Graduate Council – September 16, 2025

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

1. Add ENGL 6073: Instructional Approaches to Literature, to the course descriptions; and
2. Add the Graduate Certificate in Literary Studies and Instruction - Requires BOT/ADHE Approval.

College of Business and Economic Development – LeMoyne Smith School of Business

1. Add the following course to the course descriptions:
   BUAD 6100: Business Experiential Learning Activity.

College of Education and Health – Department of Kinesiology and Rehabilitation Science

1. Modify CNSL 6013: Vocational Rehabilitation, as follows:
2. Modify CNSL 6163: Addictions Diagnosis and Treatment Strategies, as follows:
3. Modify the Curriculum for Master of Science in Counseling Clinical Mental Health Option and Rehabilitation Counseling Option; and
4. Add the Accelerated Bachelor of Arts in Psychology to Master of Science in Counseling.

College of Education and Health – School of Professional and Community Education – Emergency Management and Homeland Security

1. Add EMHS 6526: Emergency Management Practicum in Health Care, to the course descriptions (must approve new course before approve program change for MSN);
2. Modify EMHS 6023: Risk and Vulnerability Assessment for Business and Industry, as follows: delete the co-requisite;
3. Modify EMHS 6163: Disaster Preparedness, as follows: delete the co-requisite/prerequisite; and Modify EMHS 6413: Capstone, as follows: delete the prerequisites (both course changes on same proposal form); and
4. Add the Accelerated Bachelor of Arts in Communication to Master of Science in Emergency Management and Homeland Security;

College of Education and Health – School of Professional and Community Education – Higher Education and Student Affairs

1. Add the Accelerated Bachelor of Arts in Communication to Master of Science in Higher Education and Student Affairs.

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

1. Add OL 6991-3: Thesis Continuation in Organizational Leadership and Learning, to the course descriptions;
2. Change the title for OL 6053: Advanced Research Methods in ODL, TO: Advanced Research Methods in Organizational Leadership and Learning; and modify the course description;
3. Change the title for OL 6063: Evaluation and Assessment in Organization Development and Learning, TO: Evaluation and Assessment in Organizational Leadership and Learning;
4. Change the title for OL 6093: Organizational Development and Learning Capstone, TO: Organizational Leadership and Learning Capstone;
5. Change the title for OL 6143: Consultation, Coaching, and Leadership Development, TO: Performance Coaching and Leadership Development; and modify the course description;
6. Change the title for OL 6883: Special Problems in Organizational Development and Learning, TO: Special Problems in Organizational Leadership and Learning; and modify the course description;
7. Change the title for OL 6891-4: Independent Study in Organizational Development and Learning, TO: Independent Study in Organizational Leadership and Learning;
8. Modify the Master of Arts in Organizational Leadership and Learning and the Graduate Certificate in Organizational Leadership and Learning; and
9. Add the Accelerated Bachelor of Arts in Communication to Master of Arts in Organizational Leadership and Learning.

College of Education and Health – Department of Nursing

1. Modify the Master of Nursing in Nursing Administration and Emergency Management (must approve new EMHS course before approve program change for MSN).

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

1. Add the following courses to the course descriptions:
   EDLD 6512: Building Level Administrator Internship (part 1); and
   EDLD 6522: Building Level Administrator Internship (part 2);
2. Modify the Curriculum for the Master of Education Educational Leadership;
3. 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 – Requires BOT/ADHE Approval; and
4. Modify the Curriculum for the Graduate Certificate in P-12 Building Level Administrator.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
English & World Languages	08-05-25

Title	Signature	Date
Department Head	*Emily Hoffman*	08-05-25
Dean	*Jeffrey Cass*	08-05-25
Assessment	*Amanda Gardner*	8/7/25
Registrar	*Tommy Lawer*	8/7/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) ENGL	Course Number: (e.g., 1003) 6073	Effective Term: ○ Spring ● Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Instructional Approaches to Literature		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) INSTR APPROACHES TO LIT		

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

○ Yes ● No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. ○ Yes ● No

Is this course repeatable for additional earned hours? ○ Yes ● No How many total hours?

Grading: ● Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

● 01 Lecture ○ 02 Lecture/Laboratory ○ 03 Laboratory only

○ 05 Practice Teaching ○ 06 Internship/Practicum ○ 07 Apprenticeship/Externship

○ 08 Independent Study ○ 09 Readings ○ 10 Special Topics

○ 12 Individual Lessons ○ 13 Applied Instruction ○ 16 Studio Course

○ 17 Dissertation Research ○ 18 Activity Course ○ 19 Seminar ○ 98 Other

Does this course require a fee? ○ Yes ● No How Much? Select Fee Type

If selected other list fee type:

☐ Elective X Major ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.) **Required for proposed GC Literary Studies & Instruction**

If course is required by major/minor, how frequently will course be offered?
Each Spring semester

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable

b. If this course is required for the major or minor, complete the following.

   1. Provide the program level learning outcome(s) it addresses.
       It addresses PLO1: Demonstrate mastery of critical and theoretical approaches to literature, teaching literature, and/or teaching English as a second language.

   2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
       Students will complete the following assignments that align with PLO1:
       - *A critical theory translation that makes a critical theory accessible to students and guides students to apply it to a literary text.*
       - *A "Writing About Literature" assignment requiring students to design a writing assignment related to a literary text as well as two activities in the writing sequence.*

- *A "Final Instructional Unit" requiring students to design a multi-week instructional unit on a literary work that integrates analytical reading, critical approaches, and multiple writing modes.*

c. What is the rationale for adding this course? What evidence demonstrates this need?

While the department offers an undergraduate course, ENGL 4733, that addresses methods for teaching literature at the secondary level, it lacks a similar course that addresses teaching literature at the college level. Similarly, the existing graduate course, ENGL 6023 Composition Theory and Practice, addresses concepts most relevant to teaching the writing process, evaluating student writing, etc. It does not address theory and best practices relevant for teaching composition courses with a literature component, such as our ENGL 1023 Composition II.

Similar graduate certificates offer comparable courses. For instance, UA Monticello offers ENGL 59253 Seminar in Teaching English.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

ENGL 6073
Instructional Approaches to Literature

Instructor: Dr. Paola Gemme
Office Hours: TR 12-1:30
E-mail: pgemme@atu.edu
Phone: 964-3617

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

Justification for the Course:
ENGL 6XXX 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.

Required Textbooks:
Appleman, Deborah. *Critical Encounters in Secondary English: Teaching Literary Theory to Adolescents*. 3rd ed., Teachers College Press, 2015.
Comfort, Kelly, and Abigail Scharf. *Teaching Literature in the World Language Classroom: A Practical Guide that Uses Bloom's Taxonomy to Enhance Learning*. Routledge, 2025.
Johannessen, Larry R, and Elisabeth A. Kahn. *Writing about Literature*. 2nd ed., National Council of Teachers of English, 2009.

Supplemental Reading List:
Beach, Richard, et al., *Teaching Literature to Adolescents*. 4th ed., Routledge, 2020.
Bickmore, Steven T., et al., editors. *How Young Adult Literature Gets Taught. Perspectives, Ideologies, and Pedagogical Approaches for Instruction and Assessment*. Routledge, 2023.
Blau, Sheridan D. *The Literature Workshop: Teaching Texts and Their Readers*. Heinemann, 2003.
Foster, Thomas C. *How to Read Literature Like a Professor*. 3rd ed. Harper, 2024.
Hansen, Angela S., and Anete Vásquez. *Teaching Literature-Based Instructional Units: From Planning to Assessment*. Routledge, 2022.

Syllabus:

Week 1: Teaching Basic Elements of Literary Analysis

Week 2: Critical Theory in Accessible Form I: The Lens of Reader Response and the Lens of Class

Week 3: Critical Theory in Accessible Form II: The Lens of Gender and the Lens of Postcolonialism

Week 4: Critical Theory in Accessible Form III: The Lens of Deconstruction.

Week 5: Classroom Activities for Critical Encounters

Week 6: Microteaching: Practice and Critique a Critical Approaches Mini-lesson (in couples, face-to face or on Webex). Critical Theory Translation due after peer review.

Week 7: Teaching Visual Literacy: The Graphic Novel in the Literature Class

Week 8: Talking about and Enacting Literature: Reading Circles and Readers' Theater

Week 9: Scaffolding Writing about Literature: Teaching Free Writing, Outlining, and Drafting

Week 10: Writing with Others: The Peer Review

Week 11: Assessment and Feedback in the Integrated Teaching of Literature and Writing

Week 12: Microteaching: Practice and Critique a Writing about Literature Scaffolded Assignment (in couples, face-to-face or on Webex). Writing about Literature Assignment due after peer review.

Week 13: Culturally Responsive Literature Instruction

Week 14: Teaching Linguistically Diverse Students: Literature for Language Acquisition. Teaching Literature Philosophy due.

Week 15: Capstone Unit and Teaching Philosophy Presentation via WebEx. Final Instructional Unit due after peer review.

Assignments and Grading

1. Critical Theory Translation (due on Week 6): Explain the basic concepts of a critical approach in student-friendly terms and scaffold its application to a literary text. 15% (150 pts.)

2. Writing about Literature Assignment (due on Week 12): Design a writing assignment for a literary text and provide two activities in the writing sequence. 15% (150 pts.)

3. Teaching Literature Philosophy (due on Week 14): Articulate your personal beliefs about the best ways to foster writing skills in the literature classroom. 15% (150 pts.)

4. Final Instructional Unit (due on Week 15): Design a multi-week instructional unit on a literary work that integrates analytical reading informed by critical approaches and multiple, formal and informal, writing modes. Include adaptations for culturally and linguistically diverse students and assessment methods. 40% (400 pts.)

5. Classroom Presentations (in Week 6, Week 12, and Week 15) : 15% (150 pts.)

A is 90%-100% of total possible points, or a minimum of 900 points.

B is 80%-89% of total possible points, or a minimum of 800 points.

C is 70% to 79% of total possible points, or a minimum of 700 points.

D is 60% to 69% of total possible points, or a minimum of 600 points.

F is less than 60% of total possible points, or less than 600 points.

Policies:

• I appreciate getting papers by their due date so I can grade them all together. However, I understand life happens to all of us. If you need an extension on a deadline, I will grant it provided you ask for it before an assignment is due. Plan on turning in whatever you are late on within a week at the latest. Unless it becomes a habit, I do not penalize late papers. After the second late submission, however, expect to be downgraded one letter grade.

• I expect you to read papers written by you, not AI. However, I do not object to your using AI to edit your essays. My recommendation is that you ask AI to suggest changes but not implement them, so you can decide whether you want to accept them or not. Also, keep a file of your original draft to show me if I have questions. Be aware that all your assignments will be checked by Blackboard for AI use. My policy is to assign a 0 to any assignments that flags as AI generated.

™ARKANSAS TECH UNIVERSITY

Request for New Certificate Program
(CERTIFICATE OF PROFICIENCY, TECHNICAL CERTIFICATE, ADVANCED CERTIFICATE, or GRADUATE CERTIFICATE)

Department Initiating Proposal	Date
English & World Languages	05-19-25

Title	Signature	Date
Department Head Emily Hoffman	*Emily Hoffman*	05-19-25
Dean Jeffrey Cass	*Jeffrey Cass*	05-19-25
Assessment Amanda Gardner	*Amanda Gardner*	7/1/25
Registrar Tammy Weaver	*Weaver*	7/23/25
Graduate College (if appropriate) Michael Bradley		
Vice President for Academic Affairs Adolfo Santos		

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

Program Title:
Graduate Certificate in Literary Studies and Instruction

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. Emily Hoffman   Contact Person's Title: Department Head English and World Languages

Contact Phone Number: (479) 968-0484   Contact Email Address: ehoffman1@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
- [x] 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:				
CIP Code:		**Degree Code:**		**% Online:**
After Proposed Changes/New Program				
Title:	Graduate Certificate in Literary Studies and Instruction			
CIP Code:	13.1305	**% Online:**	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

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: Select 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: Select Term   Effective Year:

Administrative/Organizational Unit Title	Department Code

Reason for Proposed Action (attach additional pages as needed)

SAVE   ATTACH   SUBMIT   SHOW ATTACHMENTS

Please save and upload this form and supporting documents to: File Transfer System

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.

Literary Studies and Instruction
Graduate Certificate
2026-2027

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade	Required Courses (12 hours):
	ENGL 6023 Composition Theory and Practice
	3 hours from: ENGL 5103 Literary Theory ENGL 5723 Teaching People of Other Cultures ENGL 6073 Instructional Approaches to Literature
	6 hours from: ENGL 5173 Seminar in Film Studies ENGL 5213 American Folklore ENGL 5283 Seminar: World Literature ENGL 5683 Seminar in Gender Studies ENGL 5723 Teaching People of Other Cultures
	3 hours English Elective
	3 hours English Elective

Minimum hours required: **18**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

™ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
School of Business	**May 14, 2025**

Title	Signature	Date
Department Head Matt Brown	*Matt B*	5-14-25
Dean Tracy Cole	*Tracy Cole*	5-14-25
Assessment	*Amanda Gardner*	7/1/25
Registrar	*signature*	7/23/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BUAD	**6100**	☑ Spring ☐ Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Business Experiential Learning Activity

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

Business Experiential Learning

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

☐ Yes ☒ No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. ☐ Yes ☒ No

Is this course repeatable for additional earned hours? ☐ Yes ☒ No How many total hours?

