groups in organizations.	
Module 8	• Reflect on past experiences with work group/teams • Discuss positive and negative aspects of working in a diverse group/team	5
Module 9	• Identify the important historical events regarding gender in the workplace • Examine the similarities and differences of work expectations between the genders. • Discuss the challenges faced by women in the workplace • Research literature on gender discrimination in the workplace	2, 3, 5, 8
Module 10	• Discuss the difference between racism and discrimination • Demonstrate a working knowledge of laws against race discrimination and harassment • Research literature on race discrimination in the workplace	3, 6, 8
Module 11	• Identify the language and terminology regarding sexual orientation • Distinguish between the law regarding racial and sexual orientation discrimination • Discuss current legislation on sexual orientation	3, 4, 6
Module 12	• Demonstrate understanding of discriminations against religion, age, ability, appearance, weight, and social class • Discuss how discriminations could intersect or counteract	2, 3, 5
Module 13	• Reflect on personal experiences with diversity trainings • Explain the difference between mentorship and leadership • Research and analyze effective diversity trainings and provide a synopsis.	2, 3, 4, 8
Module 14	• Identify the main components of action research • Write a reflective essay on importance of diversity and inclusion trainings	1-9

OL 6043: Leadership in Organizational Change

Course Objectives	
	Upon completion of this course with a grade of "C" or above, the student will be able to:
1	Identify the principle theories and historical foundations of organizational change, development, and transformative leadership
2	Demonstrate skills in recognizing change opportunities in organizations
3	Apply the processes through which planned change may be accomplished; 4) develop change agent competencies
4	Recommend diverse methods for collection and analysis of diagnostic data in organizations
5	Explain the similarities and differences between insider and outsider approaches to organizational development interventions
6	Assess own ability and readiness to lead change in organizations
7	Examine ethical issues in organizational change and transformative leadership

Module	Module Objectives	Course Objectives
Module 1	• Define and discuss change • Explain contexts within which change occurs • Examine the construction of organizations • Identify elements of reform dynamics	1, 3, 6, 7
Module 2	• Identify elements that contribute to change • Examine links between leaders and causality • Analyze change theories and perspectives • Discuss the relationships between individual and organizational change	1, 2, 3
Module 3	• Identify concepts of organizational change • Evaluate drivers of change, process of change, and mode of change • Summarize systems theory, strategic change, and emergent theories on chaos and complexity	1, 5, 7
Module 4	• Examine concepts of leadership in organizational change • Differentiate between collective and collaborative leadership • Define shared and adaptive leadership in the context of change • Identify approaches in collective and collaborative leadership	1, 5, 7
Module 5	• Analyze change practices that generate the most effective processes and outcomes • Identify which primary factors or indicators are important to organizational well-being	1, 2, 3

Module	Learning Objectives	
Module 6	• Describe the role of organizational learning in change • Discuss the similarities and differences of leading change in virtual teams	2, 7
Module 7	• Examine ways in which leaders promote and sustain change • Identify strategies to create and maintain a transformation culture • Compare approaches to sustain a culture of change • Recommend strategies to promote change in a given context	1, 5
Module 9	• Review successful approaches to implementing and managing change • Describe the project life cycle of a change initiative • Identify the five stages of leading a change initiative • Explain the role of change teams in implementing change	1, 3
Module 10	• Identify links between organizational and community change • Describe the process of leading change in multiple contexts • Apply concepts of change across organizational and community contexts • Apply concepts of leadership across organizational and community contexts	1, 2, 3, 4
Module 11	• Discuss the role of a learning, performance, and change professional • Identify general models, approaches, and taxonomies for evaluating change • Explain the role of evaluation in measuring change	1, 2, 6
Module 12	• Examine the process of setting a course for organizational change • Create a core change team • Explain the role of expectations in transformational change	2, 3, 6
Module 13	• Discuss the importance of communication in organizational change • Identify sources of resistance to change • Explain the differences between resistance and indifference	2, 4, 6
Module 14	• Analyze interpersonal methods of assessing progress • Summarize the role of alignment and group dynamics in change • Identify the steps and best practices in building trust • Propose approaches to dealing with crisis in the change process • Explain the relationship between investing in change and investing in talent • Recommend strategies to promote continuous, strategic change	1, 2, 4

DEGREE AUDIT CHECK LIST
(BAS-BAS) Applied Science
~~2023-24~~ 2024-25

Date	
Grade Point	**Graduation Date**

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		0
TOTAL GEN ED HOURS		32
Electives		
TOTAL ELECTIVE HOURS		43

Student's Name	
T#	

Major Requirements		Hrs
BAS	4253 4353 4363 4373 4453 4553	18
OL	4043 or 5043	3
PS/OL	3023 3133 4443 4543 4963 5643or6043 (4643 or 4743)	18
PSY	2003** 3093	6
	Accelerated BAS-BAS to MA-OOL	
	6 hrs total GR for UG	
	OL 5043 for OL 4043	
	OL 5643 for OL/PS 4643	
	OL 6043 for OL/PS 4743	
	TOTAL MAJOR HOURS	45
	TOTAL HOURS	

Final Check:

Min. hours required **120**
40 hours upper level _____ thru _____
of "D" hours _____ thru _____
Max activity hours 4 _____

Earned Hrs _____
minus P/C HRS _____
to be completed _____
TOTAL _____

** Satisfying Gen Ed
♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

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General Information

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Bachelor of Applied Science

PROGRAM
HOMEPAGE

The Bachelor of Applied Science (B.A.S.) degree provides students who have earned an Associate of Applied Science (A.A.S.) degree in any discipline a seamless transition to the online B.A.S. degree. Additionally, the program of study is appropriate for:

- Students graduating from community colleges with credentials other than an A.A.S. degree
- Degree "stop-outs" who began but never completed a bachelor's degree
- Individuals who have accumulated hours that cannot be applied toward a specific major.

