

October Board of Trustees/January AHDE

Undergraduate Proposals

College of Arts and Humanities – Department of Behavioral Sciences

1. Delete the Curriculum for Certificate of Proficiency in Psychology.

College of Arts and Humanities – Department of Communication and Media Studies

1. Modify the Curriculum for Certificate of Proficiency in Print Journalism, as follows: change the title to Certificate of Proficiency in Digital News.

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

1. Add the Curriculum in Certificate of Proficiency in Spanish Health and Social Science Translation.

College of Education and Health – School of Professional and Community Education – Organizational Studies

1. Add the 90 hours Bachelor of Arts in Organizational Leadership.

College of Science, Technology, Engineering, and Mathematics – Department of Engineering and Computing Sciences – Computing Sciences

1. Modify the Curriculum in Bachelor of Science in Computer Science, as follows: add the Software Development track and Artificial Intelligence track.

College of Science, Technology, Engineering, and Mathematics – Department of Mathematics and Physical Sciences

1. Modify the Curriculum in Certificate of Proficiency in Applied Statistics.

Graduate Proposals

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

1. Add the Graduate Certificate in Literary Studies and Instruction.

College of Education and Health – Department of Teaching and Educational Leadership

1. Modify the Curriculum for the Master of Education Instructional Technology Instructional Design and Technology Option and Library Media Specialist K-12, as follows: change the degree to the Master of Science, change the CIP code to 25.9999, and change the title to Library Media and Instructional Technology Instructional Design and Technology Option and Library Media Specialist K-12.

Letter of Notification



A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution: <input type="text" value="Arkansas Tech University"/>		
<input type="text" value="Dr. Adolfo Santos"/>	<input type="text"/>	<input type="text"/>
Name of Provost/Chief Academic Officer	Signature	Date
President/Chancellor Approval Date: <input type="text"/>	Board of Trustee Approval/Notification Date: <input type="text"/>	
Contact Person: <input type="text" value="Dr. David Ward"/>	Contact Person's Title: <input type="text" value="Department Head, Behavioral Sciences Department"/>	
Contact Phone Number: <input type="text" value="(479) 968-0305"/>	Contact Email Address: <input type="text" value="dwward@atu.edu"/>	

Category 1: New or Existing Program Modification (select all that apply)

- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*
- ☐ CIP code change
- ☐ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*
- ☐ Existing program offered by distance technology
- ☐ Existing program offered at an existing off-campus location
- ☐ New certificate program (CP, TC or GC made primarily of existing coursework) **attach copy of curriculum*
- ☐ New degree program (undergraduate or graduate made primarily of existing coursework) **attach copy of curriculum*
- ☐ New option, emphasis, concentration, or minor
- ☐ Title Change

Effective Term: Effective Year:

Before Proposed Changes			
Title: <input type="text"/>			
CIP Code: <input type="text"/>	Degree Code: <input type="text"/>	% Online: <input type="text"/>	
After Proposed Changes/New Program			
Title: <input type="text"/>			
CIP Code: <input type="text"/>	% Online: <input type="text"/>		

Reason for Proposed Action (attach additional pages as needed)

Category 2: Program Deletion/Inactive or Reactivation☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☒ Change program to Inactive Status

If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status (*inactive for less than 5 years*)

Effective Term: Summer Effective Year: 2026

Effective date should reflect the date in which the deletion/inactivation should begin, not the anticipated date of zero enrolled students.

Title	CIP Code	Degree Code
Certificate of Proficiency in Psychology	42.0101	1314

Reason for Proposed Action (*attach additional pages as needed*)

The program has not proven to be viable. Only 3 students are active in the program. See attached.

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*☐ Deletion of instruction, research, or service institute/center.☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs. **attach copy of before and after organization chart*☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Term: Select Term Effective Year:

Administrative/Organizational Unit Title	Department Code

Reason for Proposed Action (*attach additional pages as needed*)

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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**
Certificate of Proficiency in Psychology
- 2. Degree code**
1314
- 3. CIP code**
42.0101
- 2. Effective date, term, and academic year**
Effective date – June 1, 2026 Term – Summer 2026 – ADHE year - 2026
- 4. Reason for deletion and teach out plan**
The program has not proven to be viable. Only 3 students are active in the program.

Letter of Notification



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Institution:

Name of Provost/Chief Academic Officer

Signature

Date

President/Chancellor Approval Date:

Board of Trustee Approval/Notification Date:

Contact Person:

Contact Person's Title:

Contact Phone Number:

Contact Email Address:

Category 1: New or Existing Program Modification (select all that apply)

- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*
- ☐ CIP code change
- ☐ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*
- ☐ Existing program offered by distance technology
- ☐ Existing program offered at an existing off-campus location
- ☐ New certificate program (CP, TC or GC made primarily of existing coursework) **attach copy of curriculum*
- ☐ New degree program (undergraduate or graduate made primarily of existing coursework) **attach copy of curriculum*
- ☐ New option, emphasis, concentration, or minor
- ☒ Title Change

Effective Term:

Effective Year:

Before Proposed Changes			
Title:	<input type="text" value="Certificate of Proficiency in Print Journalism"/>		
CIP Code:	<input type="text" value="09.0401"/>	Degree Code:	<input type="text" value="1061"/>
		% Online:	<input type="text"/>
After Proposed Changes/New Program			
Title:	<input type="text" value="Certificate of Proficiency in Digital News"/>		
CIP Code:	<input type="text"/>	% Online:	<input type="text"/>

Reason for Proposed Action (attach additional pages as needed)

Change the title for the Certificate of Proficiency in Print Journalism to Certificate of Proficiency in Digital News. See attached.

Category 2: Program Deletion/Inactive or Reactivation

☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status (inactive for less than 5 years)

Effective Term:

Effective Year:

Effective date should reflect the date in which the deletion/inactivation should begin, not the anticipated date of zero enrolled students.

Title	CIP Code	Degree Code
<input type="text"/>	<input type="text"/>	<input type="text"/>

Reason for Proposed Action (attach additional pages as needed)

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*

☐ Deletion of instruction, research, or service institute/center.

☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs.

**attach copy of before and after organization chart*

☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Term:

Effective Year:

Administrative/Organizational Unit Title	Department Code
<input type="text"/>	<input type="text"/>

Reason for Proposed Action (attach additional pages as needed)

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LETTER OF NOTIFICATION

Title Change

Change of name only for an existing degree, certificate, major, option, track, or organizational unit where curriculum will not be modified. Can be combined with CIP Change, Curriculum Revision or Existing Program Offered by Distance Technology. Note: words such as certified, licensed, or registered will not be permitted as they imply licensure or certification by an entity outside of the institution is guaranteed.

Required information:

- 1. Current degree title**
CP in Print Journalism
- 2. Degree code**
1061
- 3. CIP code**
09.0401
- 4. Proposed title**
CP in Digital News
- 5. Effective date, term, and academic year**
June 1, 2026, Summer 2026, 2026-27 Academic Year
- 6. Reason for change**
The term “print journalism” does not cover the breadth of news reporting skills covered in this program. Also, most graduates will be writing for non-print (online) sources; so this new name better expresses what students are learning and what the jobs are and will be.

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Signature

Date

President/Chancellor Approval Date:

Board of Trustee Approval/Notification Date:

Contact Person:

Contact Person's Title:

Contact Phone Number:

Contact Email Address:

Category 1: New or Existing Program Modification *(select all that apply)*

- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*
- ☐ CIP code change
- ☐ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*
- ☐ Existing program offered by distance technology
- ☐ Existing program offered at an existing off-campus location
- ☒ New certificate program (CP, TC or GC made primarily of existing coursework) **attach copy of curriculum*
- ☐ New degree program (undergraduate or graduate made primarily of existing coursework) **attach copy of curriculum*
- ☐ New option, emphasis, concentration, or minor
- ☐ Title Change

Effective Term:

Effective Year:

Before Proposed Changes			
Title:	<input type="text"/>		
CIP Code:	<input type="text"/>	Degree Code:	<input type="text"/>
		% Online:	<input type="text"/>
After Proposed Changes/New Program			
Title:	<input type="text" value="Certificate of Proficiency in Spanish Health and Social Science Translation"/>		
CIP Code:	<input type="text" value="16.0908"/>	% Online:	<input type="text" value="100%"/>

Reason for Proposed Action *(attach additional pages as needed)*

Certificate of Proficiency in Spanish Health and Social Science Translation

9 Hours in the following:

SPAN 2303: Spanish for Medical Interpretation I;
SPAN 2313: Spanish for Medical Interpretation II; and
SPAN 3833: Principles of Interpretation

See attached.

Category 2: Program Deletion/Inactive or Reactivation☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status (inactive for less than 5 years)Effective Term: Effective Year:

Effective date should reflect the date in which the deletion/inactivation should begin, not the anticipated date of zero enrolled students.

Title	CIP Code	Degree Code

Reason for Proposed Action (attach additional pages as needed)

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*☐ Deletion of instruction, research, or service institute/center.☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs. **attach copy of before and after organization chart*☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*Effective Term: Effective Year:

Administrative/Organizational Unit Title	Department Code

Reason for Proposed Action (attach additional pages as needed)

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), Advanced Certificate ((21-45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

- 1. Proposed degree title: CP in Spanish Health and Social Science Translation**
- 2. CIP code: 16.0908**
- 3. % online (if applicable): 100%**
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**
SPAN 2303 Health/Social Science Professions I
SPAN 2313 Health/Social Science Professions II
SPAN 3383 Principles of Interpretation
- 5. Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

JUSTIFICATION

The rising number of Hispanics in the region are now necessitating an increased number of linguistic interventions, so truly accurate information, either within medical and health fields or within social services, can be collected, interpreted, and applied to people requiring medical or social services. A truly bilingual person in English/Spanish is needed more than ever, with 18% of the population in Russellville and 39% of the population in Dardanelle identifying as Hispanic or Latino.

This certificate addresses a dearth of professional bilingual personnel in hospitals, clinic, and other field operations who can ensure that the needs of Hispanic individuals are met. Since 57% of Hispanics living in Arkansas are not fluent in English and more than 60% lack health insurance, it becomes increasingly critical to develop linguistically accessible and culturally competent personnel for health and social services. This certificate would provide that.

It is true that Arkansas Tech dropped its Spanish Medical Interpretation certificate due to lack of enrollment, but that outcome may be attributed to the fact that students had to take the majority of the required courses in a face-to-

face format. This online certificate reduces the number of hours to 9 (instead of 21) and incorporates the cultural contexts of various groups of Spanish speakers to the curriculum within each required course, thereby permitting those with very tightly fixed schedules, in, for example, such areas as nursing and rehabilitation science to complete the coursework at more convenient times. This type of certificate also works for those who are working or volunteering in the field who might want to embed this certificate in their degree program but would not normally have the time to attend classes face-to-face as they did previously. This certificate would close, therefore, the gap between Spanish-speaking healthcare needs and available services, both in physical and mental health areas.

PROGRAM GOALS & LEARNING OUTCOMES

Students who successfully complete the certificate will:

- Demonstrate oral proficiency with terminology and expressions common in medical and social science profession contexts.
- Communicate empathetically in a medically specialized and culturally sensitive manner with Spanish-speaking patients.
- Demonstrate the cognitive and language skills necessary for consecutive and simultaneous interpretation.
- Demonstrate awareness of interpreting as a profession: training needed, job opportunities, business practices, and ethical standards.