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

☐ 01 Lecture ☐ 02 Lecture/Laboratory ☐ 03 Laboratory only

☐ 05 Practice Teaching ☒ 06 Internship/Practicum ☐ 07 Apprenticeship/Externship

☐ 08 Independent Study ☐ 09 Readings ☐ 10 Special Topics

☐ 12 Individual Lessons ☐ 13 Applied Instruction ☐ 16 Studio Course

☐ 17 Dissertation ☐ 18 Activity Course ☐ 19 Seminar ☐ 98 Other

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Does this course require a fee? ☐ Yes ☒ No How Much? | Select Fee Type

If selected other list fee type:

☒ Elective ☐ Major ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? **No**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? **No**

Answer the following Assessment questions:
   a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
   b. If this course is required for the major or minor, complete the following.
      1. Provide the program level learning outcome(s) it addresses. **N/A**
      2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) **N/A**
   c. What is the rationale for adding this course? What evidence demonstrates this need?

The rationale for this course is to equip students with practical professional skills. The School of Business mission states that the School emphasizes experiential learning opportunities because these activities provide students with " real life" experiences which enhance their academic learning, build their skills, and allows them to learn about work expectations for various professions. An undergraduate version of this course already exists and has been successful in tracking and documenting experiential learning in a manner that benefits the students and School. This proposal creates a graduate version of the course for MBA students.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

a. Course subject **BUAD**
b. Course number **6100**
c. Catalog course title **Business Experiential Learning**
d. Catalog description **This non-credit course indicates student completion of one or more experiential learning activities during the semester taken. Examples of experiential learning include activities that allow students to engage: 1. with external entities such as a business or non-profit organization to work on or solve business problems; 2. in business decision making activities; and 3. in work related activities. This course will be pass(P)/fail(F) and is offered each semester. Note: This course may be repeated up to 5 times: once each fall, spring, or summer term.**
   1. Arkansas Course Transfer System (ACTS) course number, if applicable N/A
   2. Cross-listing N/A
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites N/A
   5. Co-requisites N/A
   6. Description **see above**
   7. Notes (e.g., information not in description such as course may be repeated for credit) **see above**
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours) **Varies**
   9. Fees (e.g., $36 art fee) **None**
e. Section for Name of instructor, office hours, contact information (telephone, email) **Master of Business Administration Program Director, Rothwell Hall, Room 416, Phone: (479) 968-0688.**
f. Text required for course **None required.**
g. Bibliography (supplemental reading list) N/A
h. Justification/rationale for the course

   The rationale for this course is to equip students with practical professional skills. The School of Business mission states that the School emphasizes experiential learning opportunities because these activities provide students with " real life" experiences which enhance their academic learning, build their skills, and allows them to learn about work expectations for various professions. An undergraduate version of this course already exists and has been successful in tracking and documenting experiential learning in a manner that benefits the students and School. This proposal creates a graduate version of the course for MBA students.

i. Course objectives: **To prepare business students for professional careers by giving students " real life" experiences which enhance their academic learning and build practical business skills.**

j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) N/A

k. Assessment methods (include grading policy with specific equivalents for A, B, C)
   Periodically, the School of Business Office of Student Engagement is charged with producing a report for the Dean and Assurance of Learning Committee to document experimental learning outcomes. These results are to be used to ensure the School's experiential learning goal is being met. This course will show that students have opportunities to engage in experiential learning along with the both the percentage of graduates who complete experiential learning activities and the average number of experiential learning activities COB graduates obtain during their academic career.

l. Policy on absences, cheating, plagiarism, etc.
Course Implementation/Policy: BUAD 6100 is a closed capacity class (i.e., 0 capacity), therefore, only those with INB (software) access can register students into BUAD 4100. When the Office of Student Engagement receives names of students who are participating in experiential learning activities during a given semester, the Coordinator of Student Engagement will enroll appropriate students into BUAD 6100.
To minimize instances that require recording a "W" for students who are unable to complete an

experiential learning, it is recommended that BUAD 6100 be offered (i.e., posted in Banner) during the last 5 weeks of a given semester. In this way, the Student Engagement Office can enroll students into BUAD 6100 up to the 11th week of a given semester. This allows for the inclusion of situations when a student takes on service project in mid-semester. Also, by the 11th week of a semester, the faculty and administration will likely know if a given student has completed or will complete an experiential learning activity during that semester. Offering BUAD 6100 late during a given semester also reduces the need to drop students from BUAD 6100 for the given semester, thus reducing administrative tasks.

However, if a student enrolled into BUAD 6100 docs not fully participate/perform in their experiential learning activity, the designated faculty member notifies the Office of Student Engagement that the student should be administratively withdrawn from the class no later than the final drop date for that semester.

m. Course content (outline of material to be covered in course).
The types of experiential learning activities offered include:

- **Internships**
- **Business-based service learning volunteer projects classes and/o r student organizations. This**
- **includes Small Business Technology Development Center cases with local small businesses**
- **Business plan competitions**
- **Faculty research projects conducted jointly with students**
- **Marketing plan development**
- **Investment activities -student management of the Student Managed Investment Fund**
- **Globus Business Simulation**
- **Tax Return Completion Service for the community**
- **Research analytic activities that relate to economic policy recommendations**
- **Certain travel experiences (foreign or domestic).**
- **Others as approved by the Student Engagement Committee**

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Kinesiology & Rehabilitation Science	7/23/25

Title	Signature	Date
Department Head	Rockie Pederson	7/23/2025
Dean	Tim Carter	7/25/25
Assessment	Amanda Gardner	7/25/25
Registrar	*[signature]*	8/6/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
CNSL	**6013**

Official Catalog Title:
Vocational Rehabilitation

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

○ Yes ⦿ No

Request to change: (check appropriate box):

☐ Course Number ☑ Title ☐ Course Description

☐ Cross-Listing ☑ Prerequisite ☐ Co-requisite

☐ Grading ☐ Fee

☐ Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

| n/a

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

| **Vocational Counseling**

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

| **Vocational Counseling**

New Course Description: n/a

New Cross List:

☐ Adding Cross-Listing ☐ Changing Cross-Listing ☐ Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number |

New Prerequisite (list all, as you want them to appear in the catalog):

n/a

New Co-requisite (list all, as you want them to appear in the catalog):
n/a

☐ Elective ☑ Major ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

This course already exists. This is just a cosmetic change on the name of the course to make sure the Arkansas Board of Examiners in Counseling recognizes that this is a Career Counseling class and not just a Vocational Rehabilitation class as the Arkansas Board of Examiners in Counseling may question students if they took the right course. This was a recommendation from our Graduate Advisory Board for the MS in Counseling program that we held last Spring 2025.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

This course is required by the Arkansas Board of Examiners in Counseling. Please see the link below (page 2): LAC LPC Core Curriculum Summary

b. If this course is required for the major or minor, complete the following.

a. Provide the program level learning outcome(s) it addresses.

Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.

Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
Standard 2: Students will have discussion boards where they watch examples of career theories in action to make sure they understand the concepts. Then they will write what they learned from said videos. Students will be provided clinical case studies to apply their knowledge of specific career theories to ensure they are prepared to assist their clients when they are finished with their degree and licensed/certified as counselors.

Standard 5: Students will learn career theories and techniques when assisting clients to learn skills to be able to obtain and maintain employment. They will write a paper about the career theory they want to research and potentially use with future clients.

c. What is the rationale for adding this course? What evidence supports this action?
This is not a new course. This is an existing course that we are doing a cosmetic change the to name of the course. Nothing else is changing with this course at this time.

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

™ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Kinesiology & Rehabilitation Science	7/23/25

Title	Signature	Date
Department Head	Rockie Pederson	7/23/2025
Dean	Tim Carter	7/25/25
Assessment	Amanda Gardner	7/25/25
Registrar	Flwann	8/6/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
CNSL	**6163**

Official Catalog Title:
Addictions Diagnosis and Treatment Strategies

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

○ Yes ● No

Request to change: (check appropriate box):

☐ Course Number	☑ Title	☑ Course Description
☐ Cross-Listing	☑ Prerequisite	☐ Co-requisite
☐ Grading	☐ Fee	

☐ Other [   ]

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

n/a

New Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Diagnosis & Treatment in Counseling

Banner Title: (limited to 30 characters, including spaces, capitalize all letters - this will display on the transcript)

Diagnosis & Treatment in Coun

New Course Description:
This course introduces students to fundamental concepts of the current edition of the DSM as well as the clinical interviewing skills necessary to apply diagnoses to clients in an ethical manner. This course will look at multicultural aspects and as well as from co-occurring diagnosis perspectives (additions and mental health diagnoses). This course will allow future clinicians to create self-awareness as a critical dimension in accurate diagnosis and effective treatment planning. Course materials will consist of both lecture, use of current DSM manual, and case studies.

New Cross List:

☐ Adding Cross-Listing	☐ Changing Cross-Listing	☐ Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number [   ]

New Prerequisite (list all, as you want them to appear in the catalog):

CNSL 5223, CNSL 5233, CNSL 5243, CNSL 6204

New Co-requisite (list all, as you want them to appear in the catalog):

☐ Elective	☑ Major	☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)
This course already exists. We are just doing a cosmetic change on the title of the course and the course description as the course does not just focus on addiction diagnosis but will cover the entire DSM which includes addition diagnosis, mental health diagnosis, and developmental diagnosis as well as co-occurring diagnosis (addition diagnosis and depression, anxiety and autism, etc.)

Answer the following Assessment questions:

    a.   If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
            This course is required by the Arkansas Board of Examiners in Counseling. Please see the link below (page 4): LAC LPC Core Curriculum Summary

    b.   If this course is required for the major or minor, complete the following.

a. Provide the program level learning outcome(s) it addresses.

Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.

Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.

b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

Standard 2: Students will be assessed through accurate diagnosis through case studies as well as treatment plan development. The current edition of the DSM will be their guide to accurate and ethical diagnosis.

Standard 5: Students will be assessed through accurate diagnosis through case studies as well as identifying appropriate treatment strategies through treatment plan development. The current edition of the DSM will be their guide to accurate and ethical diagnosis.

c. What is the rationale for adding this course? What evidence supports this action?

We are not adding a new course. We are just updating the course title and course description to make it more accurate of what will be taught in this course.

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

ARKANSAS TECH UNIVERSITY

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REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Kinesiology & Rehabilitation Science	7/23/25

Title	Signature	Date
Department Head	Rockie Pederson	7/23/2025
Dean	Tim Carter	7/25/25
Assessment	Amanda Gardner	7/25/25
Registrar	Jneann	8/6/25
Vice President for Academic Affairs		

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

Program Title: Masters of Science in Clinical Mental Health Counseling & Rehabilitation Counseling

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

This change will result in the course, CNSL 6431 Technology in Counseling & Therapy to be a required course for both tracks of our Masters in Science in Counseling program. We will reduce the number of electives/thesis hours from 5 to 4 hours to make sure we keep the program at 60 hours. This course was inadvertently left out but is required by the Arkansas Board of Examiners in Counseling to become a Licensed Associate Counselor (LAC) and eventually be eligible to become a Licensed Professional Counselor (LPC) in the state of Arkansas. The course was approved by ADHE but was not included (by accident as previously mentioned) in the course outline. This will allow the course to be added as a required course on student's degree works page.

What impact will the change have on staffing, on other programs and space allocation?
Since this is a 1-hour class and is taught in Summer semesters only at this time, it will have no impact on staffing currently. This addition should have zero impact on other programs or space allocations.

Answer the following Assessment questions:

a. How does the program change align with the university mission?
This change will allow our program to make sure our graduates are eligible to sit for the National Counselor Exam per Arkansas Board of Examiners in Counselor requirements for eligibility in the state of Arkansas. By adding this course students will make an impact on society as well as reach their goals to become a mental health and/or rehabilitation counselor.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
This is a required course by the Board of Examiners in Counseling in Arkansas. Please see the core curriculum requirements link here (page 4 of the PDF):
https://healthy.arkansas.gov/wp-content/uploads/LAC-LPC_Core_Curriculum_Summary.pdf

c. What is the rationale for this program change?
1. How will the program change impact learning for students enrolled in this program?
2. This program change will make students eligible for licensure in the state of Arkansas as a mental health counselor as previously stated.
3. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
More and more counselors are using online counseling to meet the needs of rural Arkansans. Students must be knowledgeable of how to ethically use technology in counseling to provide the highest quality services and provide protection of privacy.

b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. Other Arkansas universities that offer a masters in counseling are requiring a similar course.

University of Arkansas at Fayetteville has CNED 5541: Telemental Heath Counseling. Harding University left their Technology course (COUN 6901: Technology Assisted & Distance Counseling) as an elective but has a note on their website that the course is required for LPC licensure in Arkansas. John Brown University has CNL 8221 Technology Assisted Counseling as a required course. I could not find any information on the following universities websites about a technology course: Arkansas State University, University of Arkansas at Little Rock, University of Central Arkansas. Henderson State University mentioned the need for the technology course for licensure in Arkansas but did not show any course in their curriculum online.

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

Assessment Plan is attached at the end of this document.