Students complete the necessary hours for the degree within a convenient yet directed scheduling format under the guidance of advisors who understand the unique needs of the adult learner.

This stackable education sequence enhances an individual's academic qualifications and increases potential career upward mobility. The degree design maximizes earned hours; a student with an A.A.S. degree must complete 66 hours to earn the B.A.S. degree (26 hours General Education/40 hours Degree Requirements).

To maximize credentialing opportunities, a student in the B.A.S. program may earn the Certificate by completing the first 15 hours of Professional Studies courses in the program.

Learning Objectives for the Bachelor of Applied Science Degree:

- Communication: Proficiency of written communication skills for a variety of audiences.
- Critical Thinking and Problem Solving: Analyzing and evaluating evidence to deliver data-driven solutions.
- Analytical Skills: Developing conclusions through quantitative and qualitative reasoning.
- Ethics: Applying ethical principles in personal, professional, and societal contexts.
- Diversity: Demonstrating understanding and consideration of diverse cultural perspectives and intercultural complexities.
- Teamwork: Demonstrating teamwork fundamentals through participation and engagement.
- Technical Expertise: Demonstrating proficiency in project management, computer literacy, technology, financial management, and knowledge application.

- Leadership and Management: Applying leadership and management strategies in professional settings, to include human resources management, conflict management, and conflict resolution.

Program of Study (BAS)

All bachelor's degrees at Arkansas Tech University require 35 hours of general education coursework and a minimum of 40 hours of upper division courses, and 120 total hours. Additionally, at least 30 hours must be earned at Arkansas Tech University.

General Education coursework or enrollment in courses as needed: 35 hours

Required Core

PSY 3093 Industrial and Organizational Psychology
OL 3023 Professional Communications / PS 3023 Professional Communications
OL 3133 Principles of Personnel Management / PS 3133 Principles of Personnel Management
OL 4043 Ethical Leadership
OL 4443 Professional Leadership / PS 4443 Professional Leadership
OL 4543 Workplace Supervision / PS 4543 Workplace Supervision
OL 4643 Organizational Globalization and Diversity / PS 4643 Organizational Globalization and Diversity *or* OL 4743 Organizational Change / PS 4743 Organizational Change
OL 4963 Organizational Leadership Capstone / PS 4963 Organizational Leadership Capstone
BAS 4253 Quality Control and Continuous Improvement
BAS 4353 Project Management
BAS 4363 Project Risk Analysis and Mitigation
BAS 4373 Leading Agile Projects
BAS 4453 Problem Solving and Root Cause Analysis
BAS 4553 Workplace Health and Safety

Curriculum

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

Freshman   ⌄

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
PSY 2003 General Psychology	3	Electives	12
		Total Hours	**15**
Electives	9		
Total Hours	**15**		

Sophomore   ⌄

Fall	Credits	Spring	Credits
MATH XXXX Mathematics [1]	3	CM 1XXX Communication [1]	3
Electives	11	Electives	11
Total Hours	**14**	**Total Hours**	**14**

Junior   ⌄

Fall	Credits	Spring	Credits
FAH 1XXX Fine Arts and Humanities Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
SS 1XXX Social Science Courses [1]	3	USHG 1XXX U.S. History and Government [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1]	4
OL 3023 Professional Communications/PS 3023 Professional Communications	3	OL 3133 Principles of Personnel Management/PS 3133 Principles of Personnel Management	3
~~OL 4043 Ethical Leadership~~	~~3~~		
Total Hours	**16**	PSY 3093 Industrial and Organizational Psychology	3
OL/PS 4543	3	**Total Hours**	**16**

Senior   ⌄ .

Fall	Credits	Spring	Credits
BAS 4353 Project Management	3	BAS 4363 Project Risk Analysis and Mitigation	3
OL 4443 Professional Leadership/PS 4443 Professional Leadership	3	BAS 4373 Leading Agile Projects	3
		BAS 4453 Problem Solving and Root Cause Analysis	3

Fall	Credits	Spring	Credits
OL 4043 [2]		BAS 4553 Workplace Health and Safety	3
~~OL 4543 Workplace Supervision/PS 4543 Workplace Supervision~~	3		
OL/PS 4963		~~OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone~~	3
~~OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity or OL 4743 Organizational Change/PS 4743 Organizational Change~~	3		
		Total Hours	15
		OL/PS 4643 [2] or OL/PS 4743 [2]	
BAS 4253 Quality Control and Continuous Improvement	3		
Total Hours	15		

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

[2] Accelerated BAS to MA-OOL - 6 hrs
OL 5043 for OL 4043
OL 5643 for OL/PS 4643 OR
OL 6043 for OL/PS 4743

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	9/7/2023

Title	Signature	Date
Department Head Dr. Rene Couture	*Rene Couture*	9/8/23
Dean Dr. Tim Carter	*[signature]*	9/8/23
Assessment Dr. Christine Austin	*[signature]*	9.14.23
Registrar Ms. Tammy Weaver	*Tammy Weaver*	9/14/23
Vice President for Academic Affairs Dr. Julie Furst-Bowe		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Accelerated Bachelor of Professional Studies – Interdisciplinary Studies (BPS-IDS) to MA in Organizational Development and Learning (MAODL)