PROJECTED ENROLLMENT FOR FIRST 3-5 YEARS

During the first year the certificate is available, we expect 5-8 students might declare it given student enrollment in a special problems course on medical translation in Fall 2025. Once we are able to promote the program's 100% online delivery and streamlined course requirements, that enrollment may increase to 10-12 students in the following year. Department faculty have a pre-existing network of community contacts that will facilitate recruitment.

Selected Bibliography:

American Medical Association Journal of Ethics. (2017, March). Clinicians' obligations to use qualified medical interpreters when caring for patients with limited English proficiency. *AMA Journal of Ethics*, 19(3), 245–252. <https://journalofethics.ama-assn.org/article/clinicians-obligations-use-qualified-medical-interpreters-when-caring-patients-limited-english/2017-03>

American Medical Association Journal of Ethics. (2019, March). Medical students as certified interpreters. *AMA Journal of Ethics*, 21(3), E258–E265. <https://journalofethics.ama-assn.org/article/medical-students-certified-interpreters/2019-03>

Arkansas Center for Health Improvement. (n.d.). *Arkansas healthcare workforce*. ACHI. <https://achi.net/arkansas-healthcare-workforce/>

Association of American Medical Colleges. (2023, October 24). The United States needs more Spanish-speaking physicians. *AAMC News*. <https://www.aamc.org/news/united-states-needs-more-spanish-speaking-physicians>

Centers for Medicare & Medicaid Services. (2022). *Lessons from the field: Promising practices for advancing health equity by reducing health disparities*. CMS Office of Minority Health. <https://www.cms.gov/About-CMS/Agency-Information/OMH/Downloads/Lessons-from-the-Field.pdf>

Hawkins, D., & Tran, D. (2025, May 15). Language service cutbacks raise fear of medical errors, misdiagnoses, deaths. *KFF Health News*. <https://www.sfchronicle.com/health/article/language-assistance-federal-cuts-20340700.php>

Journal of Ethics. (2019, March). Medical students as certified interpreters. *AMA Journal of Ethics*, 21(3), E258–E265. <https://journalofethics.ama-assn.org/article/medical-students-certified-interpreters/2019-03>

LWW Journals. (2023, June). The effects of interpreter utilization on patient outcomes: A systematic review. *Ethnicity & Health Policy Forum*, 18(2), 101–115. https://journals.lww.com/ehpf/fulltext/2023/06020/the_effects_of_interpreter_utilization_on_patient.1.aspx

Pro, G. (2022). Spanish language services in specialty mental health treatment facilities in the United States, 2014–2019. *Psychiatric Services*, 73(8), 829–837. <https://doi.org/10.1176/appi.ps.202100614>

Rhodes, S. D., Mann, L., Simán, F. M., Song, E., Alonzo, J., Downs, M., Lawlor, E., Martinez, O., Sun, C. J., & O'Brien, M. C. (2012). Hispanic/Latino immigrant adults in the southern

United States: A qualitative analysis of common barriers to health care and mental health care. *Journal of Immigrant and Minority Health*, 14(5), 915-922. <https://doi.org/10.1007/s10903-011-9558-x>

University of Arkansas for Medical Sciences. (2024, August 14). UAMS, community partners work together to increase Spanish-language breastfeeding support. <https://news.uams.edu/2024/08/14/uams-community-partners-work-together-to-increase-spanish-language-breastfeeding-support/>

University of Michigan College of Pharmacy. (2024, July 8). Health education materials need better translations, study shows. *University of Michigan News*. <https://pharmacy.umich.edu/stories/health-education-materials-need-better-translations-study-shows>

VanHoof, S. (2007). *The Northwest Arkansas nursing workforce*. Center for Business & Economic Research, University of Arkansas. <https://scholarworks.uark.edu/cberpub/19>

VanHoof, S., & Nelson, J. (2004). *Nursing workforce shortages in Northwest Arkansas*. Center for Business & Economic Research, University of Arkansas. <https://scholarworks.uark.edu/cberpub/30>

6. Approval letter from licensure/certification entity, if required.
N/A

7. Effective date, term, and academic year
June 1, 2026, 2026 Summer, 2026-27 academic year

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<input type="text" value="Dr. Adolfo Santos"/>	<input type="text"/>	<input type="text"/>
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date: Board of Trustee Approval/Notification Date:

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address:

Category 1: New or Existing Program Modification *(select all that apply)*

- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*
- ☐ CIP code change
- ☒ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*
- ☐ Existing program offered by distance technology
- ☐ Existing program offered at an existing off-campus location
- ☐ New certificate program (CP, TC or GC made primarily of existing coursework) **attach copy of curriculum*
- ☐ New degree program (undergraduate or graduate made primarily of existing coursework) **attach copy of curriculum*
- ☒ New option, emphasis, concentration, or minor
- ☐ Title Change

Effective Term: Effective Year:

Before Proposed Changes			
Title:	<input type="text" value="Bachelor of Arts in Organizational Leadership"/>		
CIP Code:	<input type="text" value="52.0213"/>	Degree Code:	<input type="text" value="5335"/>
		% Online:	<input type="text" value="100%"/>
After Proposed Changes/New Program			
Title:	<input type="text" value="Bachelor of Arts in Organizational Leadership (90-hour option)"/>		
CIP Code:	<input type="text"/>	% Online:	<input type="text" value="100%"/>

Reason for Proposed Action *(attach additional pages as needed)*

Add the 90-hour option for the Bachelor of Arts in Organizational Leadership. See attached.

Category 2: Program Deletion/Inactive or Reactivation☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

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☐ Reactivation of program from inactive status (inactive for less than 5 years)Effective Term: Effective Year:

Effective date should reflect the date in which the deletion/inactivation should begin, not the anticipated date of zero enrolled students.

Title	CIP Code	Degree Code

Reason for Proposed Action (attach additional pages as needed)

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*☐ Deletion of instruction, research, or service institute/center.☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs. **attach copy of before and after organization chart*☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*Effective Term: Effective Year:

Administrative/Organizational Unit Title	Department Code

Reason for Proposed Action (attach additional pages as needed)

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LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. **Current degree title: Bachelor of Arts in Organizational Leadership**
2. **Current degree code: 5335**
3. **Current CIP code: 52.0213**
4. **% online (if applicable): 100%**
5. **Current curriculum.**

Bachelor of Arts in Organizational Leadership	
GENERAL EDUCATION	35
Composition I - ENGL1013	
Composition II - ENGL1023	
SCIENCE WITH LAB	
SCIENCE WITH LAB	
Fine Arts/Humanities	
Speech/Communication	
US History/Government/Social Sciences	
Math	
ORGANIZATIONAL LEADERSHIP	
Foundations	7
TECH 1001: Orientation to the University	
LEAD 1003: Introduction to Leadership or LEAD 3003: Leading Teams	
LEAD 2003: Ethics in Leadership or OL 4043: Ethical Leadership and Development	
Professional Leadership Certificate	15
OL 3023: Professional Communication	
OL 3133: Personnel Management	
OL 4443: Professional Leadership	
OL 4543: Workplace Supervision	
OL 4643: Organizational Culture	
OL Electives (select from the following)	18
BAS 4253: Quality Control & Continuous Improvement	
BAS 4353: Project Management	
BAS 4363: Project Risk Analysis & Mitigation	

BAS 4373: Leading Agile Projects	
BAS 4453: Root Cause Analysis	
BAS 4553: Workplace Health & Safety	
OL 3233: Volunteer Leadership	
OL 4053: Philanthropy and Fundraising	
OL 4143: Nonprofit Organizations	
OL 4243: Adult Learning in the Workplace	
OL 4343: Community Development	
OL 4743: Organizational Change	
OL 4843: Training and Organizational Development	
Special Topics in OL	
Capstone	3
OL 4963: Organizational Leadership Capstone	
Electives (including concentration courses)	42
TOTAL	120

6. Proposed curriculum. If adding a new course, include new course description.

Bachelor of Arts in Organizational Leadership – 90 Credit Hour Option Proposed Curriculum	
GENERAL EDUCATION	35
Composition I - ENGL1013 – 3 hours	
Composition II - ENGL1023 – 3 hours	
SCIENCE WITH LAB – 4 hours	
SCIENCE WITH LAB – 4 hours	
Fine Arts/Humanities – 3 hours	
Fine Arts/Humanities or LEAD 2003 – 3 hours	
Speech/Communication – 3 hours	
US History/Government – 3 hours	
Social Science – 3 hours	
Social Science or LEAD 1003 – 3 hours	
Math – 3 hours	
ORGANIZATIONAL LEADERSHIP	
Foundations	7
TECH 1001: Orientation to the University	
LEAD 1003: Introduction to Leadership or LEAD 3003: Leading Teams	
LEAD 2003: Ethics in Leadership or OL 4043: Ethical Decision-Making & Development	
Professional Leadership Certificate	15
OL 3023: Professional Communication*	
OL 3133: Personnel Management*	
OL 4443: Professional Leadership*	
OL 4543: Workplace Supervision*	
OL 4643: Organizational Culture*	
Capstone	3
OL 4963: Organizational Leadership Capstone	
OL Core (select from the following) - 15 credit hours must be in enhanced coursework*	30
BAS 4253: Quality Control & Continuous Improvement	
BAS 4353: Project Management	
BAS 4363: Project Risk Analysis & Mitigation	
BAS 4373: Leading Agile Projects	
BAS 4453: Root Cause Analysis	
BAS 4553: Workplace Health & Safety	
OL 3233: Volunteer Leadership	
OL 4053: Philanthropy and Fundraising	
OL 4143: Nonprofit Organizations	

* denotes enhanced curriculum

OL 4243: Adult Learning in the Workplace	
OL 4343: Community Development	
OL 4743: Organizational Change	
OL 4843: Training and Organizational Development	
OL 4993: Special Problems in Organizational Leadership	
LEAD 4003: Leadership Internship	
LEAD 4103: Special Problems in Leadership	
TOTAL	90

Bachelor of Arts Organizational Leadership 90-Hour Matrix					
First Year Fall (16 Hours)			First Year Spring (16 Hours)		
ENGL 1013	Composition I		ENGL 1023	Composition II	
SS 1/2XXX	Social Science		FAH 1/2XXX	Fine Arts/Humanities	
Or			Or		
LEAD 1003	Intro to Leadership		LEAD 2003	Ethics in Leadership	
FAH 1/2XXX	Fine Arts/Humanities		SS 1/2XXX	Social Science	
COMM11XXX	Speech Communication		MATH1XXX	Mathematics	
USHG 1XXX	US History or Government		SCIL 1XXX	Science with Lab	
TECH 1001	Orientation to University				
Second Year Fall (16 Hours)			Second Year Spring (15 Hours)		
LEAD 1003	Intro to Leadership		LEAD 2003	Ethics in Leadership	
or			or		
LEAD 3003	Leading Teams		OL 4043	Ethical Decision Making	
SCIL 1XXX	Science with Lab		OL 4643	Org Culture	
OL 3023	Professional Communication		OL/BAS 3/4X	OL/BAS Elective	
OL 3133	Personnel Management		OL/BAS 3/4X	OL/BAS Elective	
OL/BAS 3/4X	OL/BAS Elective		OL/BAS 3/4X	OL/BAS Elective	
Third Year Fall (15 Hours)			Third Year Spring (12 Hours)		
OL 4443	Professional Leadership		OL/BAS 3/4X	OL/BAS Elective	
OL 4543	Workplace Supervision		OL/BAS 3/4X	OL/BAS Elective	
OL/BAS 3/4X	OL/BAS Elective		OL/BAS 3/4X	OL/BAS Elective	
OL/BAS 3/4X	OL/BAS Elective		OL 4963	Org Leadership Capstone	
OL/BAS 3/4X	OL/BAS Elective				

Program Comparison				
BAOL		BAOL-90		
Content Area	CH	Content Area	CH	Enhanced*
General Education	35	General Education	35	
OL Core	43	OL Foundations	25	15
General Electives	42	OL Core	30	15
Total	120		90	
			90 + 30 = 120	

* enhanced courses include the credit hour calculation determined by workplace/experiential learning considered equivalent to traditional credit hours demonstrated through prior and experiential learning assessment procedures.