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

MS in Counseling Assessment Plan

(AB2M Classes are highlighted in yellow below)

Standard Outcome	Courses for Outcome	Outcome Measure
Standard 1: Successful graduates comprehend the major concepts, principles, theories, and research underlying the philosophical foundations of clinical mental health and rehabilitation counseling, and they work successfully within organizational components.	CNSL 5223 CNSL 6123	- Written Synthesis Exercises - Clinical Case Studies - Quizzes & Exams - Reflection Papers
Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.	CNSL 5223 CNSL 5163 CNSL 5223 CNSL 5233 CNSL 5243 CNSL 6013 CNSL 6023 CNSL 6123 CNSL 6163 CNSL 6204 CNSL 6233 CNSL 6803	- Video/Live Counseling & Reflection Exercises - Clinical Case Studies - Case Management Portfolio - Reflection Journals - Quizzes & Exams - Formative & Summative Assessments - Experiential Assessments - Treatment Plan Development
Standard 3: Successful graduates are successful in their various roles as clinical professionals. They serve as informed advocates for those with rehabilitation and/or mental health needs, and for providing consultative services to community organizations. They engage with families and community members to form collaborative relationships.	CNSL 5163 CNSL 6223 CNSL 6823 CNSL 6431	- Case Study and Advisory Plan - Treatment Plan Development - Consultation Plan Development
Standard 4: Successful graduates can competently obtain, evaluate and utilize research, in addition to classroom knowledge, in a manner that scaffolds the clinical relationship.	EDFD 6003 CNSL 5163 CNSL 6023 CNSL 6973 CNSL 6981-6 CNSL 6991-5	- Video/Live Counseling & Reflection Exercises - Clinical Case Studies - Formative & Summative Assessments - Experiential Assessments - Pre-Professional Experience Research Project and Thesis

Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.	CNSL 5003 CNSL 5163 CNSL 5233 CNSL 6013 CNSL 6163 CNSL 6204 COUN 6213 CNSL 6223 **CNSL 6431**	- Research & Analysis Synthesis Paper - Clinical Case Studies - Formative & Summative Assessments - Experiential Assessments - Research Project and Thesis

COUNSELING - CLINICAL MENTAL HEALTH OPTION, MASTER OF SCIENCE

Dr. Robert Stevens, Program Director
Browning Hall, Room 305
(479) 964-0545
rstevens5@atu.edu

Curriculum

Code _CNSL 6431_	Title	Hours _1_
CNSL 5163	Foundations of Substance Abuse	3
CNSL 5223	Ethics and Professional Development	3
CNSL 5233	Diversity and Inclusion in Human Service Settings	3
CNSL 5253	Psychopathology	3
CNSL 6013	Vocational Rehabilitation	3
CNSL 6023	Assessment in Counseling Environments	3
CNSL 6123	Counseling Theories	3
CNSL 6163	Addictions Diagnosis and Treatment Strategies	3
CNSL 6204	Counseling Skills	4
CNSL 6223	Family and Relationship Counseling: Theories and Techniques	3
CNSL 6233	Theories and Techniques of Group Counseling	3
CNSL 6803	Psychopharmacology and the Counseling Profession	3
CNSL 6823	Advanced Case Management Strategies for Counseling	3
CNSL 6973	Practicum in Counseling	3
CNSL 6986	Internship in Counseling	6
COUN 6213	Developmental Counseling: Theory and Application	3
EDFD 6003	Educational Research	3
Select one of the following:		_5/4_
CNSL 6991/6992/6993/6994/6995	Thesis Research	
Elective		
Total Hours		**60**

COUNSELING - REHABILITATION COUNSELING OPTION, MASTER OF SCIENCE

Dr. Robert Stevens, Program Director
Browning Hall, Room 305
(479) 964-0545
rstevens5@atu.edu

Curriculum

Code *CNSL 6431*	Title	Hours *1*
CNSL 5003	Medical and Psychosocial Aspects of Disability	3
CNSL 5163	Foundations of Substance Abuse	3
CNSL 5223	Ethics and Professional Development	3
CNSL 5233	Diversity and Inclusion in Human Service Settings	3
CNSL 5253	Psychopathology	3
CNSL 6013	Vocational Rehabilitation	3
CNSL 6023	Assessment in Counseling Environments	3
CNSL 6123	Counseling Theories	3
CNSL 6204	Counseling Skills	4
CNSL 6223	Family and Relationship Counseling: Theories and Techniques	3
CNSL 6233	Theories and Techniques of Group Counseling	3
CNSL 6803	Psychopharmacology and the Counseling Profession	3
CNSL 6823	Advanced Case Management Strategies for Counseling	3
CNSL 6973	Practicum in Counseling	3
CNSL 6986	Internship in Counseling	6
COUN 6213	Developmental Counseling: Theory and Application	3
EDFD 6003	Educational Research	3
Select one of the following:		*5/4*
CNSL 6991/6992/6993/6994/6995	Thesis Research	
Elective		

Total Hours — **60**

Master of Science
Counseling
Clinical Mental Health Track
2025-2026 ~~2025-2026~~ 2026-27

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Prerequisite courses: Research Methods (3 credit hours) and Statistics (3 credit hours)

Grade	Required Courses (60 hours):
	CNSL 5163 Foundations of Substance Abuse
	CNSL 5223 Ethics and Professional Development
	CNSL 5233 Diversity and Inclusion in Human Service Settings
	CNSL 5253 Psychopathology
	CNSL 6013 Vocational Rehabilitation
	CNSL 6023 Assessment in Counseling Environments
	CNSL 6123 Counseling Theories
	CNSL 6163 Addictions Diagnosis and Treatment Strategies
	CNSL 6204 Counseling Skills
	CNSL 6223 Family and Relationship Counseling: Theories and Techniques
	CNSL 6233 Theories and Techniques of Group Counseling
	CNSL 6803 Psychopharmacology and the Counseling Profession
	CNSL 6823 Advanced Case Management Strategies for Counseling
	CNSL 6973 Practicum in Counseling
	CNSL 6986 Internship in Counseling
	COUN 6213 Developmental Counseling: Theory and Application
	EDFD 6003 Educational Research

CNSL 6431

Select one of the following: ~~5~~ 4 Hours

Grade

	CNSL 6991-5 Thesis Research

OR

	Elective

Minimum hours required: **60**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

Master of Science
Counseling
Rehabilitation Track
~~2025-2026~~ *2026-27*

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Prerequisite courses: Research Methods (3 credit hours) and Statistics (3 credit hours)

Grade	Required Courses (60 hours):
	CNSL 5003 Medical and Psychosocial Aspects of Disability
	CNSL 5163 Foundations of Substance Abuse
	CNSL 5223 Ethics and Professional Development
	CNSL 5233 Diversity and Inclusion in Human Service Settings
	CNSL 5253 Psychopathology
	CNSL 6013 Vocational Rehabilitation
	CNSL 6023 Assessment in Counseling Environments
	CNSL 6123 Counseling Theories
	CNSL 6204 Counseling Skills
	CNSL 6223 Family and Relationship Counseling: Theories and Techniques
	CNSL 6233 Theories and Techniques of Group Counseling
	CNSL 6803 Psychopharmacology and the Counseling Profession
	CNSL 6823 Advanced Case Management Strategies for Counseling
	CNSL 6973 Practicum in Counseling
	CNSL 6986 Internship in Counseling
	COUN 6213 Developmental Counseling- Theory and Application
	EDFD 6003 Educational Research

CNSL 6431

Select one of the following: ~~5~~ *4* Hours

Grade

	CNSL 6991-5 Thesis Research

OR

	Elective

Minimum hours required: **60**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Kinesiology & Rehabilitation Science	7/10/2025

Title	Signature	Date
Department Head Dr. Rockie Pederson	Rockie Pederson	7/10/2025
Dean Dr. Tim Carter	Tim Carter	7/10/25
Assessment Ms. Amanda Gardner	Amanda Gardner	7/15/25
Registrar Ms. Tammy Weaver	Weaver	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title: Accelerated BA in Psychology to MS in Counseling Program

Outline change in program:

The proposed AB2M program partners the Bachelor of Arts in Psychology undergraduate degree with the Master of Science in Counseling – Rehabilitation Counseling Option and Clinical Mental Health Option. Students in this accelerated program can substitute up to 12 hours of graduate level CNSL courses for undergraduate Elective courses in the senior fall and spring terms.

CNSL 5003: Medical and Psychosocial Aspects of Disability for 3 hours of 3000-4000 level Elective;
CNSL 5223: Ethics and Professional Development for 3 hours of 3000-4000 level Elective;
CNSL 5233: Diversity and Inclusion in Human Service Settings for 3 hours of 3000-4000 level Elective; and
CNSL 5253: Psychopathology for 3 hours of 3000-4000 level Elective.

What impact will the change have on staffing, on other programs and space allocation?

There should be no impact on other programs other than a few upper division Psychology courses having a few less students in them due to the substitutions from the newly created AB2M Psychology to MS in Counseling pathway.

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

      This allows the MS in Counseling program to have our second stackable AB2M pathway. It will help retain students who obtain their bachelors and master's degrees from ATU.

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

      Not Applicable

   c. What is the rationale for this program change?
      1. How will the program change impact learning for students enrolled in this program?

         Students will get an example of what graduate course work will look like while still being an undergraduate student. Due to the admissions process, we will only be accepting students who have the potential to do well in graduate work so they will be successful.

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

         Students will be held to the same assessment plan that the MS in Counseling program has adopted. We follow the curriculum guidelines of our future hope of being CACREP accredited as well as following the guidance of the Arkansas Board of Examiners in Counseling (LPC) and the Commission of Certified Rehabilitation Counselors (CRCC) to ensure our students will become licensed and/or certified counselors upon graduation.

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

I am not aware of any other Counseling program in the state of Arkansas that has a accelerated pathway such as this for Psychology majors. This is a great opportunity both financially and time wise for students to get up to 12 hours of credit at the undergraduate tuition cost and have 12 of 60 graduate credit hours completed before they obtain their bachelors in Psychology. This will be a huge recruitment and retention tool for both the Psychology program and the Masters in Counseling program.

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

Assessment plan is included at the end of this document.

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

Please see last page for signatures for this required page.

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

Curriculum Matrix for Catalog	
Curriculum in Psychology	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester *Footnote 9* Add: the AB2M footnote: CNSL 5223: Ethics and Professional Development for 3 hours of 3000-4000 level Elective Add the AB2M footnote: CNSL 5233: Diversity and Inclusion in Human Service Settings for 3 hours of 3000-4000 level Elective Delete: Total Hours:	**Senior Spring Semester** *footnote 9* Add: the AB2M footnote: CNSL 5003: Medical and Psychosocial Aspects of Disability for 3 hours of 3000-4000 level Elective Add the AB2M footnote: CNSL 5253: Psychopathology for 3 hours of 3000-4000 level Elective Delete: Total Hours:

MS in Counseling Assessment Plan

(AB2M Classes are highlighted in yellow below)

Standard Outcome	Courses for Outcome	Outcome Measure
Standard 1: Successful graduates comprehend the major concepts, principles, theories, and research underlying the philosophical foundations of clinical mental health and rehabilitation counseling, and they work successfully within organizational components.	CNSL 5223 CNSL 6123	- Written Synthesis Exercises - Clinical Case Studies - Quizzes & Exams - Reflection Papers
Standard 2: Successful graduates are able to comprehend and synthesize the major concepts, principles, theories, and research related to clinical practice and apply this knowledge. They demonstrate the ability to build rapport, explore complex topics and situations, uphold professional ethical and legal standards, develop research-informed treatment plans, refer or perform necessary assessments as part of treatment, and keep accurate and timely records for each client they work with. They successfully model practices that affirm the diversity of all clientele.	CNSL 5223 CNSL 5163 CNSL 5223 CNSL 5233 CNSL 5243 CNSL 6013 CNSL 6023 CNSL 6123 CNSL 6163 CNSL 6204 CNSL 6233 CNSL 6803	- Video/Live Counseling & Reflection Exercises - Clinical Case Studies - Case Management Portfolio - Reflection Journals - Quizzes & Exams - Formative & Summative Assessments - Experiential Assessments - Treatment Plan Development
Standard 3: Successful graduates are successful in their various roles as clinical professionals. They serve as informed advocates for those with rehabilitation and/or mental health needs, and for providing consultative services to community organizations. They engage with families and community members to form collaborative relationships.	CNSL 5163 CNSL 6223 CNSL 6823	- Case Study and Advisory Plan - Treatment Plan Development - Consultation Plan Development
Standard 4: Successful graduates can competently obtain, evaluate and utilize research, in addition to classroom knowledge, in a manner that scaffolds the clinical relationship.	EDFD 6003 CNSL 5163 CNSL 6023 CNSL 6973 CNSL 6981-6 CNSL 6991-5	- Video/Live Counseling & Reflection Exercises - Clinical Case Studies - Formative & Summative Assessments - Experiential Assessments - Pre-Professional Experience Research Project and Thesis

Standard 5: Successful graduates are knowledgeable of the various ways in which disabling conditions may manifest, the effect(s) of those conditions on the individual with the disability as well as their family and friends, and the impact the conditions may have on one or many of the major life areas (e.g., employment, relationships, spirituality). They serve as informed advocates for these clients, their support systems, and for responsive clinical practices.	CNSL 5003 CNSL 5163 CNSL 5233 CNSL 6013 CNSL 6163 CNSL 6204 COUN 6213 CNSL 6223	- Research & Analysis Synthesis Paper - Clinical Case Studies - Formative & Summative Assessments - Experiential Assessments - Research Project and Thesis

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Behavioral Sciences	This department
	☒ supports ☒ does not support the change.
Comments:	

Department Head Signature: _____

Date:_____

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Kinesiology & Rehabilitation Science	This department
	☐ supports ☐ does not support the change.
Comments: KRS supports this change.	