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives)

- This program partners with the BPS-IDS.
- A maximum of 12 graduate level credit hours can be double counted towards the BPS-IDS.
- Students may select from six MAODL courses (OL 5043, OL 5643, OL 6043, OL 6143, OL 5143, OL 5343, OL 6883) to replace 12 hours of upper-division undergraduate core coursework to fulfill requirements for the BPS-IDS.
- Students will take no more than six hours of graduate courses per semester.
- Students may apply in their junior year for admission into the Accelerated Bachelor's Plus MAODL Master's Degree program. The student must complete a minimum of 90 credit hours towards the BPS-IDS and have earned a minimum grade point average of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus MAODL Master's Degree program.
- A course used toward an undergraduate degree cannot be counted or used later for graduate credit except in the case of enrollment in an approved accelerated master's program.
- Only courses with grades of B or better will be eligible to count toward graduate credit.
- The curriculum will follow the existing curriculum in the undergraduate and graduate degree programs comprising the Accelerated Bachelor's Plus MAODL Master's Degree program.
- All other general requirements for the Bachelor's and Master's degree programs that comprise the Accelerated Bachelor's Plus MAODL Master's Degree program apply and must be satisfied.
- Upon completion of the BPS-IDS degree requirements, students will be accepted into the Graduate College at a status consistent with the Graduate College and individual program guidelines. Students must meet all the graduate requirements for dual credit courses to receive graduate credit for these courses to contribute toward their Master's degree.
- Students in the Accelerated Bachelor's Plus MAODL Master's Degree program will apply for graduation with the BPS-IDS on the schedule delineated in the undergraduate catalog and will receive their BPS-IDS upon completion of all the requirements for the undergraduate degree. The Master's degree will be awarded when the student has completed the remaining requirements for the MAODL.

Accelerated BPS-IDS to MA-ODL	
Can earn up to 12 credit hours from the following:	
Graduate Course	**Undergraduate Course**
OL 5043: Ethical Leadership	OL 4043: Ethical Leadership
OL 5643: Organizational Globalization and Diversity	OL 4643: Organizational Globalization and Diversity
OL 6043: Leadership in Organizational Change	OL 4743: Organizational Change
OL 6143: Consultation, Coaching, and Leadership Development	OL 4843: Training and Organizational Development
OL 5143: Nonprofit Governance (Nonprofit Leadership Focus)	OL 4143: Nonprofit Governance
OL 5343: Community Development (Nonprofit Leadership Focus)	OL 4343: Community Development
OL 6883: Special Problems in ODL* * with permission of department	One of the following: OL 4243: Adult Learning in Organizations, OL 4443: Professional Leadership, OL 4543: Workplace Supervision, OL 4993: Special Problems in OL

New wording for the Course Catalog:

Students seeking admission into the Accelerated Bachelor's Plus MAODL Master's Degree program must have completed a minimum of 90 credit hours towards the Bachelor of Professional Studies – Interdisciplinary Studies and have earned a minimum GPA of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus MAODL Master's Degree program.

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

Answer the following Assessment questions:
   a. How does the program change align with the university mission?
       The University's mission includes "student success, access, and excellence" which this program change directly addresses by encouraging high-achieving undergraduate students to continue their pursuit of academic excellence with taking accessible organizational development and learning graduate courses that will encourage their success. Also, this program provides a more economical and accessible path for an MAODL Master's degree serves for the benefit of "Arkansas, the nation, and the world."

       This program aligns with Arkansas Tech strategic plan Goal 1: Student access and opportunity, Goal 4: Programs and deliveries, and Goal 5: Partnerships and innovation.

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

   c. What is the rationale for this program change?
       It is University policy to offer qualified undergraduate students the opportunity to register for graduate level credit hours as undergraduates to receive dual credit toward both undergraduate and graduate degrees within the designated accelerated bachelor to master degree programs. This program change aligns the undergraduate and graduate programs with University policy and the mission of the institution to increase access and innovation.

       1. How will the program change impact learning for students enrolled in this program?
           Students enrolled in the Accelerated Bachelor's Plus MAODL Master's Degree program will engage in advanced, graduate-level learning while enrolled in an undergraduate program. The program allows accelerated students to attain a deeper, more specialized understanding of program content within the fields of organizational development and learning. There is limited research regarding the impact on student learning for students in an accelerated program. The primary benefits listed among similar programs are time and costs savings.

       2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
           This is a new program and assessment data is not yet available. The support for this change is to meet market demand and stay current with trends in higher education, as well as trends within our institution. Accelerated bachelor's to master's programs are more readily available across academic disciplines. To stay competitive, any program that can offer an accelerated pathway to degree completion should offer an accelerated pathway.

d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

Although there is not a similar graduate program in the state/region, programs within our institution, as well as programs across the state, have an accelerated option. Some examples of these are: University of Arkansas, Little Rock (Department of Information Science), Arkansas State University, Jonesboro (Accounting, Agriculture, Chemistry, Computer Science, Disaster Preparedness & EM, History, Political Science, and Special Education), Saint Louis University (Leadership and Organizational Development).

e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

In the attached matrix, include requested changes in the matrix and include course number and title.