7. Effective date, term, and academic year.

Fall 2026

8. Reason for change.

Note: This proposal is to revise the BAOL to add a 90-credit hour option (while maintaining the 120-credit option for students on a more traditional pathway). All other BAOL pathways should remain as options for students.

The early success of the Bachelor of Professional Studies (BPS) program was due to the innovative nature of offering a 100% online degree completion option, the first of its kind in the state of Arkansas. The BPS met a need in the state by providing adult students with a streamlined path to completion of a bachelor's degree. The BPS degree primarily served a distinct population of individuals within our state, those with some college credit, but no bachelor's degree (SCND).

The state of Arkansas and the Arkansas Department of Higher Education are allowing each state

institution to pilot a 90-credit hour bachelor's degree program. Arkansas, including Pope County, continues to have a high population of individuals with some college credit, but no degree. Approximately 22.6% of those 25 years of age and older in the state of Arkansas fall into the some college, no degree category (Statistical Atlas of the United States). A 2019 report by the National Student Clearinghouse estimated the state's total SCND population to be 288,594 (see Appendix A below). However, many of these individuals possess extensive work experience that aligns with academic content covered in specific disciplines. We envision the 90-credit hour bachelor's degree program as an opportunity to integrate extensive work/practical experience with academic content to provide individuals with some college, but no degree a streamlined but rigorous path to degree completion. We feel strongly innovation is necessary to continue our success and to facilitate enrollment growth, and we feel we are uniquely positioned to capitalize on the potential of a reduced-credit hour degree program and the benefits it brings to both students and the institution. Our success in graduating adult students has helped Arkansas Tech University achieve and maintain its role as the best institution in the state for upward social mobility.

The proposed program meets many of the established educational needs in the current environment of higher education. One, the focus on leadership skills meets employer demand for graduates with proficiency in communication, critical thinking, problem-solving, teamwork, conflict resolution, and adaptability. Additionally, the program is streamlined, yet customizable, meeting the needs of modern students who want low cost, less time degree options while maintaining the ability to design their own curriculum. Perhaps most importantly, the program provides students with short-term certificates of proficiency, which can be used to advance in their career while working toward the completed bachelor's degree. The certificate options are particularly useful for students from lower-income backgrounds, as well as students who have irregular enrollment patterns with periods of stop-outs.

A 90-credit hour degree program is the next innovation in increasing access to higher education. This program can provide the 90-credit hour option in a 100% online format, with the potential to utilize the HyFlex modality for both online and face-to-face options, allowing us to market the program to both adult learners and students entering higher education directly from high school. We improved educational outcomes for the state of Arkansas with the innovative BPS by graduating over 2,200 adult students. We see the 90-credit hour degree program as another way for Arkansas Tech to increase educational attainment for both adult and traditional students alike.

APPENDIX A

Statistical Atlas of the United States – Some College, No Degree

State	Postsecondary Enrollment (2019)	SCND* Population (2018)	State Share of Nat'l Enrollment	State Share of Nat'l SCND
Alabama	288,000	426,336	1.7%	1.2%
Alaska	24,412	111,080	0.1%	0.3%
Arizona	439,805	589,661	2.6%	1.6%
Arkansas	148,969	288,594	0.9%	0.8%
California	2,404,485	5,737,962	14.0%	16.0%
Colorado	268,341	677,166	1.6%	1.9%
Connecticut	184,392	368,388	1.1%	1.0%
Delaware	54,510	56,637	0.3%	0.2%
Florida	904,696	1,540,460	5.3%	4.3%
Georgia	497,862	720,390	2.9%	2.0%
Hawaii	51,314	92,251	0.3%	0.3%
Idaho	100,836	164,692	0.6%	0.5%
Illinois	591,735	1,790,351	3.5%	5.0%
Indiana	338,012	794,070	2.0%	2.2%
Iowa	195,725	348,099	1.1%	1.0%
Kansas	183,428	345,035	1.1%	1.0%
Kentucky	232,341	557,533	1.4%	1.6%
Louisiana	223,860	441,476	1.3%	1.2%
Maine	63,868	120,904	0.4%	0.3%
Maryland	330,929	570,129	1.9%	1.6%
Massachusetts	426,371	636,107	2.5%	1.8%
Michigan	493,688	1,070,323	2.9%	3.0%
Minnesota	353,046	566,296	2.1%	1.6%
Mississippi	162,938	293,536	1.0%	0.8%
Missouri	328,083	653,151	1.9%	1.8%
Montana	44,559	102,090	0.3%	0.3%
Nebraska	126,055	306,540	0.7%	0.9%
Nevada	108,675	346,398	0.6%	1.0%
New Hampshire	151,457	94,986	0.9%	0.3%
New Jersey	367,658	736,761	2.1%	2.0%
New Mexico	106,096	271,815	0.6%	0.8%
New York	1,035,053	1,818,922	6.0%	5.1%
North Carolina	518,914	1,014,619	3.0%	2.8%
North Dakota	49,132	64,106	0.3%	0.2%
Ohio	590,723	1,318,364	3.4%	3.7%
Oklahoma	178,492	372,009	1.0%	1.0%
Oregon	199,927	742,386	1.2%	2.1%
Pennsylvania	633,886	1,033,617	3.7%	2.9%
Rhode Island	68,503	120,670	0.4%	0.3%
South Carolina	228,560	447,228	1.3%	1.2%
South Dakota	46,087	61,605	0.3%	0.2%
Tennessee	297,377	592,753	1.7%	1.6%
Texas	1,453,234	2,288,430	8.5%	6.4%
Utah	342,136	370,745	2.0%	1.0%
Vermont	38,686	63,401	0.2%	0.2%
Virginia	475,932	908,888	2.8%	2.5%
Washington	312,379	1,098,345	1.8%	3.1%
West Virginia	135,076	177,019	0.8%	0.5%
Wisconsin	303,260	662,167	1.8%	1.8%
Wyoming	28,904	69,553	0.2%	0.2%
US	17,132,407	35,952,051		

* Some College, No Degree

APPENDIX B

Bachelor of Arts in Organizational Leadership: 90-Credit Hour Option Description

The BAOL-90 integrates academic study with learning through experience in the workplace and/or other professional settings. Through a novel application of assessment like the credit for prior learning process, students pursuing the BAOL-90 will complete 30-credit hours of enhanced major coursework within the 90 credit hours required to complete the program. The enhanced major coursework combines traditional academic instruction with additional requirements designed to integrate academic content with demonstrated learning and growth in a professional environment. Students will demonstrate experiential learning in enhanced courses through completion of various assessments, including, but not limited to, the following:

- Reflective journals – weekly entries documenting application of course content and attainment of course objectives through past or current learning in a professional setting
- Portfolios – a compilation of work samples, projects, or other documentation that demonstrates application of content and attainment of objectives through application
- Self-Assessments – evaluation of one’s own performance relative to application of course content in a professional setting, demonstrating understanding of one’s own learning, strengths, and opportunities for improvement
- Presentations – presentation of knowledge and skills learned through the application of course content
- Professional project with report – completion of workplace/professional project aligned with course content, including assessment of project impact and critical reflection on lessons learned
- Critical incident analysis – analyze a critical incident in the workplace; apply course content to analyze incident, identify root causes, and recommend prevention and/or resolution strategies

Current 90-credit hour programs typically reduce the required general education and/or elective requirements of the traditional bachelor’s degree program. The BAOL-90 retains the same general education requirements as traditional bachelor’s degree programs in the state of Arkansas. Additionally, the reduction of elective credit hours in the BAOL-90 is counterbalanced with the addition of enhanced major coursework, which requires demonstrated application of academic content through experiential learning in the workplace or other professional settings. This approach maintains the spirit and rigor of a 120-credit hour program but packaged in a 90-credit hour delivery method.

The BAOL-90 would be the only 90-credit hour program in the state, and perhaps country, to replace the reduction of elective credit hours with enhanced coursework designed to prioritize workplace learning and application of course content in professional settings.

The BAOL-90 is a workforce development program designed to combine rigorous academic coursework with extensive learning that takes place in professional settings to enhance student capacity to meet the demands of the modern workforce.

APPENDIX C

Example Assessment in Enhanced Major Coursework

Enhanced Content Reflection Module: Leadership in Practice

Module Overview:

This module is designed to help you reflect on your prior and current professional experience through the lens of academic leadership concepts. You will demonstrate how your real-world experiences align with the course objectives by identifying specific examples from your work that showcase your leadership skills, decision-making, workplace impact, and personal growth.

Purpose:

To bridge theory and practice by validating the leadership competencies you've developed in professional settings and to deepen your learning through structured academic reflection.

Learning Goals:

By completing this module, you will:

- Connect your workplace responsibilities and experiences to module objectives.
- Articulate how your professional experiences reflect leadership theory and practice.
- Demonstrate critical thinking, self-awareness, and professional growth.
- Identify areas of strength and development in your leadership journey.

Module Instructions:

Part 1: Leadership Experience Overview (Page length: 1 to 2 pages)

1. Describe your current and/or most recent professional roles related to the course content and objectives. Include the following:
 - Your job title and organization.
 - Key responsibilities and tasks.
 - Length of time in the role.
 - Any supervisory or leadership responsibilities.
2. Submit your professionally formatted resume.

Part 2: Reflection of Course Concepts, Objectives, Career Growth and Future Development (Page length: 3+ pages)

- Reflect on how your experience aligns with at least **three** of the learning objectives listed in this module. Include the following:
 - o Clearly document the objective and your aligned experience for that objective or concept.
 - o Reflect on how your professional experience has shaped your understanding of the objective or concept.
 - o What strengths, related to the course objectives, have you developed through your career/role(s).
 - o What areas can you identify that will be improved through completion of this course in your current and future role(s).
 - o Provide relevant concrete examples (e.g., a project you led, a challenge you resolved, a team dynamic you influenced). Relate your experience to relevant theories or concepts from your course materials and ensure you cite any outside sources you use to support your documentation.

APPENDIX D

Admissions Requirements

The BAOL-90 integrates academic study with learning through experience in the workplace and/or other professional settings. To be admitted to the program, students must demonstrate employment history, be currently employed, or submit a workplace learning agreement which outlines responsibilities for securing suitable internships and/or volunteer opportunities to participate in the program.