Department Head Signature: _Rockie Pederson_____

Date:__7/10/2025___

PSYCHOLOGY, BACHELOR OF ARTS

Dr. David Ward, Department Head
Witherspoon Hall, Room 348
(479) 968-0305
dwward@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I [1]	3	————
MATH XXXX	Mathematics [1]	3	————
TECH 1001	Orientation to the University	1	————
USHG 1XXX	U.S. History and Government [1]	3	————
Elective [2,3]		6	
	Hours	**16**	
Spring			
ENGL 1023	Composition II [1]	3	————
PSY 2003	General Psychology [4]	3	————
SCIL 1XXX	Science with Laboratory [1]	4	————
Elective [2,3]		6	
	Hours	**16**	
Sophomore			
Fall			
FAH 1XXX	Fine Arts and Humanities Courses [1]	6	————
PSY/SOC 2053	Statistics for the Behavioral Sciences [4]	3	————
SCIL 1XXX	Science with Laboratory [1]	4	————
	Hours	**13**	
Spring			
Psychology Topical Core [5]		3	
PSY/SOC 2063	Research Design for the Behavioral Sciences [4]	3	————
PSY 3191	Careers in Psychology [4]	1	————
Elective [2,3]		8	
	Hours	**15**	
Junior			
Fall			
SOC 1003	Introductory Sociology	3	————
Psychology Topical Core [5]		6	
Elective [2,3]		6	
	Hours	**15**	
Spring			
ANTH 1213 or ANTH 2003	Introduction to Anthropology or Cultural Anthropology	3	————
Psychology Topical Core [5]		6	
Elective [2,3]		6	
	Hours	**15**	
Senior			
Fall			
Psychology Elective (3000-4000 level) [6]		6	

Elective [2,3,6,7,8]		9
	Hours	**15**
Spring		
Select one of the following Capstone Courses:		3
PSY 4003	Capstone: Advanced Research Method and Lab for Psychology [4,6]	_____
PSY 4103	Capstone: Advanced Psychological Science	_____
PSY 4203	Capstone: Psychology in the Community	_____
Elective [2,3,6,7,8]		12
	Hours	**15**
	Total Hours	**120**

[1]   See appropriate alternatives or substitutions in "General Education Requirements (https://catalog.atu.edu/undergraduate/general-education-requirements/)."

[2]   Complete a minor, an associate's degree or a second degree.

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

[4]   Psychology majors must earn a grade of 'C' or higher.

[5]   **Take 15 hours from the below Topical Core courses:**

PSY 3003 Abnormal Psychology or PSY 3153 Personality Psychology;

PSY 3053 Behavioral Neuroscience or PSY 4053 Sensation and Perception;

PSY 3063 Developmental Psychology: Childhood or PSY 3183 Development Psychology: Adolescence;

PSY 3073 Psychology of Learning or PSY 4073 Cognitive Psychology;

PSY 3123 Evolutionary Psychology or PSY 4043 Social Psychology/SOC 4043 Social Psychology.

[6]   This program partners the Bachelor of Arts (BA) in Psychology undergraduate degree with the Master of Science (MS) in Higher Education and Student Affairs. Students in this accelerated program can substitute up to 12 hours of student affairs administration courses from the following: SAA 6113 Research Design and Analysis for PSY 4003 Capstone: Advanced Research Method and Lab for Psychology; and/or SAA 6023 Introduction to Student Affairs Administration and/or SAA 6033 Student Development Theory for electives; and/or SAA 6043 Today's College Students and/or SAA 6073 Counseling Theories and Helping Skills for 3000-4000 level psychology electives.

[7]   This program partners the Bachelor of Arts (BA) in Psychology undergraduate degree with the Master of Science (MS) in Emergency Management and Homeland Security. Students in this accelerated program can substitute up to twelve (12) hours of emergency management courses from the following: nine (9) hours from the graduate core: EMHS 6063 Principles of Emergency Management, EMHS 6093 Principles of Homeland Security, and EMHS 6103 Research Design and Methods, and three (3) electives from any approved EMHS course for up to 12 hours of 3000-4000 level psychology electives.

[8]   This program partners the Bachelor of Arts (BA) in Psychology undergraduate degree with the Master of Arts (MA) in Organizational Leadership and Learning. Students in this accelerated program can substitute up to 12 hours of organizational leadership and learning courses from the following: 6 hours from the graduate core: OL 5043 Ethical Decision-Making and Development, OL 5643 Organizational Culture, OL 6043 Leadership in Organizational Change, EMHS 6103 Research Design and Methods, OL 6143 Consultation, Coaching, and Leadership Development, and 6 hours from electives: OL 5143 Nonprofit Organizations, and OL 5343 Community Development for any elective or 3000-4000 level psychology electives.

[9]   Accelerated BA Psychology to MS Counseling (both options)

COUNSELING - REHABILITATION COUNSELING OPTION, MASTER OF SCIENCE

Dr. Robert Stevens, Program Director
Browning Hall, Room 305
(479) 964-0545
rstevens5@atu.edu

Curriculum

Code	Title	Hours
CNSL 5003	Medical and Psychosocial Aspects of Disability	3
CNSL 5163	Foundations of Substance Abuse	3
CNSL 5223	Ethics and Professional Development	3
CNSL 5233	Diversity and Inclusion in Human Service Settings	3
CNSL 5253	Psychopathology	3
CNSL 6013	Vocational Rehabilitation	3
CNSL 6023	Assessment in Counseling Environments	3
CNSL 6123	Counseling Theories	3
CNSL 6204	Counseling Skills	4
CNSL 6223	Family and Relationship Counseling: Theories and Techniques	3
CNSL 6233	Theories and Techniques of Group Counseling	3
CNSL 6803	Psychopharmacology and the Counseling Profession	3
CNSL 6823	Advanced Case Management Strategies for Counseling	3
CNSL 6973	Practicum in Counseling	3
CNSL 6986	Internship in Counseling	6
COUN 6213	Developmental Counseling: Theory and Application	3
EDFD 6003	Educational Research	3
Select one of the following:		5
CNSL 6991/6992/6993/6994/6995	Thesis Research	
Elective		
Total Hours		**60**

COUNSELING - CLINICAL MENTAL HEALTH OPTION, MASTER OF SCIENCE

Dr. Robert Stevens, Program Director
Browning Hall, Room 305
(479) 964-0545
rstevens5@atu.edu

Curriculum

Code	Title	Hours
CNSL 5163	Foundations of Substance Abuse	3
● CNSL 5223	Ethics and Professional Development	3
● CNSL 5233	Diversity and Inclusion in Human Service Settings	3
● CNSL 5253	Psychopathology	3
CNSL 6013	Vocational Rehabilitation	3
CNSL 6023	Assessment in Counseling Environments	3
CNSL 6123	Counseling Theories	3
CNSL 6163	Addictions Diagnosis and Treatment Strategies	3
CNSL 6204	Counseling Skills	4
CNSL 6223	Family and Relationship Counseling: Theories and Techniques	3
CNSL 6233	Theories and Techniques of Group Counseling	3
CNSL 6803	Psychopharmacology and the Counseling Profession	3
CNSL 6823	Advanced Case Management Strategies for Counseling	3
CNSL 6973	Practicum in Counseling	3
CNSL 6986	Internship in Counseling	6
COUN 6213	Developmental Counseling: Theory and Application	3
EDFD 6003	Educational Research	3
Select one of the following:		5
CNSL 6991/6992/6993/6994/6995	Thesis Research	
● Elective *CNSL 5003*		
Total Hours		**60**

ARKANSAS TECH UNIVERSITY™

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
School of PACE (Emergency Management & Homeland Security)	6-25-25

Title	Signature	Date
Department Head	*Rene Couture*	6-26-25
Dean	*Tim Carter*	6/26/25
Assessment	*Amanda Gardner*	6/30/25
Registrar	*[signature]*	7/23/25
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EMHS	6526	◉ Spring ○ Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Emergency Management Practicum in Health Care

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

EM Practicum in Health Care

1

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

○ Yes ◉ No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?
If so, list course subject and number. ○ Yes ◉ No

Is this course repeatable for additional earned hours? ◉ Yes ○ No How many total hours? 6

Grading: ◉ Standard Letter   ○ P/F   ○ Other

Mode of Instruction (check appropriate box):		
○ 01 Lecture	○ 02 Lecture/Laboratory	○ 03 Laboratory only
○ 05 Practice Teaching	◉ 06 Internship/Practicum	○ 07 Apprenticeship/Externship
○ 08 Independent Study	○ 09 Readings	○ 10 Special Topics
○ 12 Individual Lessons	○ 13 Applied Instruction	○ 16 Studio Course
○ 17 Dissertation Research	○ 18 Activity Course	○ 19 Seminar ○ 98 Other

Does this course require a fee? ◉ Yes ○ No How Much? 30.00 Practicum

If selected other list fee type:

☐ Elective   ☐ Major   ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Once per year; Spring semesters

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? **Professional Nursing Liability Insurance for each student (reason for the $30.00 course fee)**

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No

Answer the following Assessment questions:

    a.   If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

          This course is part of the MSN in Nursing Administration and Emergency Management program (Emergency Management track),which is a hybrid program between the Department of Nursing and Department of Emergency Management. Currently, students in the Nursing Administrative track take a 6-hour practicum course and the EM track students do not. The requirement for a practicum course, regardless of track, is now mandated by the nursing accrediting agency, the Accreditation Commission for Education in Nursing (ACEN). This was not previously a mandate when the MSN program began. This requirement was clarified in ACEN documents in late 2023. The nursing department added a 3-hour EMHS 5993 practicum (taught by nursing faculty) to meet this immediate need during the past academic year. As the Department of Nursing moves to providing a permanent practicum course for EM-track students, it makes sense to require a 6-hour course to provide consistency between both tracks which would be labeled with the EMHS prefix

to delineate the type of track (on a transcript) the student pursued. This course will be taught/supervised by nursing faculty.

    b. If this course is required for the major or minor, complete the following.

        1. Provide the program level learning outcome(s) it addresses.

        2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

    c. What is the rationale for adding this course? What evidence demonstrates this need?

This course is part of the MSN in Nursing Administration and Emergency Management program (Emergency Management track). Currently, students in the Nursing Administrative track take a 6-hour practicum course and the EM track students do not. The requirement for a practicum course, regardless of track, is now mandated by the accrediting agency, the Accreditation Commission for Education in Nursing (ACEN). This was not previously a mandate when the MSN program began. This requirement was clarified in ACEN documents in late 2023. The Department of Nursing added a 3-hour EMHS 5993 practicum (taught by nursing faculty) to meet this immediate need during the past academic year. As the Department of Nursing moves to providing a permanent practicum course for EM-track students, it makes sense to require a 6-hour course to provide consistency between both tracks which would be labeled with the EMHS prefix to delineate the type of track (on a transcript) the student pursued. This course will be taught/supervised by nursing faculty.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog) -- See Syllabus attachment on following pages**

a. Course subject

b. Course number

c. Catalog course title

d. Catalog description

    1. Arkansas Course Transfer System (ACTS) course number, if applicable

    2. Cross-listing

    3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)

    4. Prerequisites

    5. Co-requisites

    6. Description

    7. Notes (e.g., information not in description such as course may be repeated for credit)

    8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)

    9. Fees (e.g., $36 art fee)

e. Section for Name of instructor, office hours, contact information (telephone, email)

f. Text required for course

g. Bibliography (supplemental reading list)

h. Justification/rationale for the course

i. Course objectives

j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)

k. Assessment methods (include grading policy with specific equivalents for A, B, C)

l. Policy on absences, cheating, plagiarism, etc.

m. Course content (outline of material to be covered in course).

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

ATTACHMENT: EMHS 6526 Syllabus

Course Name: Emergency Management Practicum in Health Care
Course Number: EMHS 6526
Contact Hours: 180 hours
Placement: Spring only
Faculty: Dr. Terri McKown, DNP, FNP-BC
Office hours: posted online
Email: tmckown@atu.edu

Catalog Description:
This course is designed to promote student application of theory to practice. Students, with faculty approval, will select a health care-related emergency management setting and emergency management administrator/preceptor for the practicum. The student will work closely with the preceptor to assess emergency management processes and job requirements, analyze budgetary needs, examine preparedness, response, recovery, and mitigation plans, and develop a plan for quality improvement.
Prerequisites: NUR 6103, NUR 6203, NUR 6313
Corequisites: None
Course Fee: $30.00

Course Expectations:
This course is designed to promote student application of cultural, behavioral, financial, and organizational theory to practice. Students, with faculty approval, will select the setting and preceptor for the practicum. Students will be required to plan their studies, set specific learning objectives, and provide formal written reports on their findings.