Curriculum Matrix for Catalog	
Curriculum in <u>Professional Studies – Interdisciplinary</u> <u>Studies</u>	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** ~~Add/~~Change: *Electives from 6 hrs to 9 hrs* Delete: *OL/PS 4443* Total Hours:
Senior Fall Semester *Add Accelerated footnote to Electives* ~~Add/Change: OL 4343: Community Development, OL 4743: Organizational Change; OL 4843: Training and Organizational Development~~ *OL/PS 4543* Add the following footnote to ~~OL 4343: Community Development~~: Students in the accelerated program will substitute ~~OL 5343: Community Development~~ *OL 6863* ~~Add the following footnote to OL 4843: Training and Organizational Development: Students in the accelerated program will substitute OL 6143: Consultation, Coaching, and Leadership Development~~	Senior Spring Semester Change: *Electives from 9 hrs to 6 hrs and add Accelerated footnote* ~~Add/Change: OL 4143: Nonprofit Governance; OL 4043: Ethical Leadership~~ Add: *OL/PS 4443 OL/PS 4443* Add the following footnote to ~~OL 4143: Nonprofit Governance~~: Students in the accelerated program will substitute ~~OL 5142: Nonprofit Governance~~ *OL 6863* ~~Add the following footnote to OL 4043: Ethical Leadership: Students in the accelerated program will substitute OL 5043: Ethical Leadership~~ Seniors enrolled in the Accelerated Bachelor's Plus MAODL Master's Degree program should substitute 12

Seniors enrolled in the Accelerated Bachelor's Plus MAODL Master's Degree program should substitute 12 hours from the following courses: OL 5043, 5143, 5343, 5643, 6043, 6143, 6883. ~~Delete: 0 credit hours of electives.~~ Total Hours: 15	hours from the following courses: OL 5043, 5143, 5343, 5643, 6043, 6143, 6883. ~~Delete: 6 credit hours of electives.~~ Total Hours: 15

The MA in Organizational Development and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 24 credit hour core includes instruction in organizational planning, dynamics of leadership, financial literacy, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

COURSE	PO1	PO2	PO3	PO4	PO5	PO6
MGMT 6103: Organizational Management and Leadership	I	I	I	I	I	I
OL 5043: Ethical Leadership	R	R	R	R		R
OL 5643: Organizational Globalization and Diversity	R	R		R		R
OL 6043: Leadership in Organizational Change	R	R	R			R
MGMT 5203: Project Management			R		R	
OL 6143: Consultation, Coaching, and Leadership Development	R			R	R	
SAA 6113/EMHS 6103	R	R			R	
OL 6093: ODL Capstone	M	M	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

1. **Application of Adult Learning and Organizational Development**
Theory – Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

2. **Strategic Verbal, Written, Interpersonal, and Technological Communication** – Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

3. **Systems Thinking, Group Dynamics and Teamwork** – Students will identify and implement effective, ethical solutions for complex organizational systems through group dynamics and team building.

4. **Cultural Competency, Global Understanding, and Social Responsibility** – Students will articulate the impact of social and cultural diversity in organizations.

5. **Evaluation, Assessment, Analysis, and Critical Thinking** – Students will demonstrate ethical, evidenced-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation of results.

6. **Awareness of Self and Others** – Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivation.

Program Outcome 1 (PO1): Application of Adult Learning and

Organizational Development Theory - Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

- demonstrates mastery of basic principles of leadership theory, adult learning theory, and development theory
- identifies evidence-based practices in leadership, followership, and leadership ethics
- evaluates the application of theory in various organizational and/or cultural contexts
- articulates the links between effective leadership and lifelong learning
- develops theory-based plans for strategic training, human development, and organizational change

Program Outcome 2 (PO2): Strategic Verbal, Written, Interpersonal, and Technological Communication - Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

- demonstrates awareness of basic communication theory, the communication process, and organizational models
- applies principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
- demonstrates appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
- demonstrates the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies

Program Outcome 3 (PO3): Systems Thinking, Group Dynamics, and Teamwork - Students will identify and implement effective solutions for complex organizational systems through group dynamics and team building.

- demonstrates mastery of basic concepts in systems thinking in organizations, stages of group development, and teamwork theory
- develops comprehensive, systems-oriented strategic planning process to include assessment, visioning, goals/objectives, strategy formulation, strategy execution, evaluation, and sustainment
- analyzes the normative, cognitive, and formative roles of self and others in group settings
- engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
- fosters a constructive team climate by a) treating team members with respect, b) exhibiting a positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
- addresses destructive conflict directly and constructively helps manage/resolve conflict in a way that strengthens overall team cohesiveness

Program Outcome 4 (PO4): Cultural Competency, Global Understanding, and Social Responsibility - Students will articulate the impact of social and cultural diversity in organizations.

- demonstrates an understanding of ethical leadership, social justice, and service to others
- articulates insights into own cultural rules and biases and how to recognize and respond to cultural biases
- demonstrates an understanding of the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices
- articulates ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
- develops complex questions about other cultures and consider questions from multiple cultural perspectives

Program Outcome 5 (PO5): Evaluation, Assessment, Analysis, and Critical Thinking - Students will demonstrate ethical, evidence-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation/dissemination of results.

- demonstrates problem-solving skills, higher order thinking strategies, and ethical, evidence-based decision making
- organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities in data
- evaluates and interprets quantitative and qualitative data to assess reliability, validity, and applicability in various leadership and development contexts
- develops comprehensive, systematic assessment plan to monitor organizational effectiveness
- recommends logical solutions that demonstrate informed evaluation and the ability to support positions with relevant, reliable, valid data

Program Outcome 6 (PO6): Awareness of Self and Others = Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivations.