1. Academic Requirements
 - a. High school diploma or equivalent
2. Application (confirmed with Admissions this could be done)
 - a. Include a question specific to work experience
 - b. Require submission of a resume or CV
 - c. Include workplace learning agreement
3. Admissions Decision
 - a. Meet admissions requirements, or permission of program director

Appendix E

Program Assessment

Bachelor of Arts in Organizational Leadership 90 Credit Hour Program Assessment	
Program Outcomes	
1. Leadership – Theory, Context, and Application	
<p>Description: students will describe, analyze, evaluate, and apply leadership theories in various and diverse contexts; students will demonstrate basic competencies in leadership and supervision, including skills in oral and written communication, ethical problem solving, research, and evidence-based decision-making; students will apply HROD concepts to selection and hiring.</p>	
<p>Associated Core Courses: LEAD 1003/3003; OL 3023; OL 3133; LEAD 2003/OL 4043; OL 4443, OL 4543; OL 4963</p>	
<p>Assessment:</p>	
<ul style="list-style-type: none"> • Leadership theory – evidence of student competency in knowledge and application of leadership theory • Oral/Written communication – evidence of student competence in oral/written communication in leadership context • Research and evidence-based decision making – evidence of student competency in application of research and evidence-based decision making • HROD concept application – evidence of student competency in application of human resource and organizational development principles in context of leadership 	

2. Leadership – Lifelong Learning and Development of Self, Others, and Organizations

Description: students will articulate a plan for lifelong learning for self-awareness, leadership, and ethical development; students will apply concepts and theories of adult learning, organizational development, and change management to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees and apply models for diagnosing, implementing, and assessing organizational change.

Associated Core Courses: LEAD 1003/3003; OL 3133; LEAD 2003/OL 4043; OL 4243; OL 4543; OL 4963

Associated Elective Courses: OL 4243; OL 4743; OL 4843

Assessment:

- Adult learning theory – evidence of student competency in knowledge and application of adult learning theory, organizational learning, and workforce development
 - HROD concept application – evidence of student competency in the application of adult learning theory, organizational development theory, coaching, and mentoring in hiring, developing, and retaining employees
-
- Change management – evidence of student competency in application of change management theory and models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.

3. Leadership –Organizational Culture, Equity, Inclusion, and Social Responsibility

Description: students will define organizational culture and articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership; students will evaluate personal power and positionality, demonstrate openness to diverse perspectives, and model effective intercultural communication skills; students will examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.

Associated Core Courses: LEAD 1003/3003; LEAD 2003/OL 4043; OL 3023; OL 3133; OL 4543; OL 4643; OL 4963

Associated Elective Courses: OL 4053; OL 4143; OL 4343; OL 4843

Assessment:

- Cultural competence – evidence of student competency in cultural diversity and inclusivity, effectively leading and engaging with diverse groups
- Intercultural communication – evidence of student competency in communicating effectively across cultures, resolving conflict, and building effective, diverse teams
- Perspective taking – evidence of student competency in building openness to diverse perspectives in self and others, understanding of power and positionality in relation to leading self and others, and use of diverse perspectives to solve complex interpersonal and organizational problems
- Social responsibility – evidence of student competency in building ethical organizations, applying ethical decision-making models, and facilitating both individual and organizational ethical development

4. Leadership – Leading People, Organizations, and Communities

Description: students will explain the importance of motivation, empowerment, persuasion, and ethics in leadership; students will demonstrate the ability to effectively function in multiple roles as part of a team and community; students will apply concepts of community development; students will analyze and evaluate their role and the role of leadership in nonprofit organizations and community building.

Associated Core Courses: LEAD 1003/3003; OL 3023; LEAD 2003/OL 4043; OL 4443; OL 4543; OL 4643; OL 4963

Associated Elective Courses: OL 3233; OL 4053; OL 4143; OL 4343; LEAD 4003

Assessment:

Strategic planning – evidence of student competency in goal setting, action plans, outcome evaluation and assessment, and application of the VMOSA process

Ethical decision-making – evidence of student competency in critical thinking, problem solving, and informed, ethical decision-making

Team and community building – evidence of student competency in fostering collaborative environments, effective management of team dynamics, conflict resolution, and community collaboration

Motivation and advocacy – evidence of student competency in storytelling, engaging stakeholders, building community partnerships, and integrating volunteers into organizational mission and operations

BAOL Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4
LEAD 1003/3003	I*	I	I	I
LEAD 2003/OL 4043	R	R	R	R
LEAD 4003	R	R	R	R/M
BAS 4453		R		R
BAS 4353		R		R
BAS 4363		R		R
BAS 4373		R		R
OL 3023	R		R	R
OL 3133	R	R	R	
OL 3233	R	R	R	R
OL 4053	R	R		
OL 4143	R		R	R
OL 4243		R		
OL 4343	R		R	R
OL 4443	R			R
OL 4543	R	R	R	R
OL 4643			R	R
OL 4743		R		
OL 4843		R	R	
OL 4963	M	M	M	M
*I = Introduce; R = Reinforce; M = Mastery				

BAOL Data Pull Checklist

1. Leadership – Theory, Context, and Application

Course	Assignment	Purpose
LEAD 1003	Midterm Exam	Assesses knowledge and application of leadership theory, leadership styles, values and leadership, and emotional intelligence – introductory knowledge expected
	Final Exam	Assesses knowledge of leadership in organizations, leading teams, and leading change – introductory knowledge expected
LEAD 2003	Assignment: Leadership Definition	Assesses application of knowledge of leadership theory into personal definition of leadership – introductory knowledge expected (Module 4)
	Assignment: Storytelling	Assesses student competence in analyzing storytelling in leadership – introductory knowledge expected (Module 5)
	Assignment: Strategic Org Leadership	Assesses knowledge of characteristics of a strategic leader, analysis of leadership performance, and application of strategic leadership – introductory knowledge expected (Module 6)
OL 3023	Assignment: Final Project	Assesses knowledge and application of leadership communication skills in professional writing, team dynamics, technology application, public speaking, conducting meetings, and cultural factors.
	Assignment: Public Speaking Assignment	Assesses student competence in delivering prepared speeches.
OL 3133	Chapter 5 Assignment	Assesses knowledge and application of HRM skills in the selection process, including job applications, hiring timeline, interview techniques, interview questions, and hiring process analysis.
	Chapter 9 Assignment	Assesses knowledge and identification of listening styles, management styles path goal theory in organizations, and delegation.
OL 3143	Midterm Exam	Assesses knowledge and application of research, assessing needs, ethics in research, defining problems, and types of data
	Final Exam	Assesses knowledge of levels of data and measurement, data collection, and research methods
	SWOT Analysis	Assesses application of needs assessment process
	Introduction Assignment	Assesses student competence in identifying and defining a problem, including the use of authoritative sources to provide historical and current context
	Methods Section	Assesses knowledge and application of research process
OL 4043	Module 2 Quiz	assesses knowledge and application of ethical decision making
	Module 7 Quiz	Assesses knowledge and application of leadership and followership ethics
	Module 4 Quiz	Assesses knowledge and application of ethical interpersonal communication

OL 4443	Module 4 Analysis Paper	Assesses evidence of student competency in knowledge and application of leadership theory
	Module 7 Analysis Paper	Assesses evidence of student competency in knowledge and application of leadership theory
	Final Examination: Gender & Leadership	Assesses evidence of student competency in knowledge and application of leadership theory
OL 4543	Assignment: Leadership Communication Response Essay	Assesses evidence of student competency in knowledge and application of information flow when faced with workplace communication challenges.
	Module 1 Quiz	Assesses knowledge of management organizational skills.
	Module 2 Quiz	Assesses knowledge and application of effective communication as a leader
OL 4943	Final Presentation Recording	Assesses oral communication, evidence-based decision making
	Final Project Report	Assesses application of research, problem solving, evidence-based decision making
OL 4963	Final Portfolio	Assesses mastery of knowledge of professional communication and application of various leadership skills and principles learned throughout their degree path.

2. Leadership – Lifelong Learning for Development of Self, Others, and Organizations

Course	Assignment	Purpose
LEAD 1003	Personal Leadership Philosophy	Assesses student understanding of personal leadership development through lifelong learning.
	Self-Assessment Summary	Assesses student application of self-assessments toward personal leadership development.
	Leadership and Perspectives Analysis	Assesses student definition and application of cultural intelligence and openness to new perspectives.
LEAD 2003	Ethical Leadership Development Plan	Assesses student application of individual ethical development strategies for lifelong learning and ethical development.
	Self-Assessment Log I and II	Assesses student application of self-assessments toward ethical development.
	Unit 3 Reflection – Empathy	Assesses student understanding and use of empathy in developing character, decision-making, ethical influence, and building groups.
OL 3133	Chapter 8 Assignment	Assesses student knowledge and application of orientation and training.
	Chapter 10 Assignment	Assesses student application of employee performance evaluation and remediation.

OL 4043	Personal Ethical Statement: Phase III	Assesses student application of content to lifelong ethical development of self and others.
	Self-Assessment Logs I and II	Assesses student application of self-assessments toward ethical development.
	Chapter 3 Quiz	Assesses student knowledge and application of personal ethical development.
OL 4243		
OL 4543	Module Three Quiz	Assesses student knowledge and application of coaching and mentoring in the development of employees.
	Workplace Culture Interview and Research Paper	Assesses student knowledge and application of cultural training protocol for organizations.
OL 4843	Midterm Exam	Assesses student knowledge of adult learning theory, strategic training, transfer of training, program design, training evaluation, and traditional training methods.
	Final Exam	Assesses student knowledge of technology-based training, employee development and career management, the future of training, coaching, mentoring, and consultancy.
	Module 12 Quiz 1 and 2	Assesses knowledge and application of coaching, mentoring, consultancy, and the directive non-directive continuum.
	Module 9 Application Discussion	Assesses application of coaching and mentoring to develop employee leadership capacity.
	Module 7 Application Discussion	Assesses application of specific training methods to leadership development.
	Module 6 Application Discussion	Assesses application of Kirkpatrick's model of training evaluation to evaluate an organization's training program.
	Module 3 Application Discussion	Assesses application of competency models to building leadership competencies through training and development.
OL 4963	Current Issues Paper	Assesses current issues in organizational settings and proposes solutions to issues for organizational change.
	Limbo Critical Book Review	Assesses competency in recognizing cultural issues and considering the impact of change within societal structures.

3. Leadership – Culture, Equity, Inclusion, and Social Responsibility

Course	Assignment	Purpose
LEAD 1003	Personal Mission Statement	Assesses ability to articulate values and apply values to personal mission for positive, ethical change
	Leadership and Perspectives Analysis	Assesses student knowledge of power and cultural intelligence

OL 3133	Chapter 3 Assignment	Assesses knowledge and application of EEOC policies and assessment of solutions to EEOC infractions
	Chapter 4 Quiz – question 3	Assesses application of EEOC laws in hiring
OL 4043	Chapter 12 Quiz	Assesses knowledge of methods to promote ethics in a global society
OL 4143	Course Under Revision (SP 2023)	
	Course Under Revision (SP 2023)	
	Course Under Revision (SP 2023)	
OL 4343	Module 4 Discussion	Assesses ability to articulate how labels impact community member standing
OL 4843	Module 10 Discussion	Assesses knowledge of implicit bias and application of training techniques to address implicit bias
	Chapter 10 Quiz	Assesses knowledge of the role of training and development in social responsibility
OL 4963	Final Portfolio	Assesses mastery of knowledge of professional communication and application of various leadership skills and principles learned throughout their degree path.