Course Objectives:
By the end of the course, the student will be able to:
1. Collaborate with emergency managers and various health care disciplines to establish objectives/needs of the facility. (End of Program Student Learning Outcomes 2 and 3)
2. Develop measurable objectives and implement and evaluate the objectives. (End of Program Student Learning Outcomes 1, 2, 3, 4)
3. Analyze how emergency management plans for preparedness, response, recovery, and mitigation may affect health care delivery. (End of Program Student Learning Outcomes 1 and 2)
4. Develop quality improvement (QI) plan to improve or enhance health care delivery. (End of Program Student Learning Outcomes 1 and 4)
5. Other objectives as determined by the student. (End of Program Student Learning Outcomes 1, 2, 3, 4)
6. Submit objectives in blackboard after the initial meeting with the preceptor. The typical number of objectives range from 5-8 depending on agency/preceptor needs and course objectives. (End of Program Student Learning Outcomes 3 and 4)

End of Program Student Learning Outcomes (EPSLOs):
EPSLO #1: Demonstrate the ability to assume administrative roles in health care settings
EPSLO #2: Evaluate system-level planning, decision-making, and evaluation for disasters and public health emergencies
EPSLO #3: Formulate solutions to critical issues pertinent to the nursing profession through analysis, synthesis, and application of current research

EPSLO #4: Address opportunities for innovation or development of new/revised policy in the practice of health care

Justification for the course
This EMHS course is taught as a required practicum course for the Master of Science in Nursing Administration and Emergency Management (MSN) degree for students who select the emergency management track. This is a graduate professional nursing course that provides opportunities for the student to apply knowledge from graduate nursing courses, incorporating the emergency management perspective, to the care of individuals, aggregates, and organizations.

Required Text: (these are from previous courses—Organizational Behavior and Human Resource Management, and Role of the Nurse Administrator)
Borkowski, N., & Meese, K. (2022). *Organizational behavior, theory, and design in healthcare*. Sudbury, MA: Jones & Bartlett. 3rd Ed.

Yoder-Wise, P. and Kowalski, K. *Beyond Leading and Managing: Nursing Administration for the Future*. St. Louis: Mosby Elsevier. (Role of Nurse Administrator)

Rationale of Course:
This course provides the opportunity for the student to apply new knowledge learned in the classroom to a real-world setting.

Course Policies:
ATTENDANCE
1. Regular class attendance or regular participation in on-line activities is considered essential if students are to receive maximum benefits from the course. The student's responsibility is to meet all classes or on-line activities as scheduled and on time.
2. Students are responsible for material presented in class, on-line, readings, and other assignments as applicable. All assignments must be completed within the time frame specified by the instructor or as listed in the course calendar. Unless prior arrangements are made with the instructor, late assignments or missed assignments will be given a zero.
3. Planned learning activities outside the classroom and/or in addition to on-line activities are an integral part of the course. These activities will be announced in the course calendar.

Academic Honesty

Students are expected to be honest and truthful in both classroom and practicum experiences. They are expected to adhere to the Code of Ethics and uphold current standards of care. Students are referred to the Arkansas Tech University Student Handbook for more specific regulations regarding academic honesty.

Students are expected to:
a. Perform their assigned tasks in the practicum experiences.
b. Present written work that is theirs alone.
c. Correctly document any materials from a textbook, pamphlet, journal, etc., that is used for an assignment.
d. Be honest and truthful regarding the student's clinical experiences or assignments.
e. Only use authorized devices or materials for an examination and not copy from other students' papers.
f. Document material correctly. Plagiarism is defined as stealing and presenting as one's own ideas or words of another or not documenting material correctly. Student papers may be evaluated by turnitin.com which can detect plagiarism. For the first occurrence of academic dishonesty, the

student will receive an F. If there is a second occurrence, the student will be dismissed from the program. Students are referred to the ATU catalog and handbook for policies regarding plagiarism.

Artificial Intelligence:

In this course, students are not permitted to use Generative AI Tools such as ChatGPT for assignments, unless specifically designated by the instructor. See AI Policy in Student Handbook.

Abilities and Skills Policy

Students must comply with the Abilities and Skills policy while taking this course. Please see the Arkansas Tech University Student Handbook.

Course Conduct:

Student Practicum Hours: Practicum experiences must be approved on an individual basis. Students are encouraged to complete practicum experiences in settings other than areas of present employment. Practicum experiences must be designed for enhance learning and cannot be incorporated into current employment roles and responsibilities.

The student is responsible for 180 hours of experience (120 hours of contact plus 60 hours of preparation). Faculty strongly recommend that the student(s) work closely with Nurse or Emergency Manager Administrators, Chief Nursing Officers, Chief Financial Officers, and Chief Executive Officers in accomplishing this administrative practicum experience. Students must purchase liability insurance as an ATU student prior to any clinical contact hours through student accounts. An uploaded copy showing the amount of monetary liability insurance is submitted on Blackboard for your reference in this course prior to beginning practicum experiences.

Drug Screens: As stated in the ATU Nursing Student Handbook and/or your affiliated agency agreement, random drug screens may occur or be required during your practicum experience at the student's cost. You must adhere to individual agency requirements.

Student ID: Students must have a picture ATU MSN Nursing Student ID on at all times while in graduate nurse role. These can be completed through student accounts. The student is responsible for this cost. Students must upload a copy of ID badge within this blackboard course.

Student Clinical Log and Performance Evaluation: Self-evaluation of learning outcomes/objectives and requirement of 120 administrative contact and 60 preparation hours, a total 180 practicum hours, are due at completion of the practicum before the end of the semester. (Students put this in a table form in a word document.)

Student Evaluation of Practicum Site: Due at completion of the practicum experience or before the end of the semester.

Student Evaluation Practicum Preceptor: Due at completion of or before the practicum experience or the end of the semester.

Preceptor Evaluation of Student: Due at completion of the practicum experience or before the end of the semester. This will be included in your overall grade. The original with the preceptor's signature MUST be mailed to Dr. Terri McKown, ATU Nursing Department, 402 West O Street, Russellville, AR 72801. Please give your preceptor a stamped addressed envelope to mail.

Quality Improvement Plan/Project: Deliverable to be determined by individual contract with faculty; due at completion of the practicum or before the end of the semester. This project is usually in conjunction with your preceptor during your practicum experience. This may be one of your self-directed objectives for this course. You will turn in an APA formal paper describing the project and produce a voice over power point to upload in blackboard. Due dates to be determined.

Preceptor Information:
  A. **Preceptor Application:** Preceptors must complete the form and attach current vitae for Graduate Faculty Approval. Please email to tmckown@atu.edu as soon as possible. A current agency contract is also required where the preceptor works.
  B. **Preceptor Manual:** Please give a copy of the document to your preceptor. This provides preceptor expectations.
  C. **Preceptor Practicum Evaluation Tool:** An evaluation tool to be completed by preceptor and mailed in a sealed envelope to Dr. Terri McKown, Arkansas Tech University, 402 West "O" Street, Dean Hall 224, Russellville, AR 72801 when the practicum experience is completed or before the end of the semester. This will be included in your overall grade.

Course Assessment:
  1. Grading Scale
  A=90- 100 B=80- 89 C=70- 79
  D=60- 79
  F=below 60
  2. A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must take responsibility for removal of the incomplete grade according to the Arkansas Tech University Graduate Catalogue.
  3. The grade will be based on the following course work:

Paperwork/Log	25%
QI Plan/Project	25%
Administrative Summary	25%
Preceptor Evaluation	25%

All students must read and sign a FERPA release form to allow faculty to discuss student performance with preceptor. Upload within the blackboard course.

All students must have an active Administrative Preceptor Agreement and/or Affiliation Agreement on file and current prior to beginning practicum experiences.

All students MUST adhere to personal protective equipment (PPE) policy at ATU and designated practicum facility. It is the student's responsibility to notify the instructor of PPE requirements and student's need of PPE prior to beginning practicum experiences.

All students must upload current immunization records consisting, but not limited to, Hepatitis B series or current titer, Influenza vaccine (current), Tdap (current), MMR (2 doses or titer, and proof to TB screening (skin test/t-spot or proof of yearly screening).

Course Content Outline:

    I. Integration of leadership and Management theory in Practice Setting
    II. Application of theory in healthcare system
    III. Practicum component
    IV. Quality Improvement Plan/Project

Discrimination Statement:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of its practices, policies, or procedures. This includes, but is not limited to, employment, admissions, educational services, programs or activities which it operates, or financial aid. Arkansas Tech University complies with all applicable state and federal laws including, but not limited to, Title VI and Title VII of the Civil Rights Act of 1964 as amended, Title IX of the Educational Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, Section 504 of the Rehabilitation Act Amendments of 1974, Age Discrimination Act, Vietnam Era Veterans Readjustment Assistance Act, Uniformed Services Employment and Reemployment Act, the Civil Rights Restoration Act of 1987, the Americans with

Disabilities Act of 1990, and the Civil Rights Act of 1991. Responsibility for implementation and compliance with this Non-Discrimination Policy has been delegated to the Director of Human Resources and Affirmative Action officer who can be reached by emailing hr@atu.edu or calling (479) 968-0396. For more information visit: https://www.atu.edu/affaction/policy-nondiscrimination.php

Disability Statement:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your concerns. Please contact the Office of Disability Services for accommodation needs. They are located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY Hearing Impaired Services (479) 964-3290, via email at disabilities@atu.edu, or visit their website at https://www.atu.edu/disabilities/ in order to initiate a request for accommodations.

The content and objectives of this course were developed in part to address the International Coalition for Mass Casualty Education objectives for registered nurses responding to mass casualties, and the American Association of Colleges of *Nursing Essentials of Master's Education for Advanced Practice of Nursing.*

ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
School of PACE	3/7/25

Title	Signature	Date
Department Head Dr. Rene Couture	*Rene Couture*	3/7/25
Dean Dr. Tim Carter	*Tim Carter*	3/7/25

Course Subject: (e.g., ACCT, ENGL) **EMHS**	Course Number: (e.g., 1003) **6023**

Official Catalog Title: Risk and Vulnerability Assessment for Business and Industry

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) **-delete the co-requisite**

Answer the following Assessment questions:
   a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

   -N/A
   b. Explain the rationale for the cosmetic course change.

   -Removing the co-requisite may offer more opportunity for non-majors.

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EMHS	**6163**

Official Catalog Title:
Disaster Preparedness

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)
-Delete the co-requisite and prerequisite

Answer the following Assessment questions:
  a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
     -N/A
  b. Explain the rationale for the cosmetic course change.
     -This course can apply to other majors so we are removing the prerequisite as a barrier.

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
EMHS	**6413**

Official Catalog Title:
Capstone

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)
-Delete the prerequisites

Answer the following Assessment questions:
  a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
     -N/A
  b. Explain the rationale for the cosmetic course change.
     -This course had two prerequisites, one of which we no longer offer. Enrollment in this course is handled by the Program Director, so the prerequisites are not necessary.

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE/Emergency Management & Homeland Security	12/3/24

Title	Signature	Date
Department Head Dr. Rene Couture	*Rene Couture*	12/3/24
Dean Dr. Tim Carter	*Tim Carter*	1/31/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	6/30/25
Registrar Ms. Tammy Weaver	*Y Weaver*	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

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

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

This change would allow Communication majors to complete a master's degree in EMHS in accelerated fashion.

Students would substitute up to 12 cr. hours of graduate level Emergency Management and Homeland Security courses (EMHS 6203, EMHS 6153, EMHS 6063, and/or any approved EMHS core or EMHS elective) for an equivalent number of upper division electives in fall and spring semesters of the senior year.

The admission criteria include completing 90 hours toward the bachelor's degree with an earned GPA of 3.0 or higher at the time of application to the program. If a student is enrolled in one of these courses at the time of application, the student may be conditionally admitted until grades are submitted for that semester. If a B or better was earned, they may begin the program. If not, their admission will be deferred until the required grade is obtained.

A maximum of 12 credit hours from the following graduate courses can be used to replace 12 hours of upper-division undergraduate elective coursework to fulfill requirements for the BA in Communication:
a. Graduate Core courses – 6 hours total
EMHS 6063: Principles of Emergency Management
EMHS 6103: Research Design & Methods
EMHS 6033: Leadership and Management
EMHS 5023: Technology for Comprehensive Emergency Management
EMHS 6133: Ethical, Legal, Political Considerations in Emergency Management and Homeland Security
b. Electives – 6 hours maximum from this list
Electives to choose from:
EMHS 6203: Crisis Communications
EMHS 6153: Disaster Films and Media
~~EMHS 6243: Intelligence in Emergency Management and Homeland Security~~
~~EMHS 6253: Information Security for Public Managers~~
EMHS 5003: Principles of Disaster Relief and Recovery
EMHS 6143: Social Vulnerability
Any other EMHS Elective Course

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

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

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

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

Not Applicable.

c. What is the rationale for this program change?

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

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

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

There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a graduate degree during the senior year of their undergraduate degree.
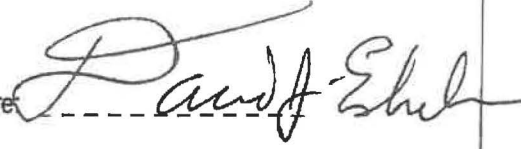
b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

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

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

Please see the assessment plan at the end of this document.

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

Department Affected: Communication & Media Studies	This department ☒ supports ☐ does not support the change.
Comments: Yes to ABLM in EMHS, HESA, OLL	

Department Head Signature: _David J. Ehlert_

Date:

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

Curriculum Matrix for Catalog Curriculum in BA Communication	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester *Footnote 3* Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute EMHS approved core courses/or approved EMHS Electives. Delete: Total Hours: 15	**Senior Spring Semester** *footnote 3* Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute EMHS approved core courses/or approved EMHS Electives. Delete: Total Hours: 15

Emergency Management and Homeland Security
Curriculum Map – Required Courses Covering PLOs

Vision: Our students will lead the discipline and field of emergency management and homeland security by bridging theory and practice.