- identifies personal values, ethics, beliefs, and motivations in relation to others
- articulates the impact of norms, ethics, identity, values, and beliefs in a leadership context

- assesses personal positionality and power in relation to supervisors, peers, and subordinates
- demonstrates an understanding of self in various leadership and learning situations
- develop an appreciation and understanding of human differences

OL 5043: Ethical Leadership

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	explain the importance and impact of ethics in an organization.
2	define and distinguish between organizational ethical perceptions.
3	develop and demonstrate an understanding of ethical competencies.
4	critically analyze the ethical issues that occur in organizations.
5	demonstrate an understanding of ethical influences.
6	describe, compare, and evaluate the ethical measure of an organization on a state, national, and global level.
7	research and critically examine, through case studies, the ethical outcomes of organization.
8	demonstrate an awareness of personal perceptions of differentiating ethics models.

Module	Module Objectives	Course Objectives
Module 1	• Examine and discuss why ethics is necessary in an organization • Explain why an organization's ethics is important to society • Identify the different forms of ethics	1, 4, 6, 7, 8
Module 2	• Develop a personal code of ethics • Discuss how cultural history may conflict with today's organizational ethics. • Critically access personal spiritual well-being and how it affects personal and organizational ethics	1, 3, 6, 7, 8
Module 3	• Recognize and differentiate between the components of ethical behavior • Examine and discuss how moral biases can have a negative impact on an organization's ethical codes (formal and informal).	1, 2, 4, 7
Module 4	• Identify and understand the different types of ethical communication • Understand the importance of communication in the process of creating ethical communications.	1, 2, 3
Module 5	• Identify the levels of power and discuss the positive and negative takeaways from each level • Recognize the frames of power and how each impact the organization.	1, 3, 5, 6, 7
Module 6	• Identify your personal conflict management style • Recognize when negotiation is necessary and the affect power has on negotiations. • Examine how ethics plays a role in conflict management in the areas of social justice and sexual harassment	1, 3, 5, 7, 8
Module 7	• Demonstrate your knowledge of previous modules by submitting a literature review and presentation of one of the previous topics • Identify the specific ethical perspective • Identify necessary competencies regarding case.	1, 2, 3,
Module 8	• Examine and discuss the ethical challenges leaders face in organizations	1, 2, 4, 7

Module 9	• Examine and discuss the ethical challenges of followers	
	• Describe the ethical dangers of group think	
	• Demonstrate a working knowledge of how and when to use groups in organizational settings.	1, 2, 4, 5, 7
Module 10	• Demonstrate an understanding of the core components of an ethical organizational climate	3, 4, 6, 7
	• Distinguish between the informal elements of an organization's cultural ethics	
	• Examine and discuss how cultural and global change impacts the ethics of an organization	
Module 11 & 12	• Identify the unique ethical issues that emerge in marketing, finance, accounting, and human resource management	4, 5, 6, 7
	• Present, in a literature, review an understanding of the ethical and moral dilemmas that are common in one of the four areas (state, national, or global)	
Module 13	• Demonstrate understanding the components of organizational citizenship, social responsibility, and sustainability.	4, 5, 6, 7, 8
	• Examine and discuss the power of a socially ethical organization	
	• Discuss the role organizations play in leading social responsibility causes	
Module 14	• Discuss what place global organizations have in cultural ethics.	2, 4, 6, 7, 8
	• Identify and discuss the perceived dangers and challenges of a global organization	
	• Demonstrate and understanding of how diversity impacts a global organization's ethics.	

OL 5643: Organizational Globalization and Diversity

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	explain the importance diversity and inclusion from an organization perspective
2	distinguish the differences between an organization being diverse and inclusive.
3	demonstrate an understanding of various forms/types of diversity
4	critically analyze published literature for inclusion in a literature review
5	demonstrate a shared understanding of cultural competence and managing diversity
6	describe, compare, and evaluate diversity measures on a local, state, and national level
7	compose a literature review/research report in APA format
8	research and critically examine diversity trainings and case studies
9	research, design and present a group project on diversity leadership and trainings.

Module	Module Objectives	Course Objectives
Module 1	• Examine and discuss the difference between diversity and inclusion • Explain why diversity is important to society • Explain why diversity is important in business	1, 2
Module 2	• Identify the various types of diversity • Develop personal statement on diversity and inclusion • Discuss historical writings on diversity in comparison to current cultural climate • Critically access personal cultural positionality	3, 4
Module 3	• Explain the importance of understanding privilege • Analyze the power of social constructed privilege • Identify and discuss personal privileges • Write/Journal about your experiences of privilege/lack of privilege	1, 3
Module 4	• Analyze the various structures and discuss which one you find most effective • Discuss the importance of pay-equity.	3, 6
Module 5	• Explain the processes of acculturation and socialization and how it affects organizations • Discuss the significance of group-based identities	3, 7
Module 6	• Identify and describe the differences between stereotypes, prejudice, and discrimination. • Discuss the effects of incivility in the workplace • Demonstrate an awareness of the historical and current state of discrimination in the workplace	3, 5, 6
Module 7	• Demonstrate working knowledge of laws against discrimination	5, 6