4. Leadership – Leading People, Organizations, and Communities

Course	Assignment	Purpose
OL 3133	Chapter 2 Assignment	Assesses knowledge and application of HROD strategic planning
	Chapter 5 Assignment	Assesses knowledge and application of hiring practices in organizations; evaluation of hiring practices
OL 4043	Chapter 5 Quiz	Assesses knowledge of methods to exercise ethical influence
	Chapter 8 Quiz	Assesses knowledge of methods to improve group ethical performance
	Chapter 9 Quiz	Assesses knowledge of methods to build an ethical organization
OL 4143	Module 2 Discussion Forum	Assesses the role of leadership in nonprofit organizations and community building.
	Module 3 Reflective Journal	Assesses the role of leadership in nonprofit organizations and community building.
	Module 7 Discussion Forum (Damberger/Failure)	Assesses the role of leadership in nonprofit organizations and community building.
OL 4343	Module 5 Quiz	Assesses knowledge and application of individual capacity in building communities
	Personal Community Leadership Plan	Assesses knowledge and application of understanding one's leadership role in their community

	Assessment, Strategic, and Financial Plan	Assesses application of concepts to apply a needs-based approach to community development
	Final Exam	Assesses student knowledge of asset- and need-based approaches to community development
OL 4443	Module 3 Case Study	Assesses the importance of motivation, empowerment, persuasion, and ethics in leadership
	Module 5 Analysis Assignment	Assesses the importance of motivation, empowerment, persuasion, and ethics in leadership
	Course Project: Dear Cousin Letter	Assesses the importance of motivation, empowerment, persuasion, and ethics in leadership
OL 4963	Final Portfolio	Assesses mastery of knowledge of professional communication and application of various leadership skills and principles learned throughout their degree path.

Annual Academic Assessment Summary Report

Complete this template to report annual program assessment.

Academic Year Assessed:	2024
College:	Education and Health
Department:	School of Professional and Community Education (PACE)

Program(s) Assessed:

Indicate all majors, minors, certificates and/or options that are included in this assessment:

Majors/ Certificates	PLO
Master of Arts - Organizational Leadership and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Graduate Certificate – Organizational Development and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Bachelor of Arts in Organizational Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Bachelor of Applied Science	Outcome 7: Technical Expertise: project management, computer literacy, technology, financial management, and knowledge application
Bachelor of Professional Studies	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Nonprofit Leadership	Outcome 1: Governance, Leadership, and Advocacy
Certificate of Proficiency – Professional Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Project Management	Outcome 1: Upon completion, students recognize, articulate, and apply the principles of project management identified by the Project Management Institute (PMI): Stakeholders, Team, Development Approach and Life Cycle, Planning, Project Work, Delivery, Measurement and Uncertainty.
Certificate of Proficiency – Training & Org Development	Outcome 1: Outcome: Leadership - Lifelong Learning and Development of Self, Others, and Organizations
Certificate of Proficiency – Workplace Supervision	Outcome 1: Outcome: Upon completion, students demonstrate a comprehensive understanding of the principles of front-line workforce supervision, including leadership, communication, employee motivation, team building, conflict resolution, and performance management.

Program Accreditation/Program Review:

What specialized accreditation does the program have? Has this changed in the last year or are there plans for change?

NA

Did your program complete a program review in the last year? If so, what's one or two key pieces of feedback from that program review that you're working to address, and how are you approaching it?

NA

When is the next program review?

Program	Program Review Date
BAS	2026-2027
BAOL (all concentrations)	2028-2029
MAOLL	2032-2033
GC – ODL	2032-2033
CP – Nonprofit Leadership	2033-2034
CP – Professional Leadership	2026-2027
CP – Project Management	2033-2034
CP – Training and Organizational Development	2033-2034
CP – Workplace Supervision	2028-2029

Program Learning Outcomes:

Program	Learning Outcomes	Associated Courses
MAOLL	PO1: Adult Learning, Leadership, and Org Development Theory and Practice	OL 5043, 5353, 5643, 6043, 6143, 6093
	PO2: Ethical and Cultural Competency, Global Understanding, & Social Responsibility	OL 5043, 5353, 5643, 6043
	PO3: Strategic Verbal & Written Communication in Leadership	OL 5043, 5353, 5643, 6043, 6143
	PO4: Human Resources, Personnel Development, & Change	OL 5043, 5643, 6043, 6143, 6093
GCODL	PO1: Adult Learning, Leadership, and Org Development Theory and Practice	OL 5043, 5643, 6043
	PO2: Ethical and Cultural Competency, Global Understanding, & Social Responsibility	OL 5043, 5643, 6043
	PO3: Human Resources, Personnel Development, & Change	OL 5043, 5643, 6043
BPS	PO1: Leadership – Theory, Context, & Application	OL 3023, 3133, 4443, 4543, 4643, 4963
	PO2: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	OL 3023, 3133, 4443, 4543, 4643, 4963
	PO3: Leadership – Leading People, Organizations, & Communities	OL 3023, 3133, 4443, 4543, 4643, 4963
BAOL	PO1: Leadership – Theory, Context, & Application	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO2: Leadership – Lifelong Learning & Development of Self, Others, & Organizations	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO3: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
	PO4: Leadership – Leading People, Organizations, & Communities	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
BAS	PO1: Communication	BAS 4353, 4363, 4373, 4453
	PO2: Critical Thinking & Problem Solving	BAS 4353, 4363, 4373, 4453
	PO3: Analytical Skills	BAS 4353, 4363, 4373, 4453
	PO4: Ethics	BAS 4353, 4363, 4373, 4453
	PO5: Organizational Culture	BAS 4353, 4363, 4373, 4453
	PO6: Teamwork	BAS 4353, 4363, 4373, 4453
	PO7: Technical Expertise	BAS 4353, 4363, 4373, 4453
	PO8: Leadership & Management	BAS 4353, 4363, 4373, 4453
CPNL	PO1: Governance, Leadership, & Advocacy	OL 3233, 4053, 4143, 4343
CPPL	PO1: Leadership – Theory, Context, & Application	OL 3023, 3133, 4443, 4543, 4643
	PO2: Leadership – Organizational Culture, Equity, Inclusion, & Social Responsibility	OL 3023, 3133, 4443, 4543, 4643
	PO3: Leadership – Leading People, Organizations, & Communities	OL 3023, 3133, 4443, 4543, 4643

CPPM	PO1: Application of PM Principles	BAS 4353, 4363, 4373, 4453
CPTD	PO1: Leadership – Theory, Context, & Application	OL 3133, 4243, 4743, 4843
	PO2: Leadership – Lifelong Learning & Development of Self, Others, & Organizations	OL 3133, 4243, 4743, 4843
CPWS	PO1: Leadership – Theory, Context, & Application	OL 3133, 4443, 4543, 4643
	PO2: Leadership – Leading People, Organizations, & Communities	OL 3133, 4443, 4543, 4643

Assessment 10-Year Schedule:

Indicate the schedule for assessing the program's learning outcomes and list the course(s) where each outcome is assessed. All details of data sources, assessment methods, and evidence files are to be included in your Weave project.

MAOLL				
	PLO 1	PLO 2	PLO 3	PLO 4
2024		OL 5043, 5353, 5643, 6043		
2025			OL 5043, 5353, 5643, 6043, 6143	
2026				OL 5043, 5643, 6043, 6143, 6093
2027	OL 5043, 5353, 5643, 6043, 6143, 6093			
2028		OL 5043, 5353, 5643, 6043		
2029			OL 5043, 5353, 5643, 6043, 6143	
2030				OL 5043, 5643, 6043, 6143, 6093
2031	OL 5043, 5353, 5643, 6043, 6143, 6093			
2032		OL 5043, 5353, 5643, 6043		

2033			OL 5043, 5353, 5643, 6043, 6143	
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2034				OL 5043, 5643, 6043, 6143, 6093
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GCODL

	PLO 1	PLO 2	PLO 3	
2024		OL 5043, 5643, 6043		
2025			OL 5043, 5643, 6043	
2026	OL 5043, 5643, 6043			
2027		OL 5043, 5643, 6043		
2028			OL 5043, 5643, 6043	
2029	OL 5043, 5643, 6043			
2030		OL 5043, 5643, 6043		
2031			OL 5043, 5643, 6043	
2032	OL 5043, 5643, 6043			
2033		OL 5043, 5643, 6043		
2034			OL 5043, 5643, 6043	

BPS

	PLO 1	PLO 2	PLO 3	
2024		OL 3023, 3133, 4443, 4543, 4643, 4963		
2025			OL 3023, 3133, 4443, 4543, 4643, 4963	
2026	OL 3023, 3133, 4443, 4543, 4643, 4963			
2027		OL 3023, 3133, 4443, 4543, 4643, 4963		
2028			OL 3023, 3133, 4443, 4543, 4643, 4963	
2029	OL 3023, 3133, 4443, 4543, 4643, 4963			

2030		OL 3023, 3133, 4443, 4543, 4643, 4963		
2031			OL 3023, 3133, 4443, 4543, 4643, 4963	

2032	OL 3023, 3133, 4443, 4543, 4643, 4963			
2033		OL 3023, 3133, 4443, 4543, 4643, 4963		
2034			OL 3023, 3133, 4443, 4543, 4643, 4963	

BAOL

	PLO 1	PLO 2	PLO 3	PLO 4
2024		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		
2025			LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	
2026				LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
2027	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963			
2028		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		
2029			LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	

2030				LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963
2031	LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963			

2032		LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963		
2033			LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963	
2034				LEAD 1003, 2003; OL 3023, 3133, 4443, 4543, 4643, 4963

BAS

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	
2024							BAS 4353, 4363, 4373, 4453	
2025	BAS 4353, 4363, 4373, 4453							
2026		BAS 4353, 4363, 4373, 4453						
2027			BAS 4353, 4363, 4373, 4453					
2028				BAS 4353,				

				4363, 4373, 4453				
2029					BAS 4353, 4363, 4373, 4453			
2030						BAS 4353, 4363, 4373, 4453		
2031							BAS 4353, 4363, 4373, 4453	
2032	BAS 4353, 4363, 4373, 4453							
2033		BAS 4353, 4363, 4373, 4453						
2034			BAS 4353, 4363, 4373, 4453					
CP – Professional Leadership								
	PLO 1		PLO 2		PLO 3			
2024			OL 3023, 3133, 4443, 4543, 4643					
2025					OL 3023, 3133, 4443, 4543, 4643			
2026	OL 3023, 3133, 4443, 4543, 4643							
2027			OL 3023, 3133, 4443, 4543, 4643					
2028					OL 3023, 3133, 4443, 4543, 4643			

2029	OL 3023, 3133, 4443, 4543, 4643			
2030		OL 3023, 3133, 4443, 4543, 4643		
2031			OL 3023, 3133, 4443, 4543, 4643	
2032	OL 3023, 3133, 4443, 4543, 4643			
2033		OL 3023, 3133, 4443, 4543, 4643		

2034			OL 3023, 3133, 4443, 4543, 4643	
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CP Nonprofit Leadership

	PLO 1
2024	OL 3233, 4053, 4143, 4343
2025	OL 3233, 4053, 4143, 4343
2026	OL 3233, 4053, 4143, 4343
2027	OL 3233, 4053, 4143, 4343
2028	OL 3233, 4053, 4143, 4343
2029	OL 3233, 4053, 4143, 4343
2030	OL 3233, 4053, 4143, 4343
2031	OL 3233, 4053, 4143, 4343
2032	OL 3233, 4053, 4143, 4343
2033	OL 3233, 4053, 4143, 4343
2034	OL 3233, 4053, 4143, 4343

CP – Project Management

	PLO 1
2024	BAS 4353, 4363, 4373, 4453
2025	BAS 4353, 4363, 4373, 4453
2026	BAS 4353, 4363, 4373, 4453
2027	BAS 4353, 4363, 4373, 4453
2028	BAS 4353, 4363, 4373, 4453