Mission: Empowering students to become world-changers by equipping them with the education, critical thinking, and experience needed as scholars and practitioners in emergency management and homeland security.

Definition of the Emergency Management Discipline: The discipline of emergency management is the scientific study of how humans and their institutions interact and cope with hazards and vulnerabilities and resulting events and consequences.

Required Courses	DQP Competency I, Specialized Knowledge by meeting the following Program Learning Outcomes (PLOs):		DQP Competency II, Broad & Integrative Knowledge by meeting the following Program Learning Outcomes (PLOs):				DQP Competency III, Intellectual Skills by meeting the following Program Learning Outcomes (PLOs):		DQP Competency IV, Applied & Collaborative Learning by meeting the following Program Learning Outcomes (PLOs):		DQP Competency V, Civic & Global Learning by meeting the following Program Learning Outcomes (PLOs):		
	Operates within the EMHS framework, principles, and body of knowledge	Disaster and Homeland Security Risk Management	Scientific Literacy	Geographic Literacy	Sociocultural Literacy	Technological Literacy	Possess Critical Thinking	Abide by Professional Ethics	Systems Literacy	Leadership	Continual Learning	Community Engagement	Governance & Civics
EMHS 6033 Leadership & Mgmt.							R	R	R	R/M	R		
EMHS 6063 Principles of EM	I	I			I/R				I	I		I	
EMHS 6093 Fund of HS	I/R	R		I				R	R				I
EMHS 6133 Ethical & Legal Cons				R	R			R/M		R	R	R	R/M
EMHS 5023 Technology in EM			R	R/M		R/M	R						

Course	1	2	3	4	5	6	7	8	9	10	11	12
EMHS 6103 Research Design & Methods	R	R	I/R				I	I			I	
EMHS 6933 Research I	R	R	R				R	R			R	
EMHS 6123 Applied Data Analysis (thesis)	M		M				M	M				M
EMHS 6943 Research II (thesis)		M		M	M				M		M	
EMHS 6423 Professional Experience and Project Dev. (practicum)	M		M				M	M				M
EMHS 6413 Capstone Practicum Research (practicum)		M		M	M				M		M	

Course	Learning Objective	Competency	Assessment Measure
EMHS 6203 Crisis Communication	Demonstrate an understanding of communication processes, principles, and models that are applicable to crisis communication.	Operates in the EM Framework/Principles/ Body of Knowledge (R)	Discussion Board
	Effectively observe, analyze, create, and respond to a variety of communication behaviors related to crisis events.	Disaster Risk Management (R)	Case Analysis #1
	Analyze the important elements of crisis communication plan.	Critical Thinking (R)	Term Paper
	Adopt problem-solving skills and techniques in order to achieve success in communication relative to crisis-related contexts.	Continual Learning (R)	Case Analysis #2

Course	Learning Objective	Competency	Assessment Measure
EMHS 6153 Disaster Films and Media	Compare cinematic recreations of emergency management related films with the actual events and discuss accuracies and discrepancies.	Critical Thinking (R)	Written Assignment
	Assess application of EM theories and phases to emergency management related films.	Operates in the EM Framework/Principles/ Body of Knowledge (R)	Discussion Board
	Evaluate knowledge of films and critical perspectives as well as the application of analytical skills.	Systems Literacy (R)	Final Project

Course	Learning Objective	Competency	Assessment Measure
EMHS 6063 Principles of Emergency Management	Apply appropriate theories, concepts, policies, and emergency management measures to multiple emergency and disaster context.	Sociocultural Literacy (I) (R) Leadership (I) Operates in the EM Framework/Principles/Body of Knowledge (I)	Exam Reflection Assignment Written Assignment
	Differentiate and interpret emergency management policies, the types of hazards that threaten the United States, and the measures to mitigate, prepare, respond, and recover from such hazards.	Systems Literacy (I)	Written Assignment
	Distinguish among the many organizations and communities involved in the multiple aspects of emergency management.	Introduce Community Engagement (I)	Case Study
	Examine the future challenges and opportunities pertaining to the emergency management field	Introduce Disaster Risk Management (I)	Written Assignment

Course	Learning Objective	Competency	Assessment Measure
EMHS 6103 Research Methods and Design	Apply the systematic process of scientific research to a personal research project	Disaster/ Risk Management (R)	Final Paper
	Analyze and evaluate quality peer-reviewed research articles. Differentiate scientific research from other forms of publications	Scientific Literacy (I/R)	Article Critique Assignment
	Identify a research topic area and develop a feasible research question	Operates within the EM framework, principles, and body of knowledge (R)	Research Question/ Introduction Assignment
	Analyze and evaluate quality peer-reviewed research articles. Differentiate scientific research from other forms of publications	Possess Critical Thinking. (I)	Article Critique Assignment
	Apply research ethics to research process and the use of human subjects	Abide by Professional Ethics (I)	CITI Training
	Demonstrate graduate collegiate writing skills and apply APA 7 formatting to all written work with appropriate in-text citations, empirical support, and no plagiarism	Continual Learning (I)	Final Paper

COMMUNICATION, BACHELOR OF ARTS

Dr. David Eshelman, Department Head
Energy Center, Room 124
(479) 964-0890
deshelman@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
COMM 1003	Introduction to Communication	3	____
COMM 1023 or JOUR 1023	Exploration of Media and Communication or Exploration of Media and Communication	3	____
ENGL 1013	Composition I	3	____
SCIL 1XXX	Science with Laboratory	4	____
TECH 1001	Orientation to the University	1	____
USHG 1XXX	U.S. History and Government	3	____
	Hours	**17**	
Spring			
ENGL 1023	Composition II	3	____
MATH XXXX	Mathematics	3	____
SS 1XXX	Social Science Courses	3	____
Elective		6	
	Hours	**15**	
Sophomore			
Fall			
COMM 2003	Public Speaking	3	____
COMM Elective		3	
SCIL 1XXX	Science with Laboratory	4	____
Elective		6	
	Hours	**16**	
Spring			
COMM 3123 or COMM 3133	Argumentation or Digital Civility	3	____
FAH 1XXX	Fine Arts and Humanities Courses	3	____
SS 1XXX	Social Science Courses	3	____
Elective		6	
	Hours	**15**	
Junior			
Fall			
COMM 3003	Interpersonal Communication	3	____
COMM 3513	Media Criticism	3	____
COMM Elective (3000-4000 level)		3	
Elective		6	
	Hours	**15**	
Spring			
FAH 1XXX	Fine Arts and Humanities Courses	3	____
COMM Elective (3000-4000 level)		3	
Elective (3000-4000 level)		6	

Elective		3	
	Hours	**15**	
Senior			
Fall			
COMM 4823	Communication Capstone	3	
Elective (3000-4000 level) 3, 4, 5		12	
	Hours	**15**	
Spring			
COMM Elective 2		3	
COMM Elective (3000-4000 level)		3	
Elective (3000-4000 level) 3, 4, 5		1	
Elective 3, 4, 5		5	
	Hours	**12**	
	Total Hours	**120**	

[1]   See appropriate alternatives or substitutions in "General Education Requirements (https://catalog.atu.edu/undergraduate/general-education-requirements/)".

[2]   Certain electives and social sciences are recommended based on student's emphasis.

3   Accelerated BA Communication
       MS Emergency Management & Homeland Security

4   Accelerated BA Communication
       MS Higher Education & Student Affairs

5   Accelerated BA Communication
       MA Organizational Leadership & Learning

EMERGENCY MANAGEMENT AND HOMELAND SECURITY, MASTER OF SCIENCE

Dr. Rejina Manandhar, Program Director
Dean Hall, Room 107A
(479) 356-2014
rmanandhar@atu.edu

Curriculum
Degree Requirements

Code	Title	Hours
Required Courses		
EMHS 5023	Technology for Comprehensive Emergency Management	3
EMHS 6033	Leadership and Management	3
EMHS 6063	Principles of Emergency Management	3
EMHS 6093	Principles of Homeland Security	3
EMHS 6103	Research Design and Methods	3
EMHS 6133	Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security	3
EMHS Electives		
Elective EMHS or non-EMHS graduate courses tailored to each student's interests and career objectives		6
Options		
Select one of the following Options:		6
Comprehensive Examination Option:		
EMHS 6413	Capstone	
EMHS Elective		
Thesis Option:		
EMHS 6123	Applied Data Analysis	
EMHS 6943	Master's Thesis	
Practicum Option:		
EMHS 6423	Professional Practical Experience and Project Development	
EMHS 6413	Capstone	
Total Hours		**30**

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE/Higher Education & Student Affairs	12/3/24

Title	Signature	Date
Department Head Dr. Rene Couture	*Rene Couture*	12/3/24
Dean Dr. Tim Carter	*Tim Carter*	1/31/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	6/30/25
Registrar Ms. Tammy Weaver	*T. Weaver*	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:
Accelerated BA in Communication to MS Higher Education & Student Affairs

Outline change in program:
- This program partners with the BA in Communication and allows Communication majors to complete the MS in Higher Education & Student Affairs in an accelerated fashion.
- A maximum of 12 graduate level credit hours can be double-counted towards the BA in Communication and the MS in HESA.

- A maximum of 12 credit hours from the following graduate courses can be used to replace 12 hours of upper-division undergraduate elective coursework to fulfill requirements for the BA in Communication:
  a. Graduate Core Courses (students choose 3-12 hours)
     i. SAA 6033 Student Development Theory
     ii. SAA 6043 College Students and Diversity
     iii. SAA 6053 Legal Issues in Higher Education
     iv. SAA 6073 Counseling Theories and Helping Skills
     v. SAA 6123 Assessment and Evaluation in Higher Education
     vi. SAA 6143 Administration in HESA
     vii. SAA 6113 Research Design and Analysis

  b. Graduate Electives to choose from (no more than 6 hours)
     i. SAA 6013 College Athletes
     ii. SAA 6163 Academic Advising
     iii. SAA 6173 Career Advising

- Students will take no more than six hours of graduate courses per semester.
- Students may apply in their junior year for admission into the Accelerated Bachelor's to MS in HESA program. The student must complete a minimum of 90 credit hours towards the BA in Communication and have earned a minimum grade point average of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's to MS in HESA program.
- A course used toward an undergraduate degree cannot be counted or used later for graduate credit except in the case of enrollment in an approved accelerated master's program.
- Only courses with grades of B or better will be eligible to count toward graduate credit.
- The curriculum will follow the existing curriculum in the undergraduate and graduate degree programs comprising the Accelerated Bachelor's to MS in HESA program.
- All other general requirements for the Bachelor's and Master's degree programs that comprise the Accelerated Bachelor's to MS in HESA program apply and must be satisfied.
- Upon completion of the BA in Communication degree requirements, students will be accepted into the Graduate College at a status consistent with the Graduate College and individual program guidelines. Students must meet all the graduate requirements for dual credit courses to receive graduate credit for these courses to contribute toward their Master's degree.
- Students in the Accelerated Bachelor's to MS in HESA program will apply for graduation with the BA in Communication on the schedule delineated in the undergraduate catalog and will receive their BA in Communication upon completion of all the requirements for the undergraduate degree. The Master's degree will be awarded when the student has completed the remaining requirements for the MS in HESA.

New wording for the Course Catalog:

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

What impact will the change have on staffing, on other programs and space allocation?
This should have no impact on other programs other than potentially decreasing enrollment in some upper division elective courses and replacing those with graduate courses.

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

        This will allow the HESA program to become stackable with other university degrees, provide for progressive intellectual development, and provide another employment option for graduates of the undergraduate program.

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

        Not applicable.

    c.   What is the rationale for this program change?
        1.   How will the program change impact learning for students enrolled in this program?