Module		
	- Identify key points for affirmative action and diversity management trainings - Examine the major EEO laws - Discuss the impact of affirmative action for minority groups in organizations.	
Module 8	- Reflect on past experiences with work group/teams - Discuss positive and negative aspects of working in a diverse group/team	5
Module 9	- Identify the important historical events regarding gender in the workplace - Examine the similarities and differences of work expectations between the genders. - Discuss the challenges faced by women in the workplace - Research literature on gender discrimination in the workplace	2, 3, 5, 8
Module 10	- Discuss the difference between racism and discrimination - Demonstrate a working knowledge of laws against race discrimination and harassment - Research literature on race discrimination in the workplace	3, 6, 8
Module 11	- Identify the language and terminology regarding sexual orientation - Distinguish between the law regarding racial and sexual orientation discrimination - Discuss current legislation on sexual orientation	3, 4, 6
Module 12	- Demonstrate understanding of discriminations against religion, age, ability, appearance, weight, and social class - Discuss how discriminations could intersect or counteract	2, 3, 5
Module 13	- Reflect on personal experiences with diversity trainings - Explain the difference between mentorship and leadership - Research and analyze effective diversity trainings and provide a synopsis.	2, 3, 4, 8
Module 14	- Identify the main components of action research - Write a reflective essay on importance of diversity and inclusion trainings	1-9

OL 6043: Leadership in Organizational Change

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	Identify the principle theories and historical foundations of organizational change, development, and transformative leadership
2	Demonstrate skills in recognizing change opportunities in organizations
3	Apply the processes through which planned change may be accomplished; 4) develop change agent competencies
4	Recommend diverse methods for collection and analysis of diagnostic data in organizations
5	Explain the similarities and differences between insider and outsider approaches to organizational development interventions
6	Assess own ability and readiness to lead change in organizations
7	Examine ethical issues in organizational change and transformative leadership

Module	Module Objectives	Course Objectives
Module 1	• Define and discuss change • Explain contexts within which change occurs • Examine the construction of organizations • Identify elements of reform dynamics	1, 3, 6, 7
Module 2	• Identify elements that contribute to change • Examine links between leaders and causality • Analyze change theories and perspectives • Discuss the relationships between individual and organizational change	1, 2, 3
Module 3	• Identify concepts of organizational change • Evaluate drivers of change, process of change, and mode of change • Summarize systems theory, strategic change, and emergent theories on chaos and complexity	1, 5, 7
Module 4	• Examine concepts of leadership in organizational change • Differentiate between collective and collaborative leadership • Define shared and adaptive leadership in the context of change • Identify approaches in collective and collaborative leadership	1, 5, 7
Module 5	• Analyze change practices that generate the most effective processes and outcomes • Identify which primary factors or indicators are important to organizational well-being	1, 2, 3

Module	Learning Objectives	
	• Describe the role of organizational learning in change • Discuss the similarities and differences of leading change in virtual teams	
Module 6	• Examine ways in which leaders promote and sustain change • Identify strategies to create and maintain a transformation culture • Compare approaches to sustain a culture of change • Recommend strategies to promote change in a given context	2, 7
Module 7	• Review successful approaches to implementing and managing change • Describe the project life cycle of a change initiative • Identify the five stages of leading a change initiative • Explain the role of change teams in implementing change	1, 5
Module 9	• Identify links between organizational and community change • Describe the process of leading change in multiple contexts • Apply concepts of change across organizational and community contexts • Apply concepts of leadership across organizational and community contexts	1, 3
Module 10	• Discuss the role of a learning, performance, and change professional • Identify general models, approaches, and taxonomies for evaluating change • Explain the role of evaluation in measuring change	1, 2, 3, 4
Module 11	• Examine the process of setting a course for organizational change • Create a core change team • Explain the role of expectations in transformational change	1, 2, 6
Module 12	• Discuss the importance of communication in organizational change • Identify sources of resistance to change • Explain the differences between resistance and indifference	2, 3, 6
Module 13	• Analyze interpersonal methods of assessing progress • Summarize the role of alignment and group dynamics in change • Identify the steps and best practices in building trust	2, 4, 6
Module 14	• Propose approaches to dealing with crisis in the change process • Explain the relationship between investing in change and investing in talent • Recommend strategies to promote continuous, strategic change	1, 2, 4

OL 6143: Consultation, Coaching, and Leadership Development

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	explain the historical, current, and future role of training and development (training, coaching, mentoring, consultancy, leadership/executive development, etc) in organizations.
2	apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and organizational development process.
3	identify and analyze the training and development (training, coaching, consultancy, mentoring) needs of an organization.
4	classify key components of organizational, training, and coaching culture.
5	develop a training and development/coaching plan to address organizational needs.
6	compare, contrast, and recommend training/coaching tools in a diversity of organizational contexts.
7	evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI.
8	discuss ethical concerns, current trends, and future of training, coaching, mentoring, and training equity in organizations.