2029	BAS 4353, 4363, 4373, 4453
2030	BAS 4353, 4363, 4373, 4453
2031	BAS 4353, 4363, 4373, 4453
2032	BAS 4353, 4363, 4373, 4453
2033	BAS 4353, 4363, 4373, 4453
2034	BAS 4353, 4363, 4373, 4453

CP – Training and Development

	PLO 1	PLO 2
2024	OL 3133, 4243, 4743, 4843	
2025		OL 3133, 4243, 4743, 4843
2026	OL 3133, 4243, 4743, 4843	
2027		OL 3133, 4243, 4743, 4843

2028	OL 3133, 4243, 4743, 4843	
2029		OL 3133, 4243, 4743, 4843
2030	OL 3133, 4243, 4743, 4843	
2031		OL 3133, 4243, 4743, 4843
2032	OL 3133, 4243, 4743, 4843	
2033		OL 3133, 4243, 4743, 4843
2034	OL 3133, 4243, 4743, 4843	

CP – Workplace Supervision

	PLO 1	PLO 2
2024	OL 3133, 4443, 4543, 4643	
2025		OL 3133, 4443, 4543, 4643
2026	OL 3133, 4443, 4543, 4643	
2027		OL 3133, 4443, 4543, 4643
2028	OL 3133, 4443, 4543, 4643	
2029		OL 3133, 4443, 4543, 4643
2030	OL 3133, 4443, 4543, 4643	
2031		OL 3133, 4443, 4543, 4643
2032	OL 3133, 4443, 4543, 4643	
2033		OL 3133, 4443, 4543, 4643
2034	OL 3133, 4443, 4543, 4643	

Annual Findings:

List the learning outcome(s) assessed this year:

Majors/ Certificates	PLO
Master of Arts - Organizational Leadership and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Graduate Certificate – Organizational Development and Learning	Outcome 2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility
Bachelor of Arts in Organizational Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Bachelor of Applied Science	Outcome 7: Technical Expertise: project management, computer literacy, technology, financial management, and knowledge application
Bachelor of Professional Studies	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Nonprofit Leadership	Outcome 1: Governance, Leadership, and Advocacy
Certificate of Proficiency – Professional Leadership	Outcome 2: Leadership: Organizational Culture, Equity, Inclusion, and Social Responsibility
Certificate of Proficiency – Project Management	Outcome 1: Upon completion, students recognize, articulate, and apply the principles of project

	management identified by the Project Management Institute (PMI): Stakeholders, Team, Development Approach and Life Cycle, Planning, Project Work, Delivery, Measurement and Uncertainty.
Certificate of Proficiency – Training & Org Development	Outcome 1: Outcome: Leadership - Lifelong Learning and Development of Self, Others, and Organizations
Certificate of Proficiency – Workplace Supervision	Outcome 1: Outcome: Upon completion, students demonstrate a comprehensive understanding of the principles of front-line workforce supervision, including leadership, communication, employee motivation, team building, conflict resolution, and performance management.

Summarize actions taken in the previous review cycle to improve the results of the learning outcome(s) this review cycle.

Learning outcome attainment for the 2023 cycle met target criteria for success with 85% of students meeting 75% +/- 5% on success metrics at the undergraduate level and 85% +/- 5% at the graduate level. Actions taken to address issues identified in 2023 assessment cycle include a) updated data pull procedures to improve efficiency, b) curricular updates to BAOL to increase credentialing and improve degree customization, c) updated assessment measures to include student attitude assessment of program, d) individual course updates to align outcomes with current industry trends, e) refinement of program outcomes to allow more focused assessment, f) increased diversity of assessment measures within courses and across programs.

Summarize the key findings from the current assessment data. Did past actions described above improve the results?

Learning outcome attainment for the 2024 cycle met target criteria for success with 85% of students meeting 75% +/- 5% on success metrics at the undergraduate level and 85% +/- 5% at the graduate level. Target actions from the 2023 cycle improved efficiency of assessment process. Program updates to the BAOL, although new, have improved scheduling and student customization of programs.

Faculty Review and Actions Taken/Planned:

When did program faculty review and discuss assessment data and make recommendations for improvement? Are meeting minutes uploaded to Weave?

Organizational Studies faculty meeting monthly and as needed to discuss course delivery and program improvement. The first faculty meeting of each spring term is devoted to organizing our data collection and assessment procedures for assessment. Meeting minutes are uploaded in Weave.

Are there any unexpected findings or areas of concern? [100 words max]

There were no unexpected findings or significant areas of concern. Additional opportunities for improvement were identified for each program and are listed in the individual assessment summaries in Weave. Faculty identified the importance of being more skilled all aspects of AI.

After faculty review of assessment results, select all actions taken or planned and briefly describe.

X	Recommended Actions	Briefly Describe
	Course Outcomes Review: Review course learning outcomes and consider alignment with program learning outcomes	This is a continuing process that occurs regardless of the previous year's assessment results.
	Refine Assessments: Develop or adjust assignments and assessments to better measure learning outcomes (e.g. evaluate rubrics, reconsider thresholds, select different assignments)	Consider redevelopment of rubrics, integration and policing of AI, types of assessment measures (reflection, multiple choice, open-ended responses).
	Enhance Student Support: Improve access to tutoring, mentoring, and other support services.	Incorporate student resource Blackboard sites for each program. Use space for increased communication, mentoring, and student/faculty engagement.
	Engage in Professional Development: Participate in training related to assessment and program improvement.	Faculty participation in AI training.
	Communicate with Stakeholders: Share assessment results and improvement plans with students, faculty, and stakeholders.	Develop a process to share meaningful results with students. Increase student engagement in program assessment and improvement.

Use of Assessment Data:

Briefly summarize how assessment data has been used to improve student learning. [200 words max]

Assessment data is used to analyze and improve every aspect of the student experience. We use student satisfaction survey results to inform new opportunities for student interaction through peer review while reducing student anxiety with group work. In courses with more peer review elements, course satisfaction improved, as well as assignment and overall grades. Assessment data is used to better align course content with learning objectives and learning/program objectives with industry trends. This leads to both course and program improvements designed to increase relevancy of content, which enhances student learning. We also use assessment data to analyze and improve problem areas in individual courses, including updates to assignments, tests, assigned readings, etc. These changes help increase relevancy, application, and knowledge retention. Our programs cater to adult students completing courses online. Our retention and graduation rates exceed national averages for online programs AND exceed retention rates of many face-to-face programs at ATU. We feel our use of assessment plays a direct role in this success.

Letter of Notification



A Letter of Notification is required for programmatic and organizational changes that do not require prior review by the Coordinating Board unless requested. The Letter of Notification with supporting documentation must be submitted to ADHE by the established deadlines. All changes in existing programs/units or requests for new programs/units may be approved by the ADHE Director for immediate implementation and must be included on the agenda of the next scheduled Coordinating Board meeting. This form sets forth the relevant criteria and compliance procedures for institutions submitting letters of notification.

Please complete the Institution information below and Category 1, 2, or 3, depending on the requested change.

Institution: Arkansas Tech University		
Dr. Adolfo Santos		
Name of Provost/Chief Academic Officer	Signature	Date
President/Chancellor Approval Date:		Board of Trustee Approval/Notification Date:
Contact Person: Dr. John Krohn	Contact Person's Title: Associate Dean Engineering & Computing Science	
Contact Phone Number: (479) 964-0833	Contact Email Address: jkrohn@atu.edu	

Category 1: New or Existing Program Modification (select all that apply)

- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other *attach copy of MOU
- ☐ CIP code change
- ☒ Curriculum revision of program/option/emphasis/concentration/minor *attach copy of before and after curriculum
- ☐ Existing program offered by distance technology
- ☐ Existing program offered at an existing off-campus location
- ☐ New certificate program (CP, TC or GC made primarily of existing coursework) *attach copy of curriculum
- ☐ New degree program (undergraduate or graduate made primarily of existing coursework) *attach copy of curriculum
- ☒ New option, emphasis, concentration, or minor
- ☐ Title Change

Effective Term: Summer Effective Year: 2026-27

Before Proposed Changes			
Title:	Bachelor of Science in Computer Science		
CIP Code:	11.0101	Degree Code:	2410
		% Online:	
After Proposed Changes/New Program			
Title:	Bachelor of Science in Computer Science: Software Development track and Artificial Intelligence track.		
CIP Code:		% Online:	

Reason for Proposed Action (attach additional pages as needed)

Add the following options to the Bachelor of Science in Computer Science: Software Development track and Artificial Intelligence track. See attached.

Category 2: Program Deletion/Inactive or Reactivation☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status (inactive for less than 5 years)Effective Term: Effective Year:

Effective date should reflect the date in which the deletion/inactivation should begin, not the anticipated date of zero enrolled students.

Title	CIP Code	Degree Code

Reason for Proposed Action (attach additional pages as needed)

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*☐ Deletion of instruction, research, or service institute/center.☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs.

**attach copy of before and after organization chart*

☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*Effective Term: Effective Year:

Administrative/Organizational Unit Title	Department Code

Reason for Proposed Action (attach additional pages as needed)

SAVE

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Please save and upload this form and supporting documents to: [File Transfer System](#)

LETTER OF NOTIFICATION
Curriculum Revision

1. Current degree title

Bachelor of Science in Computer Science

2. Current degree code

2410

3. Current CIP Code

11.0101

4. % online

5. Current curriculum

The current curriculum for the BS-Computer Science degree is listed below as taken from the 2025-26 ATU course catalog:

Freshman		
Fall		Hours
<u>ENGL 1013</u>	Composition I ¹	3
<u>COMS 1333</u>	Web and Mobile Technologies	3
<u>CSEC 1003</u>	Introduction to Cybersecurity	3
<u>MATH 2914</u>	Calculus I	4
<u>TECH 1001</u>	Orientation to the University ²	1
Hours		14

Spring		
<u>COMS 1011</u>	Programming Foundations I Lab	4
& <u>COMS 1013</u>	and Programming Foundations I	
<u>CSEC 1113</u>	Introduction to Networking	3
<u>ENGL 1023</u>	Composition II ¹	3
<u>MATH 2924</u>	Calculus II	4
Hours		14

Sophomore

Fall

<u>COMM 2173</u>	Business and Professional Speaking ³	3
<u>COMS 2203</u>	Programming Foundations II	3
<u>COMS 2703</u>	Computer Hardware and Architecture	3
<u>MATH 2703</u>	Discrete Mathematics	3
<u>SS 1XXX</u>	Social Science Courses ¹	3
	Hours	15

Spring

<u>COMS 2163</u>	Scripting Languages	3
<u>COMS 2213</u>	Data Structures	3
<u>COMS 2223</u>	Computer Organization and Programming	3
<u>ENGL 2053</u>	Technical Writing	3
<u>SCIL 1XXX</u>	Science with Laboratory ¹	4
	Hours	16

Junior

Fall

<u>COMS 2323</u>	Programming in Python	3
<u>COMS 3213</u>	Algorithm Design and Analysis	3
<u>COMS 3703</u>	Advanced Operating Systems	3
<u>FAH 1XXX</u>	Fine Arts and Humanities Courses ¹	3
	Approved Elective (3000-4000 level)	3
	Hours	15

Spring

<u>COMS 3053</u>	Ethical Issues in Technology	3
<u>COMS 3233</u>	Database Design and Implementation	3

<u>COMS 3313</u>	Software Engineering	3
<u>SCIL 1XXX</u>	Science with Laboratory ¹	4
Approved Elective (3000-4000 level)		3
Hours		16

Senior

Fall

<u>COMS 4103</u>	Organization of Programming Languages	3
<u>COMS 4913</u>	Capstone I	3
<u>FAH 1XXX</u>	Fine Arts and Humanities Courses ¹	3
<u>STAT 3153</u>	Applied Statistics	3
<u>USHG 1XXX</u>	U.S. History and Government ¹	3
Hours		15

Spring

<u>COMS 4413</u>	Parallel and Distributed Computing	3
<u>COMS 4923</u>	Capstone II	3
<u>MATH 4003</u>	Linear Algebra I	3
<u>SS 1XXX</u>	Social Science Courses ¹	3
Approved Elective (3000-4000 level)		3
Hours		15
Total Hours		120

1

See appropriate alternatives or substitutions in "General Education Requirements."