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

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

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

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

            Without a natural undergraduate program in HESA, it is quite unique to permit undergraduate students to take HESA courses. We are unaware of this occurring elsewhere in the state. However, at ATU, we have seen tremendous success with other AB2M students in the HESA program. Communication majors may be a natural pairing since many of these students find the HESA masters to be a good fit to their undergraduate education.
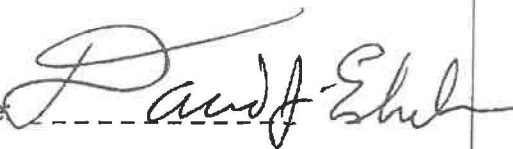
    c.   Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success

which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) Assessment plan is included at the end of this document.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at https://www.atu.edu/registrar/curriculum/forms/departmental_support.pdf

Department Affected: Communication & Media Studies	This department ☒ supports ☐ does not support the change.
Comments: Yes to ABLM in EMHS, HESA, OLL	

Department Head Signature: *David Ehlert* (signature)

Date:

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

Curriculum Matrix for Catalog	
Curriculum in___BA in Communication_____	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: **Footnote 4** Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute SAA approved core courses /or approved SAA electives. Total Hours: 15	**Senior Spring Semester** Add/Change: **Footnote 4** Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute SAA approved core courses /or approved SAA electives. Total Hours: 15

MS Higher Education and Student Affairs				
Professionalism: Demonstrate professional behavior in carrying out student services work.	Overall Quality of Work	Site host Survey	SAA 6083	Practicum I in Student Affairs Administration
	Elements:		SAA 6183	Advising Practicum
	Assignment Completion		SAA 6283	Practicum II in Student Affairs Administration
	Punctuality			
	Individual Growth			
	Professional Promise			
	Initiative			
	Communication Skills			
	Professional Interaction			
	Willingness to Learn			
Content Knowledge: Demonstrate mastery and application of foundational and professional studies.	Overall Content Knowledge	Comprehensive Exam	SAA 6063	Capstone
	Elements:	ePortfolio		
	Administrative knowledge		SAA 6143	Administration in Student Affairs
			SAA 6053	Legal Issues in Higher Education
	Assessment/Research Skills		SAA 6123	Assessment and Evaluation in Higher Education
			SAA 6113	Research Design and Analysis
	Student Development Theory		SAA 6033	Student Development Theory
			SAA 6043	College Students and Diversity

	Counseling/Helping Skills		SAA 6073	Counseling Theories and Helping Skills

COMMUNICATION, BACHELOR OF ARTS

Dr. David Eshelman, Department Head
Energy Center, Room 124
(479) 964-0890
deshelman@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
COMM 1003	Introduction to Communication	3	_____
COMM 1023 or JOUR 1023	Exploration of Media and Communication or Exploration of Media and Communication	3	_____
ENGL 1013	Composition I [1]	3	_____
SCIL 1XXX	Science with Laboratory [1]	4	_____
TECH 1001	Orientation to the University	1	_____
USHG 1XXX	U.S. History and Government	3	_____
	Hours	**17**	
Spring			
ENGL 1023	Composition II [1]	3	_____
MATH XXXX	Mathematics [1]	3	_____
SS 1XXX	Social Science Courses [1,2]	3	_____
Elective		6	
	Hours	**15**	
Sophomore			
Fall			
COMM 2003	Public Speaking	3	_____
COMM Elective		3	
SCIL 1XXX	Science with Laboratory [1]	4	_____
Elective		6	
	Hours	**16**	
Spring			
COMM 3123 or COMM 3133	Argumentation or Digital Civility	3	_____
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	_____
SS 1XXX [1]	Social Science Courses [1,2]	3	_____
Elective		6	
	Hours	**15**	
Junior			
Fall			
COMM 3003	Interpersonal Communication	3	_____
COMM 3513	Media Criticism	3	_____
COMM Elective (3000-4000 level)		3	
Elective		6	
	Hours	**15**	
Spring			
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	_____
COMM Elective (3000-4000 level)		3	
Elective (3000-4000 level)		6	

Elective		3
	Hours	**15**
Senior		
Fall		
COMM 4823	Communication Capstone	3
Elective (3000-4000 level) 3,4,5		12
	Hours	**15**
Spring		
COMM Elective 2		3
COMM Elective (3000-4000 level)		3
Elective (3000-4000 level) 3,4,5		1
Elective 3,4,5		5
	Hours	**12**
	Total Hours	**120**

[1] See appropriate alternatives or substitutions in "General Education Requirements (https://catalog.atu.edu/undergraduate/general-education-requirements/)".

[2] Certain electives and social sciences are recommended based on student's emphasis.

3 Accelerated BA Communication
MS Emergency Management & Homeland Security

4 Accelerated BA Communication
MS Higher Education & Student Affairs

5 Accelerated BA Communication
MA Organizational Leadership & Learning

HIGHER EDUCATION AND STUDENT AFFAIRS, MASTER OF SCIENCE

Dr. Rene Couture, Department Head
Dean Hall, Room 201
(479) 356-2007
rcouture@atu.edu

Curriculum
Degree Requirements

Code	Title	Hours
Required Courses		
SAA 6033	Student Development Theory	3
SAA 6043	College Students and Diversity	3
SAA 6053	Legal Issues in Higher Education	3
SAA 6073	Counseling Theories and Helping Skills	3
SAA 6113	Research Design and Analysis	3
SAA 6123	Assessment and Evaluation in Higher Education	3
SAA 6143	Administration in Higher Education and Student Affairs	3
SAA 6063	Capstone Seminar	3
Elective Courses		
SAA or approved non-SAA elective		6
Total Hours		**30**

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
PACE	5/15/25

Title	Signature	Date
Department Head Dr. Couture	*Rene Couture*	6/4/25
Dean Dr. Carter	*Tim Carter*	6/18/25
Assessment Amanda Gardner	*Amanda Gardner*	7/7/25
Registrar Tammy Weaver	*Tammy Weaver*	7/8/25
Graduate Dean (Graduate Proposals Only) Dr. Bradley		
Vice President for Academic Affairs Dr. Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
OL	6991 - 6993	☐ Spring ☒ Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Thesis Continuation in Organizational Leadership and Learning

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

THESIS CONTINUATION OLL

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

☐ Yes ☑ No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. ☐ Yes ☑ No

Is this course repeatable for additional earned hours? ☑ Yes ☐ No How many total hours? 6

Grading: ☑ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

☐ 01 Lecture ☐ 02 Lecture/Laboratory ☐ 03 Laboratory only

☐ 05 Practice Teaching ☐ 06 Internship/Practicum ☐ 07 Apprenticeship/Externship

☐ 08 Independent Study ☐ 09 Readings ☐ 10 Special Topics

☐ 12 Individual Lessons ☐ 13 Applied Instruction ☐ 16 Studio Course

☐ 17 Dissertation ☐ 18 Activity Course ☐ 19 Seminar ☑ 98 Other

Does this course require a fee? ☐ Yes ☑ No How Much? Select Fee Type

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No

Answer the following Assessment questions:
a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. – not required for major
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) – not required for major
c. What is the rationale for adding this course? What evidence demonstrates this need? The course addition form for this course was inadvertently left out of the curriculum proposal packet when the Master of Arts in Organizational Leadership and Learning (MAOLL) was established. We have been using the Organizational Leadership special topics course for thesis continuation, but that has the potential to disrupt how we use our special topics course. The need exists for a course specifically for thesis continuation to support graduate students who require additional time beyond the capstone course to complete their research, writing, and revisions. The thesis continuation course will support academic completion and quality for thesis-track students in the MAOLL.

For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
    1. Arkansas Course Transfer System (ACTS) course number, if applicable
    2. Cross-listing
    3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
    4. Prerequisites
    5. Co-requisites
    6. Description
    7. Notes (e.g., information not in description such as course may be repeated for credit)
    8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
    9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University
OL 6991-3: Thesis Continuation in Organizational Leadership and Learning

Name:
Phone:
Email:
Office Location:
Office Hours:

Course Description
Directed research on a thesis topic selected by the student in consultation with a supervising faculty member.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate status and permission of program chair.

Required Course Texts: Required readings assigned based on student needs.

Justification for the Course
This course is designed to allow students additional time, under the direction of graduate faculty, to research, write, and complete the thesis requirement.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Examine advanced topics in leadership, learning, and organizational development
2	Additional objectives vary based on course content

Methodology
The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies
Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Points

Graded Activity	Points
TBD	
Total	**TBD**

Grading Scale

90-100 %	=	A
80-89 %	=	B
70-79 %	=	C
60-69 %	=	D
Under 60 %	=	F

Returning of Assignments

Assignments will be graded and returned within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

COURSE POLICIES

Returning of Assignments

I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

The expectation is that students submit assignments by the due date listed in the course schedule. As this is a fast-paced, condensed summer course, it is imperative that all work be submitted by the listed due date. Work not submitted by the due date is not eligible for credit. Please contact me in cases of emergency.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course at the discretion of your instructor with a grade of "WN."

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Generative AI Tools in Coursework

When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

Reference: Generative AI Tools in Coursework | Office of the Provost (utk.edu)

University Testing and Disability Services

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at: https://www.atu.edu/disabilities/index.php

Student Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/foodpantry/

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Discrimination Statement

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit http://www.atu.edu/disabilities/index.php.

Student Resources: Campus Offices and Programs

Financial Aid

> The Financial Aid office can help you to apply for FAFSA, complete any requirements once you submit your FAFSA, counsel you on aid options and so much more!
>
> Website: https://www.atu.edu/finaid/
> Phone: 479.968.0399
> Email: fa.help@atu.edu
> Office: Brown Hall, Suite 206

Student Accounts

> The student accounts office can help you make a payment plan to pay your bill and you can check with them if you have any financial holds on your account when it is time to enroll.
>
> Website: https://www.atu.edu/stuaccts/
> Phone: (479) 968-0271
> Email: business.office@atu.edu
> Office: Brown Hall, Suite 241

The Learning Center

> Help students plan to meet their academic goals. Their services include Academic Coaching, Peer Tutoring, Online Tutoring, Group Study Sessions, and more. See them for help with classes, test taking, study skills, or just navigating university services.
>
> Website: https://www.atu.edu/tutoring/
> Phone: 479-968-0249
> Email: tlc@atu.edu
> Office: Library, Suite 124

Writing Lab

Bring the Writing Lab folks your draft essay and the assignment instructions, and we'll help you out. They can also assist with library research tools and MLA, APA, Chicago Manual of Style use.

Website: https://www.atu.edu/worldlanguages/writinglabpolicies.php
Hours: Monday through Thursday 1 - 5 pm (except holidays)
Office: Witherspoon 365

Your advisor

If you are not sure who that is, you can also visit the "Discover" section of OneTech.atu.edu to find out who your advisor is in the "Advisor Information" box.

Career Services

A great asset to help students and alumni with professional development while at Tech and beyond. They can review your resume, help you practice interviewing, assist you to figure out which career path to take, and find hands-on opportunities to practice your major as a career.

Website: https://www.atu.edu/career/contact.php
Phone: 479.964.0843
Email: career.services@atu.edu
Office: Rothwell, Suite 107

Registrar

The Registrar maintains student records, they can help with adding or dropping classes, course catalogs, changing your major as well as graduation.

Website: https://www.atu.edu/registrar/
Phone: (479) 968-0272
Email: registrar@atu.edu
Office: Brown Hall, Suite 307

Disability Services

If you had an IEP or a 504 plan in high school and need assistance with your coursework or would like to request accommodations..(extra time, different due dates, etc..) then reach out to this office. It can sometimes take time to document your needs, so make sure to request early in the semester.

Website: https://www.atu.edu/disabilities/
Phone: 479.968.0302
Email: disabilities@atu.edu
Office: Doc Bryan, Suite 141

Public Safety

They can help you if you are on campus late at night and want someone to walk to your car. You can also purchase parking passes here. To purchase a parking pass online, go to One Tech, click the lines at the left, click search, and type in parking. The system is there to order and pay.

Website: https://www.atu.edu/psafe/ProgramsandServices.php

Phone: 479.968.0222
Email: dps@atu.edu
Office: 716 N El Paso Ave.

Campus Computer Support

OIS can help you if you forget a password or need help accessing software on campus.

Website: https://ois.atu.edu/
Phone: 479.968.0646
Email: campussupport@atu.edu
Office: First floor of the library

Veteran Services

If you are a veteran or want to access GI Bill or other military benefits, be sure to get in touch with this office.

Website: https://www.atu.edu/veterans/
Phone: 479.968.0445
Email: va@atu.edu
Office: Doc Bryan, Suite 104

Residence Life

If you aren't sure what to do about a residence hall issue and have already contacted your Resident Assistant or Resident Director, Residence Life is here to help!

Website: https://www.atu.edu/reslife/
Phone: 479.968.0376
Chat: https://eurl.io/#h81dYyOk
Email: housing@atu.edu
Office: Doc Bryan, Suite 153

Health and Wellness Center

You can go here for many health services or referrals, including:

- treatment of minor acute illnesses or injuries
- flu shots
- COVID-19 testing and vaccines as available
- prescriptions
- allergy shots ordered by private physician
- blood pressure monitoring
- monitoring of body mass index

- loan of crutches, wheelchair, heating pad
- women's health services (extra charges apply)
- clinical laboratory procedures (extra charges apply)
- pregnancy test
- mono
- strep
- urinalysis
- glucose monitoring
- blood tests
- limited STD testing

Website: https://www.atu.edu/hwc/
Phone: 479.968.0329
Email: hwc@atu.edu
Office: Doc Bryan, Suite 119

Health and Wellness Center - Counseling

They have _free_ counseling services if you need to vent about anything or work through a deeper issue.

- Walk-in appointments
- Groups offering support for depression, anxiety, mindfulness and LGBTQ+ issues
- Relaxation Room with high-tech biofeedback machine to help you understand how your body experiences stress and practice deep breathing for maximum calm

Website: https://www.atu.edu/hwc/counseling/index.php
Phone: 479.968.0329
Email: hwc@atu.edu
Office: Doc Bryan, Suite 119

International Students and Scholars

This office serves those who are visiting here as admitted students from other

countries. They host annual events like Light the Night and International Education Week. It's also home to the Miller Center for Global Engagement and our study abroad and study away (within the United States) programs.

Website: https://www.atu.edu/imsso and https://www.atu.edu/studyabroad/
Phone: 479.964.0832
Email: imsso@atu.edu
Office: Dean Hall, Suite 116
NOTE: For students hoping to apply from other countries, International Admissions is the place to contact. Their number is 479.356.2217. Their current location is Tomlinson 113.

ATU Library

The library has so many resources. They keep most adopted books for classes on reserve. They also have laptops that you can check out for a week at a time. Visit the circulation desk and ask about what resources are available.