Module	Module Objectives	Course Objectives
Module 1	• Discuss current and historical forces influencing workplace learning • Explain how training, development, and informal learning contribute to organizational success • Identify various aspects of the training and development process • Describe the amount and types of training in the U.S. • Describe key roles for training professionals	1, 4
Module 2	• Evaluate how organizational strategy influences training and development • Describe the role of consultancy, coaching, and leadership development in the organizational development process • Evaluate how staffing and HR planning influence training • Evaluate the advantages and disadvantages of centralized training • Discuss the strengths of an organization-embedded learning function	2, 4
Module 3	• Evaluate different methods used in the needs assessment process • Apply the steps involved in conducting a task analysis	3, 7

	• Analyze task analysis data to determine training needs • Explain competency modules and the process used to develop them • Identify how feedback influences performance and learning	
Module 4	• Analyze the five types of learning outcomes • Explain the implications of adult learning theory for instructional design • Incorporate adult learning theory into the design of a training, coaching, consultancy, and leadership development programs • Explain the transfer of training concept	2, 6
Module 5	• Explain the program design process • Summarize the steps in site selection and preparation • Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map • Design application assignments to enhance learning and transfer of training • Develop a self-management module for a training program	2, 6
Module 6	• Explain why evaluation is important • Discuss the process used to plan and implement an effective training evaluation • Evaluate the strengths and weaknesses of different evaluation designs • Conduct a cost-benefit analysis and calculate ROI for a training program • Assess the role of analytics in determining the value of training practices	1, 2, 7
Module 7	• Evaluate the strengths and weaknesses of presentational, hands-on, and group building training methods • Develop a self-directed learning module and a case study • Discuss the key components of behavior modeling training • Justify the use of team training to improve team performance • Explain how new technologies influence training and development • Examine the strengths and weaknesses of e-learning, mobile learning, and simulations • Compare the different types of distance learning	2, 6, 7
Module 9	• Discuss the role of training partnerships in contributing to local communities • Identify potential ethical and legal issues that relate to training • Develop a program for effectively managing diversity • Design a program for preparing employees for cross-cultural management • Describe policies to help employees active work-life balance	5, 8
Module 10	• Identify future trends influencing training departments and trainers • Discuss how rapid instructional design differs from traditional training design • Describe the advantages of embedded learning • Examine how training can contribute to an organization's sustainability initiatives • Explain ethical concerns on the future of training and development	1, 8

Module 11	• Describe the origins of the terms coaching, mentoring, and consultancy • Discuss the principles of coaching, mentoring, and consultancy • Identify types of coaching, mentoring, and consultancy • Compare coaching, therapy, counselling, mentoring, and consultancy • Examine the coaching-mentoring-management continuum • Demonstrate the use of goal setting and positive feedback	1, 2, 6
Module 12	• Describe a coaching culture • Identify the pillars of a coaching culture • Summarize the ten-step plan to create a coaching culture • Compare internal and external coaching • Apply principles of cross-cultural coaching • Define corporate social responsibility • Measure ROI in coaching	1, 3, 4, 7
Module 13	• Identify the five levels of listening • Apply principles of coaching, mentoring, and consultancy to leadership development • Demonstrate the use of reflecting, summarizing, clarifying, questioning, and permission protocol • Compare and contrast the GROW and EXACT models of coaching • Describe the structure of coaching	2, 6, 8
Module 14	• Develop an organizational coaching plan • Apply coaching skills and tools in an organizational setting • Justify the use of a specific coaching tool in a coaching context • Demonstrate the use of an appropriate coaching tool in a specific type of coaching session	5, 6, 7

OL 5343: Community Development

	Course Objectives
	Upon completion of this course with a grade of "C" or above, the student will be able to:
1	Demonstrate knowledge of each phase of the community development process
2	Explain definitions, concepts, and purposes of community and economic development
3	Compare, contrast, and evaluate assets-based and needs-based approaches to community development
4	Design a community development plan collaboratively as a member of a team
5	Analyze leadership issues in the community development process
6	Recommend evidence-based approaches to community development in a given context
7	Apply project-based research principles in the completion of a service-learning project

OL 5143: Nonprofit Governance

Course Learning Objectives (CLOs):

At the completion of this course, you should be able to:

- CLO 1: Analyze the role of socio-ecological role of nonprofits and philanthropic enterprise
- CLO 2: Evaluate the efficacy and viability of nonprofit organizations
- CLO 3: Evaluate the marketing and communications efficacy of a nonprofit organization.
- CLO 4: Synthesize social justice, economic, and institutional theories of the nonprofit sector.
- CLO 5: Critique and appraise peer-reviewed nonprofit academic literature
- CLO 6: Integrate nonprofit theory and practice to design solutions to complex nonprofit leadership challenges.

DEGREE AUDIT CHECK LIST
(BPS-PS-ID) Professional Studies - Interdisciplinary Studies
~~2023-24~~ *2024-25*

Date			Student's Name		
Grade Point	**Graduation Date**		**T#**		
General Education Requirements		**Hrs**	**Major Requirements**		**Hrs**
ENGL #	1013/1043 & 1023/1053	6			
MATH #		3			
SCIENCE		4			
SCIENCE		4			
US HIST/GOVT		3			
SOC SCI		3		**Professional Core**	
SOC SCI		3	**PS/OL**	~~6983 to 5,43~~ 3023 3133 4443 4543 4643 4963*	18
FINE ART/HUM		3			
FINE ART/HUM		3		.	
COMM		3			
TECH 1001 ♦		1		*Must earn C or better *12 hrs*	
TOTAL GEN ED HOURS		36		*Accelerated MA-ODL*	
Electives				*5043 for 4043*	
				5643 for 4643 ou/s	
				6043 for 4743 ou/s	
				6143 for 4843 ou/s	
				5143 for 4143 ou/s	
				5343 for 4343 ou/s	
				~~*6863 for 4243, 4443, 4543*~~ *4543*	
TOTAL ELECTIVE HOURS		66	**TOTAL HOURS** *or 4993*		18