2

TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University.

3

COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

6. Proposed curriculum

The proposed curriculum for the proposed Software Development track in the BS – Computer Science degree is as follows:

(Note: new/revised courses are bolded)

Freshman		
	Fall	Hours
ENGL 1013	Composition I ¹	3
COMS 1333	Web and Mobile Technologies	3
CSEC 1003	Introduction to Cybersecurity	3
MATH 2914	Calculus I	4
TECH 1001	Orientation to the University ²	1
	Hours	14
Spring		
COMS 1011 & COMS 1013	Programming Foundations I Lab and Programming Foundations I	4
CSEC 1113	Introduction to Networking	3
ENGL 1023	Composition II ¹	3
MATH 2924	Calculus II	4
	Hours	14
Sophomore		
	Fall	
SS 1XXX	Social Science Course ¹	3
COMS 2323	Programming in Python	3
COMS 2203	Programming Foundations II	3
COMS 2703	Computer Hardware and Architecture	3

MATH 2703	Discrete Mathematics	3
	Hours	15
	Spring	
COMS 2013	AI Fundamentals	3
COMS 2213	Data Structures	3
COMS 2223	Computer Organization and Programming	3
COMM 2173	Business and Professional Speaking ³	3
SCIL 1XXX	Science with Laboratory ¹	4
	Hours	16
	Junior	
	Fall	
COMS 2163	Scripting Languages	3
COMS 3213	Algorithm Design and Analysis	3
COMS 3703	Advanced Operating Systems	3
STAT 3153	Applied Statistics	3
FAH 1XXX	Fine Arts and Humanities Courses ¹	3
	Hours	15
	Spring	
COMS 3053	Ethical Issues in Technology	3
COMS 3233	Database Design and Implementation	3
COMS 3313	Software Engineering	3
SCIL 1XXX	Science with Laboratory ¹	4
MATH 4003	Linear Algebra I	3

	Hours	16
Senior		
Fall		
COMS 4103	Organization of Programming Languages	3
COMS 4913	Capstone I	3
FAH 1XXX	Fine Arts and Humanities Courses ¹	3
Approved Elective (3000-4000 level)		3
USHG 1XXX	U.S. History and Government ¹	3
	Hours	15
Spring		
COMS 4413	Parallel and Distributed Computing	3
COMS 4923	Capstone II	3
Approved Elective (3000-4000 level)		3
SS 1XXX	Social Science Courses ¹	3
Approved Elective (3000-4000 level)		3
	Hours	15
Total Hours		120

1

See appropriate alternatives or substitutions in "General Education Requirements."

2

TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University.

3

COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

The proposed curriculum for the proposed Artificial Intelligence (AI) track in BS – Computer Science degree is as follows:
(Note: new/revised courses are bolded)

Freshman		
	Fall	Hours
ENGL 1013	Composition I	3
FAH 1XXX	Fine Arts and Humanities courses ¹	3
CSEC 1003	Introduction to Cybersecurity	3
MATH 2914	Calculus I	4
TECH 1001	Orientation to the University	1
	Hours	14
Spring		
COMS 1011 & COMS 1013	Programming Foundations Lab & Programming Foundations I	4
CSEC 1113	Introduction to Networking	3
ENGL 1023	Composition II	3
MATH 2924	Calculus II	4
	Hours	14
Sophomore		
	Fall	
COMS 2323	Programming in Python	3
COMS 2203	Programming Foundations II	3
COMS 2703	Computer Hardware & Architecture	3
MATH 2703	Discrete Math	3
SS 1XXX	Social Science courses ¹	3
	Hours	15
Spring		
COMS 2013	AI Fundamentals	3
COMM 2173	Business and Professional Speaking ³	3

COMS 2213	Data Structures	3
COMS 2223	Computer Organization & Programming	3
SCIL 1XXX	Science with Lab ¹	4
	Hours	16

**Junior
Fall**

COMS 3213	Algorithm Design & Analysis	3
COMS 3233	Database Design & Implementation	3
COMS 3613	Advanced AI	3
STAT 3153	Applied Statistics	3
FAH 1XXX	Fine Arts Humanities courses ¹	3
	Hours	15

Spring

COMS 3313	Software Engineering	3
COMS 3243	Data Mining	3
COMS 3703	Advanced Operating Systems	3
MATH 4003	Linear Algebra	3
SCIL 1XXX	Science with Laboratory ¹	4
	Hours	16

**Senior
Fall**

COMS 3053	Ethical Issues in Technology	3
COMS 4613	Natural Language Processing	3
STAT 4383	Machine Learning	3
COMS 4913	Capstone I	3
USHG 1XXX	U.S. History and Government ¹	3
	Hours	15

Spring

COMS 4633	Computer Vision	3
COMS 4653	Big Data & Cloud Computing	3
COMS 4923	Capstone II	3
COMS 4413	Parallel & Distributed Computing	3
SS 1XXX	Social Science courses ¹	3
	Hours	15
	Total Hours	120

1

See appropriate alternatives or substitutions in "General Education Requirements."

2

TECH 1013 Introduction to the University is a substitution for TECH 1001 Orientation to the University.

3

COMM 2003 Public Speaking is a substitution for COMM 2173 Business and Professional Speaking.

7. Effective term

The proposed curricular revisions will be effective with the Summer, 2026 term.

8. Reason for change

The rationale for adding an Artificial Intelligence (AI) track to the Computer Science program is driven by the increasing demand for graduates with specialized knowledge in AI and machine learning across nearly every industry sector, as indicated by our Advisory Board members in our most recent meeting. As AI technologies continue to transform areas such as healthcare, finance, manufacturing, education, and transportation, there is a growing need for computing professionals who are not only technically proficient but also prepared to address the ethical, social, and practical implications of AI systems.

This track will provide students with focused coursework in foundational and applied AI topics, such as machine learning, natural language processing, robotics, and ethical AI design. By offering a dedicated pathway, the program enables students to develop targeted expertise that aligns with industry expectations and graduate study requirements, thus enhancing their competitiveness in the job market and supporting their long-term career advancement.

COMS 4633	Computer Vision	3
COMS 4653	Big Data & Cloud Computing	3
COMS 4923	Capstone II	3
COMS 4413	Parallel & Distributed Computing	3
SS 1XXX	Social Science courses ¹	3
	Hours	15
	Total Hours	120

1

See appropriate alternatives or substitutions in "[General Education Requirements](#)."

2

[TECH 1013](#) Introduction to the University is a substitution for [TECH 1001](#) Orientation to the University.

3

[COMM 2003](#) Public Speaking is a substitution for [COMM 2173](#) Business and Professional Speaking.

7. Effective term

The proposed curricular revisions will be effective with the SummerI, 2026 term.

8. Reason for change

The rationale for adding an Artificial Intelligence (AI) track to the Computer Science program is driven by the increasing demand for graduates with specialized knowledge in AI and machine learning across nearly every industry sector, as indicated by our Advisory Board members in our most recent meeting. As AI technologies continue to transform areas such as healthcare, finance, manufacturing, education, and transportation, there is a growing need for computing professionals who are not only technically proficient but also prepared to address the ethical, social, and practical implications of AI systems.

This track will provide students with focused coursework in foundational and applied AI topics, such as machine learning, natural language processing, robotics, and ethical AI design. By offering a dedicated pathway, the program enables students to develop targeted expertise that aligns with industry expectations and graduate study requirements, thus enhancing their competitiveness in the job market and supporting their long-term career advancement.

The addition of this track also positions the university to remain current and competitive with peer institutions, strengthen industry partnerships, and attract prospective students interested in cutting-edge areas of computing. It reflects the department's commitment to continuous improvement and curricular relevance while supporting the university's broader mission of student success, access, and regional impact.

Letter of Notification



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Institution:

Name of Provost/Chief Academic Officer

Signature

Date

President/Chancellor Approval Date:

Board of Trustee Approval/Notification Date:

Contact Person:

Contact Person's Title:

Contact Phone Number:

Contact Email Address:

Category 1: New or Existing Program Modification (select all that apply)

- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*
- ☐ CIP code change
- ☒ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*
- ☐ Existing program offered by distance technology
- ☐ Existing program offered at an existing off-campus location
- ☐ New certificate program (CP, TC or GC made primarily of existing coursework) **attach copy of curriculum*
- ☐ New degree program (undergraduate or graduate made primarily of existing coursework) **attach copy of curriculum*
- ☐ New option, emphasis, concentration, or minor
- ☐ Title Change

Effective Term:

Effective Year:

Before Proposed Changes			
Title:	<input type="text" value="Certificate of Proficiency in Applied Statistics"/>		
CIP Code:	<input type="text" value="27.0599"/>	Degree Code:	<input type="text" value="1263"/>
		% Online:	<input type="text"/>
After Proposed Changes/New Program			
Title:	<input type="text"/>		
CIP Code:	<input type="text"/>	% Online:	<input type="text"/>

Reason for Proposed Action (attach additional pages as needed)

Reduce the hours from 16 hours to 15 hours as follows: delete STAT 2304: Programming Languages for Data Science, and STAT 4153: Experimental Design and Analysis; add STAT 3183: Statistical Process Control, and STAT 4113: Categorical Data Analysis; and remove STAT 3183 and STAT 4113 from list of 6 hours of required electives. See attached.

Category 2: Program Deletion/Inactive or Reactivation

☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

If program has enrolled students, it will be placed in F = Future Inactive status until it has 0 students. A program can be in Inactive Status for a maximum of 5 years. After 5 years, the program will be deleted.

☐ Reactivation of program from inactive status (inactive for less than 5 years)

Effective Term:

Effective Year:

Effective date should reflect the date in which the deletion/inactivation should begin, not the anticipated date of zero enrolled students.

Title	CIP Code	Degree Code
<input type="text"/>	<input type="text"/>	<input type="text"/>

Reason for Proposed Action (attach additional pages as needed)

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*

☐ Deletion of instruction, research, or service institute/center.

☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs. **attach copy of before and after organization chart*

☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Term:

Effective Year:

Administrative/Organizational Unit Title	Department Code
<input type="text"/>	<input type="text"/>

Reason for Proposed Action (attach additional pages as needed)

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LETTER OF NOTIFICATION

Curriculum Revision

The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc. Can be combined with Title Change, CIP Change, or Existing Program Offered by Distance Technology.