Final Check:

				Earned Hrs _____
Min. hours required	**120**			minus P/C HRS _____
40 hours upper level	_____	thru	_____	to be completed _____
# of "D" hours	_____	thru	_____	**TOTAL** _____
Max activity hours 4	_____			

** Satisfying Gen Ed
♦ Satisfying Institutional Requirement
 # C or better must be earned for Gen Ed

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Bachelor of Professional Studies Interdisciplinary Studies Concentration

PROGRAM
HOMEPAGE

The Bachelor of Professional Studies (BPS) is an online Accelerated Degree Program (ADP) offering a flexible degree completion path addressing the unique needs of particular target groups. The accelerated delivery format is designed to ease the financial, time, and geographic constraints adults face in completing a baccalaureate program. Students complete the necessary hours for the degree within a convenient yet directed scheduling format under the guidance of academic advisors who understand the unique needs of adult learners.

The primary target groups include:

- Students graduating from community colleges
- Degree "stop-outs" who began but never completed a bachelor's degree
- Individuals who have accumulated hours that cannot be applied toward a specific major.

The curriculum is designed to enhance workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications.

Curriculum

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

Freshman   ⌄

Fall	Credits	Spring	Credits
ENGL 1013 Composition I [1]	3	ENGL 1023 Composition II [1]	3
SCIL 1XXX Science with Laboratory [1]	4	SCIL 1XXX Science with Laboratory [1]	4
SS 1XXX Social Science Courses [1]	3	SS 1XXX Social Science Courses [1]	3
TECH 1001 Orientation to the University	1	MATH XXXX Mathematics [1]	3

Fall	Credits	Spring	Credits
Electives[2]	6	Electives[2]	3
Total Hours	17	Total Hours	16

Sophomore ⌄

Fall	Credits	Spring	Credits
CM 1XXX Communication [1]	3	USHG 1XXX U.S. History and Government [1]	3
FAH 1XXX Fine Arts and Humanities Courses [1]	3	FAH 1XXX Fine Arts and Humanities Courses [1]	3
Electives[2]	9	Electives[2]	9
Total Hours	15	Total Hours	15

Junior ⌄

Fall	Credits	Spring	Credits
OL 3133 Principles of Personnel Management/PS 3133 Principles of Personnel Management	3	OL 3023 Professional Communications/PS 3023 Professional Communications	3
Electives[2]	12	~~OL 4443 Professional Leadership/PS 4443 Professional Leadership~~	~~3~~
Total Hours	15	Electives[2]	~~6~~ 9
		Total Hours	12

Senior ⌄

Fall	Credits	Spring	Credits
OL 4543 Workplace Supervision/PS 4543 Workplace Supervision[4]	3	OL 4963 Organizational Leadership Capstone/PS 4963 Organizational Leadership Capstone [3]	3
Electives[2,4]	12		
Total Hours	15		

Spring	Credits
OL 4643 Organizational Globalization and Diversity/PS 4643 Organizational Globalization and Diversity [4]	3
Electives[2], [4]	~~~~ 6
Total Hours	15

OL/PS 4443 [4]

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

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

[3] Must earn a 'C' or better.

[4] Students admitted to the Accelerated BPS to MA-ODL (insert text)

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Nursing	9/11/23

Title	Signature	Date
Department Head	*Shelly Daily*	9/14/23
Dean	*Tim Carter*	9/14/23
Assessment		9.18.23
Registrar	*Tammy Weaver*	9/18/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
NUR	3503
Official Catalog Title:	
End of Life Care	

Is this course cross-listed with another existing course? If so, list course subject and number.

◌ Yes ◉ No

Will the cross-listed course be deleted? ◌ Yes ◉ No

(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)
Not used for minor or major course. Used to be offered as elective. We have a major specific course NUR 3213 we now utilize.
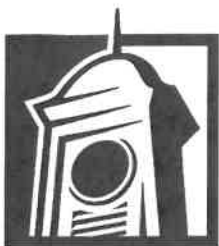
Answer the following Assessment questions:
  a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
     Not applicable
  b. If this course was required for the major or minor, complete the following. Not applicable
     1. How will program level learning outcome(s) previously addressed by this course now be addressed?
  c. What is the rationale for deleting this course? What evidence supports this action?

     Existing course NUR 3213 Care of the Older Adult has been used within the major curriculum for years. NUR 3503 was a previous elective course that has not been taught in years and no plans to teach in future.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. Not applicable

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Nursing	9/11/23

Title	Signature	Date
Department Head	*Shelly Daily*	9/14/23
Dean	*Jim Austin*	9/14/23
Assessment	*[signature]*	9.18.23
Registrar	*Tammy [illegible]*	9/18/23
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
NUR	4983

Official Catalog Title:
Nursing Perspectives on Aging

Is this course cross-listed with another existing course? If so, list course subject and number.
○ Yes ● No
Will the cross-listed course be deleted? ○ Yes ● No

(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)
Not used for minor or major course. Used to be offered as elective in our RN-BSN program.

Answer the following Assessment questions:
a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.   Not applicable   b. If this course was required for the major or minor, complete the following. Not applicable   1. How will program level learning outcome(s) previously addressed by this course now be addressed?   c. What is the rationale for deleting this course? What evidence supports this action?   NUR 4983 was a previous elective course that has not been taught in years and no plans to teach in future.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php. Not applicable

NOTE: This deletion will be effective at the end of the spring term of the current catalog year.