Required Information:

1. **Current degree title**
Certificate of Proficiency in Applied Statistics
2. **Current degree code**
1263
3. **Current CIP code**
27.0599
4. **% online (if applicable)**
5. **Current curriculum.**
Total Hours – 16 hours
STAT 2304 Programming Languages for Data Science
STAT 3113 Regression Analysis
STAT 4153 Experimental Design and Analysis
Select two of the following:
STAT 3183 Statistical Process Control
STAT 4113 Categorical Data Analysis
STAT 4163 Mathematical Statistics
STAT 4383 Machine Learning
STAT 4393 Statistical Learning
BDA 3013 Business Spreadsheet Modeling
BDA 3033 Data Modeling and Management
6. **Proposed curriculum. If adding a new course, include new course description.**
Total Hours – 15 hours
STAT 3113 Regression Analysis
STAT 3183 Statistical Process Control
STAT 4113 Categorical Data Analysis
Select two of the following:
STAT 4163 Mathematical Statistics
STAT 4383 Machine Learning
STAT 4393 Statistical Learning
BDA 3013 Business Spreadsheet Modeling
BDA 3033 Data Modeling and Management
7. **Effective date, term, and academic year.**
June 1, 2026; Summer I, 2026 term; 2026-27 academic year.

8. Reason for change.

The Certificate of Proficiency in Applied Statistics aligns with the growing demand for statistical and data analysis skills across various industries. In Arkansas, not many institutions offer comparable certificate programs. Regional institutions like the University of Missouri (certificates in Biostats and certificates in sports analytics) or Texas A&M (Applied stats certificate) offer similar programs, emphasizing applied statistical methods for practical use.

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President/Chancellor Approval Date:

Board of Trustee Approval/Notification Date:

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Contact Person's Title:

Contact Phone Number:

Contact Email Address:

Category 1: New or Existing Program Modification (select all that apply)

- ☐ Articulation Agreement: ☐ 2+2 ☐ 3+1 ☐ 4+1 ☐ Other **attach copy of MOU*
- ☐ CIP code change
- ☐ Curriculum revision of program/option/emphasis/concentration/minor **attach copy of before and after curriculum*
- ☐ Existing program offered by distance technology
- ☐ Existing program offered at an existing off-campus location
- ☒ New certificate program (CP, TC or GC made primarily of existing coursework) **attach copy of curriculum*
- ☐ New degree program (undergraduate or graduate made primarily of existing coursework) **attach copy of curriculum*
- ☐ New option, emphasis, concentration, or minor
- ☐ Title Change

Effective Term:

Effective Year:

Before Proposed Changes			
Title:	<input type="text"/>		
CIP Code:	<input type="text"/>	Degree Code:	<input type="text"/>
		% Online:	<input type="text"/>
After Proposed Changes/New Program			
Title:	Graduate Certificate in Literary Studies and Instruction		
CIP Code:	<input type="text" value="13.1305"/>	% Online:	<input type="text" value="100%"/>

Reason for Proposed Action (attach additional pages as needed)

Graduate Certificate in Literacy Studies and Instruction will require 18 hours of coursework.

Required courses are listed below:

6 Hours Theory & Instruction

ENGL 6023 Composition Theory and Practice

One of the following

• ENGL 5103 Literary Theory

• ENGL 5723 Teaching People of Other Cultures

• ENGL 6213 Topics in Literature: Instructional Approaches to Literature (new course)

6 Hours Global Perspectives

Category 2: Program Deletion/Inactive or Reactivation

☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

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☐ Reactivation of program from inactive status (inactive for less than 5 years)

Effective Term:

Effective Year:

Effective date should reflect the date in which the deletion/inactivation should begin, not the anticipated date of zero enrolled students.

Title	CIP Code	Degree Code
<input type="text"/>	<input type="text"/>	<input type="text"/>

Reason for Proposed Action (attach additional pages as needed)

Category 3: Instruction/Research/Service Centers and Administrative/Organization Units

☐ Establishment of new instruction, research, or service institute/center that does not serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*

☐ Deletion of instruction, research, or service institute/center.

☐ Establishment of administrative/organization unit that does not serve as a basis for faculty appointments or degree programs. **attach copy of before and after organization chart*

☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*

Effective Term:

Effective Year:

Administrative/Organizational Unit Title	Department Code
<input type="text"/>	<input type="text"/>

Reason for Proposed Action (attach additional pages as needed)

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LETTER OF NOTIFICATION

New Certificate Program

Creation of a new Certificate of Proficiency, Technical Certificate, or Graduate Certificate that is made of primarily existing courses. Credit hour limits are as follows: Certificate of Proficiency (6 – 21 SCH), Technical Certificate (21 – 45 SCH), Advanced Certificate ((21-45 SCH), and Graduate Certificate (12 – 21 SCH).

Required Information:

1. **Proposed degree title** Graduate Certificate in Literary Studies and Instruction
2. **CIP code** 13.1305
3. **% online (if applicable)** Can be completed 100% online.

4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

18 hours of coursework:

Required Courses

6 Hours Theory & Instruction

ENGL 6023 Composition Theory and Practice

One of the following

- ENGL 5103 Literary Theory
- ENGL 5723 Teaching People of Other Cultures
- ENGL 6073 Instructional Approaches to Literature (new course)

6 Hours Global Perspectives

ENGL 5173 Seminar: Film Studies

ENGL 5213 American Folklore

ENGL 5283 Seminar: World Literature

ENGL 5683 Seminar: Gender Studies

ENGL 5723 Teaching People of Other Cultures

6 Hours graduate English electives

5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**

JUSTIFICATION

The proposed graduate certificate in Literary Studies and Instruction will provide a focused, structured curriculum to graduate students who want to meet the minimum qualifications for teaching concurrent English courses in Arkansas high schools.

PROGRAM NEED

State Demand

This graduate certificate addresses an existing need in Arkansas, one especially acute in rural communities. According to the *Arkansas Concurrent Enrollment Report: Landscape Analysis and Recommendations* published in January 2024, over 21,000 Arkansas high school students enrolled in concurrent during the 2022-23 school year.

However, the report identifies an ongoing shortage of credentialed concurrent enrollment teachers and asserts that preservice teachers need to be better informed about credentialing requirements and opportunities. It also identifies online coursework as key to addressing the shortage. This certificate can be completed online, making it an especially attractive option for teachers in rural areas, where concurrent enrollment lags behind that in the state's population centers. Because the Department of English & World Languages offers a BA English Education degree, we will be able to communicate credentialing requirements and opportunities to those majors through academic advising and encourage them to pursue the graduate certificate following completion of their undergraduate degree.

Program Goals and Learning Outcomes

Students who complete the certificate will:

- Demonstrate mastery of major composition theory concepts.
- Demonstrate mastery of critical and theoretical approaches to literature, teaching literature, and/or teaching English as a Second Language.
- Demonstrate graduate-level analysis of literary texts.

Projected Program Enrollment for first 3-5 Years

During the first year the certificate program is available, we expect that 5-8 students might declare it. These would likely be recent graduates of our BA English Education program or current high school teachers who express interest in becoming concurrent instructors but are denied because they do not have sufficient graduate hours in English to qualify. (Each year, there are 2-3 of these cases.) Outreach targeted to regions of the state underserved by the concurrent program could further increase program enrollment.

6. Approval letter from licensure/certification entity, if required. N/A

7. Effective date, term, and academic year Summer 2026

ENGL 6073

Instructional Approaches to Literature

Course Catalog Description:

An exploration of research-based, field-tested practices for the integrated teaching of literature and writing.

Justification for the Course:

ENGL 6073 is designed to serve as a core course in the Graduate Certificate in Literary Studies and Instruction. It will provide graduate students who want to teach concurrent English courses in high school with methods for combining the teaching of literature and writing, in alignment with the curriculum for ENGL 1023, Composition II.

The course is offered in Spring only.

Course Objectives:

By the end of the course, participants will be able to:

- Implement strategies to guide students toward multiple critical perspectives on literary texts.
- Create lesson plans that integrate literary studies and composition instruction.
- Differentiate instruction to accommodate linguistically and culturally diverse learners.
- Articulate their beliefs about best practices for literature-based writing instruction.

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Institution:

<input type="text" value="Dr.. Adolfo Santos"/>	<input type="text"/>	<input type="text"/>
Name of Provost/Chief Academic Officer	Signature	Date

President/Chancellor Approval Date: Board of Trustee Approval/Notification Date:

Contact Person: Contact Person's Title:

Contact Phone Number: Contact Email Address:

Category 1: New or Existing Program Modification (select all that apply)

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- ☐ New degree program (undergraduate or graduate made primarily of existing coursework) **attach copy of curriculum*
- ☐ New option, emphasis, concentration, or minor
- ☒ Title Change

Effective Term: Effective Year:

Before Proposed Changes				
Title:	<input type="text" value="Master of Education in Instructional Technology - Library Media Specialist K-12 Option and Instructional Design and Technology"/>			
CIP Code:	<input type="text" value="13.0501"/>	Degree Code:	<input type="text" value="5675"/>	% Online: <input type="text" value="100%"/>
After Proposed Changes/New Program				
Title:	<input type="text" value="Master of Science in Library Media and Instructional Technology - Library Media Specialist K-12 Option and Instructional Design and Technology"/>			
CIP Code:	<input type="text" value="25.9999"/>	% Online:	<input type="text" value="100%"/>	

Reason for Proposed Action (attach additional pages as needed)

CIP, Title, and Degree Change

Current Program:

Degree: MED in Instructional Technology

CIP Code: 13.0501

Options:

Library Media Specialist K-12

Instructional Design and Technology

Proposed Changes:

New Degree: Master of Science (MS)

New Program Title: Library Media and Instructional Technology

Category 2: Program Deletion/Inactive or Reactivation☐ Delete program/option/emphasis/track

Requires phase-out plan. If program has enrolled students, it will be placed in P = Phase-Out Delete status until it has 0 students.

☐ Change program to Inactive Status

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☐ Reactivation of program from inactive status (*inactive for less than 5 years*)Effective Term: Effective Year:

Effective date should reflect the date in which the deletion/inactivation should begin, not the anticipated date of zero enrolled students.

Title	CIP Code	Degree Code
<input type="text"/>	<input type="text"/>	<input type="text"/>

Reason for Proposed Action (*attach additional pages as needed*)**Category 3: Instruction/Research/Service Centers and Administrative/Organization Units**☐ Establishment of new instruction, research, or service institute/center that **does not** serve as a basis for faculty appointments or degree programs. **attach synopsis of center's mission and role, physical address, projected annual budget, and funding sources.*☐ Deletion of instruction, research, or service institute/center.☐ Establishment of administrative/organization unit that **does not** serve as a basis for faculty appointments or degree programs.

**attach copy of before and after organization chart*

☐ Reorganization/Renaming/Deletion of existing administrative/organization unit **attach copy of before and after organization chart*Effective Term: Effective Year:

Administrative/Organizational Unit Title	Department Code
<input type="text"/>	<input type="text"/>

Reason for Proposed Action (*attach additional pages as needed*)

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LETTER OF NOTIFICATION

CIP, Title, and Degree Change

Current Program:

Degree: MED in Instructional Technology

CIP Code: 13.0501

Options:

Library Media Specialist K-12

Instructional Design and Technology

Degree Code: 5675

Proposed Changes:

New Degree: Master of Science (MS)

New Program Title: Library Media and Instructional Technology

New CIP Code: 25.9999

Options:

Library Media Specialist K-12

Instructional Design and Technology

Course Changes: None (all existing courses for both options will remain unchanged)

Rationale:

The department proposes these changes to modernize the program title and align it more closely with current industry terminology and trends. Updating the degree designation and CIP code supports the program's relevance in today's educational and technological landscape, while maintaining its current curricular structure.