Website: https://libguides.atu.edu/az.php
Phone: 479.964.0569
Email: library@atu.edu
Office: "RPL," 305 West Q St. (next to Witherspoon)

Websites with Resources for Students at ATU

The Link

This website provides information on events on campus and other campus organizations. https://atu.presence.io/

You can also find out about clubs from the Student Government Association (SGA) https://www.atu.edu/sga/index.php

Handshake

This site that you log in with your One Tech ID, is for students to find jobs on and off campus.

http://atu.joinhandshake.com

Foundation Scholarships

The ATU Foundation has scholarships funded by private donors. They use a website to manage the application for these scholarships. Scholarships go unawarded each year because no one applied for them. You can apply starting in November for next year.

https://arkansastech.awardspring.com/Home/
If you are a recipient, feel free to ask Financial Aid about payment details:
Website: https://www.atu.edu/finaid/
Phone: 479.968.0399
Email: fa.help@atu.edu
Office: Brown Hall, Suite 206

Jerry Cares

This site offers links to many social services available to ATU students and could help you if you need support. https://www.atu.edu/jerrycares/

Organized Experiences for Specific Groups of Students

First-Gen Experience

This website and office has resources if you are the first person in your family to attend college.

Website: https://www.atu.edu/firstgen/
Phone: 479.968.0276
Email: firstgen@atu.edu

Office: Doc Bryan, Suite 218

Student Support Services

This is a great program where you can apply for your own advisor to help you meet your goals throughout college. The program is funded by federal monies and is designed for students whose parents did not graduate college, those from low income, or with disabilities.

Website https://www.atu.edu/sss/
Phone: 479.880.4172
Email: trio.sss@atu.edu
Office: Brown Hall, Suite 334

CCAMPIS

If you are a parent, this is an opportunity to apply for funds for childcare as a student!

They partner with childcare facilities in many communities even outside of Russellville.

Website: https://www.atu.edu/studentsuccess/ccampis/
Phone: 479.968.0888
Email: lkimbriel@atu.edu
Office: Brown Hall, Suite 334

Registered Student Organizations

There are hundreds of groups on campus where you might fit in perfectly. From Greek Life,
Website: https://atu.presence.io/
Phone: 479.968.0276
Email: campuslife@atu.edu
Office: Doc Bryan, Suite 233

Community Resources

Arkansas Rehabilitation Services

This agency may be able to help with funding if you face challenges that keep you from going to college or working.

Website: https://dws.arkansas.gov/ar-rehabilitation-services/

Phone: 479.890.5751

Email: ACECommunications@arkansas.gov

Office: 1010 North Arkansas (walkable from campus!)

Manna House Food Bank

This local food bank can assist you if you need help making ends meet. They often serve ATU students.

Website: https://www.russellvillefirst.org/mannahouse

Phone: 479.968.1232

Email: https://www.russellvillefirst.org/contact-us

Office: 304 S Commerce Ave, Russellville, AR 72801

ARVAC

This organization offers a wider range of services including help for those struggling to pay for rent or other basic necessities.

Website: https://www.arvacinc.org/

Phone: 479.219.5292

Email: arvac@arvacinc.org

Office: 227 State Road 333, Russellville, AR 72802

MA – Organizational Leadership and Learning Assessment

The MA in Organizational Leadership and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 30 credit-hour degree includes instruction in organizational planning, dynamics of leadership, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

Program Mission: To empower individuals with the knowledge and skills necessary to effectively lead within complex organizational environments through academic inquiry, practical application, and project-based learning. Our program aims to develop leaders who drive positive organizational change, cultivate a culture of innovation and inclusivity, and strive to develop leadership in others.

COURSE	PO1	PO2	PO3	PO4
OL 5043: Ethical Decision-Making and Development	R	I	R	R
OL 5353: Project Management	I	R	R	
OL 5643: Organizational Culture	R	R/M	R	I/R
OL 6003: Foundations of Adult Learning and Org Dev	I/R	R	R	I/R
OL 6043: Leadership in Organizational Change	I	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R		R	R/M
OL 6093: ODL Capstone	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes & Proficiency Criteria

1. Adult Learning, Leadership, and Organizational Development Theory and Practice
   Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
   a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
   b. identifies evidence-based practices in leadership, followership, and leadership ethics
   c. evaluates the application of theory in various organizational and/or cultural contexts
   d. articulates the links between effective leadership and lifelong learning
   e. develops theory-based plans for strategic training, human development, and organizational change

2. Ethical and Cultural Competency, Global Understanding, and Social Responsibility
   Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
   a. apply ethical principles to decision-making, team building, and conflict resolution within teams and organizations
   b. articulate insights into own cultural rules and biases and effectively recognize and respond to cultural biases
   c. analyze and apply the complexity of elements important to members or another culture, including history, values, politics,

communication style, beliefs, and practices in organizational culture
   d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
   e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

3. Strategic Verbal and Written Communication in Leadership
   Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.
   a. apply basic communication theory, the communication process, and organizational models to leadership, motivation, and change
   b. apply principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
   c. develop strategies for use of storytelling and other communication techniques to motivate and/or gain compliance
   d. create strategic communication plans to influence organizational culture, direction, and change

4. Human Resources, Personnel Development, and Change
   Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.
   a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
   b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions
   c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI
   d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change
   e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

MAOLL Data Pull Chart

Course	Objective	Proficiency Criteria	Assessment
OL 5043: Ethical Leadership & Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, d	Ethical Leadership Self-Assessment Log I & II
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Ethical Decision-Making Case Study
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c	Corporate Social Responsibility Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Ethics Program Proposal
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural	a, b, c, d, e	Final Exam

	competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Performance Improvement Plan – AI Simulation
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Module 4 Quiz
OL 5643: Org Culture	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Cultural Self-Assessment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, e	Cultural Competency Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural	b, c	Module 1 Workbook Exercises

	competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Strategic Communication Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Personal Bias Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, d, e	Module 2 Workbook Exercises
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	e	Equity and Inclusion Strategy Assignment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Project

	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	d, c, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, e	Module 3 Workbook Exercises
OL 5353: Project Management	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, d	Leadership Theory Reflection Paper
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a	Ethical Decision-Making Simulation: Project Budget and Timeline Discussion
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c	Stakeholder Communication Plan

	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Conflict Resolution AI Simulation
OL 6003: Foundations of Adult Learning and Org Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a. b	Theory to Practice Instructional Plans Assignment
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	c. d	Case Study Analysis Discussions
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning,	e	Organizational Development Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, e	Ethical Decision-Making Reflection
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural	d, e	Organizational Power Analysis

	competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c	Experience and Organizational Learning Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c, e	Motivational Design Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Organizational Change Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Phases of OD Work Assignment
OL 6043: Leadership in	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning,	b, c, e	Cast Study Analysis – Module Discussions 4, 6, 7, 8, 9, and 10

Organizational Change	organizational development, and project management principles to address organizational issues in diverse settings.		
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c, d	Module 5 Quiz, Module 6 Quiz
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	d	Case Analysis Discussion 6
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Change Project Proposal
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c	Module 8 Discussion – Change Communication

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Org Change – Final Project
OL 6143: Coaching & Leadership Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, e	Organizational Development Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	c	Storytelling Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	d	Leadership Competency Development Plan

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	b	Coaching Annotated Bibliography
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Employee Learning Needs Assessment
OL 6093: ODL Capstone	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, d, e	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Comprehensive Exam Questions 1 - 4

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d	Applied Project

ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
PACE	5/15/25

Title	Signature	Date
Department Head Dr. Couture	*Rene Couture*	6/4/25
Dean Dr. Carter	*Tim Carter*	6/18/25
	A g	7/7/25

Course Subject: (e.g., ACCT, ENGL) **OL**	Course Number: (e.g., 1003) **6053**

Official Catalog Title:
Advanced Research Methods in ODL

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)
Modify course title to:

Advanced Research Methods in Organizational Leadership and Learning

Modify course description to:

Advanced Research Methods in Organizational Leadership and Learning covers advanced skills in quantitative, qualitative, and mixed-methods research. Students will become familiar with research design, methodology, data collection, data management, data analysis, and reporting results. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Answer the following Assessment questions:
  a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA

  b. Explain the rationale for the cosmetic course change. The MA in Organizational Development and Learning changed titles to the MA in Organizational Leadership and Learning. We are now updating our course names to align with the name of the program.

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

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Arkansas Tech University

OL 6053: Advanced Research Methods in Organizational Leadership and Learning

</div>

Name:
Phone:
Email:
Office Location:
Office Hours:

Course Description

Advanced Research Methods in Organizational Leadership and Learning covers advanced skills in quantitative, qualitative, and mixed-methods research. Students will become familiar with research design, methodology, data collection, data management, data analysis, and reporting results. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate Standing

Required Course Texts: Required readings assigned in each module. All required readings are provided electronically through the ATU Library. See course bibliography for course resources.

Justification for the Course

This course covers skills in quantitative, qualitative, and mixed-methods research. Students will become familiar with research design, methodology, data collection, data management, data analysis, and reporting results. These skills are necessary to the successful completion of the MA degree in Organizational Development and Leadership.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	explain the importance of research, approaches to research, and elements of the research process
2	develop a purpose statement, problem statement, research questions, and hypotheses
3	demonstrate an understanding of value systems and ethics in research, and the importance of the IRB process
4	identify and critically analyze published literature for inclusion in a literature review
5	compare and contrast quantitative, qualitative, and mixed-methods research
6	describe, compare, contrast, and calculate quantitative measurements in descriptive and inferential statistics
7	describe, compare, and evaluate qualitative data

| 8 | compose a literature review, research report, and thesis in APA format |

Module	Module Objectives	Course Objectives
Module 1	• Explain the purpose of research • Identify the primary approaches to research • Define the elements of research • Outline the research process	**1, 6, 7**
Module 2	• Discuss the role of value systems in research • Examine historical ethical abuses in research • Investigate the role of ethics in research design, data collection, and reporting • Develop a personal ethics statement • Discuss human subjects and the importance of an institutional review board	**3**
Module 3	• Develop clear, concise purpose and problem statements • Write relevant, measurable research questions • Identify, compare, and contrast sampling procedures • Explain the role of hypotheses in research	**1, 2, 8**
Module 4	• Explain the importance of the literature review in research • Identify the types of academic literature included in a literature review • Analyze different sources of literature • Outline the range of criteria used for selecting literature for a review	**1, 4, 8**
Module 5	• List analytic processes used to discuss literature in a review • Describe the different elements of a research article • Outline the basic structure of a literature review • Discuss the importance of using APA • Write a literature review	**1, 2, 4, 8**
Module 6	• Discuss the importance of research design • Identify the types of research design • Outline positivism, post-positivism, and their competing claims • Write a null and alternate hypothesis • Understand the IRB process	**1, 3, 5, 6, 7**
Module 7	• Discuss the historical context of quantitative research • Demonstrate an awareness of sampling techniques used in quantitative research • Identify appropriate study population, sampling, data collection, and data analysis procedures in quantitative research • Evaluate the strengths and weaknesses of quantitative research	**1, 5, 6**
Module 8	• Differentiate between descriptive and inferential statistics • Define key measurement terms in quantitative research	**1, 5, 6**

	• Outline basic techniques for manual and computer analysis of descriptive and inferential statistics • Identify when to use parametric and non-parametric tests	
Module 9	• Describe the philosophical underpinnings of qualitative research • Identify the key features of qualitative research • Demonstrate an awareness of sampling techniques used in qualitative research • Examine data collection methods in qualitative research	1, 5, 7
Module 10	• Identify the major methods used to analyze qualitative data • Describe the key features of each approach to data analysis • Link approaches to qualitative data analysis with research methodology • Present observational and unstructured interview data in detail • Outline basic techniques for manual and computer analysis of open-ended questions	1, 5, 7
Module 11	• Discuss the rationale for using mixed-methods approaches • Define the term "triangulation" and its importance in mixed-methods design • Evaluate the strengths and weaknesses of mixed-methods research • Discuss ethical concerns in mixed-methods research	1, 5, 6, 7
Module 12	• Explain the roles of hypothesis and research questions in survey design • Outline the basic principles of question design • Explain the concepts of reliability and validity • Determine reliability and validity of questionnaire • Demonstrate an understanding of levels of measurement and coding	1, 2, 5, 6, 7
Module 13	• Compare data collection methods • Explain the role of sampling in data collection • Justify a data collection method based on research design	1, 2, 5, 6, 7
Module 14	• Identify the main components of a thesis • Identify the main components of a research report • Complete CITI Training	3, 8

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab. Typically, modules will be posted by 9 a.m. CT on Mondays and due by 11:59 p.m. CT on Sundays.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. You are expected to make your initial post each week by 11:59 p.m. Central Time three days prior to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Thus, meeting the minimum participation requirements does not mean you will receive full credit each week.

E-mail/Discussion Board Decorum

This is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour time period excluding University-observed holidays.

Points

Graded Activity	Points
Team-Based Learning Activities	100
Application Assignments	50
Essay Series Assignments	100
Quizzes/Tests	100
Discussion/Journal/Wiki	50
Final Exam	100
Total	**500**

Grading Scale

90-100 % = A
80-89 % = B
70-79 % = C
60-69 % = D
Under 60 % = F

Returning of Assignments

Assignments will be graded and returned within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Discussion Board: Discussion board participation will not be accepted past the due date except in cases where you have worked something out with me beforehand, or if there is a documented emergency. The discussion board will be made unavailable at 11:59 p.m. CT on the due date.

Assignments, Exercises, and Quizzes: Any assignment, exercises, and quizzes not submitted by the due date can still be submitted for half credit up to **one week** past the due date. Assignments

will not be accepted more than one week past the due date.

Midterm and Final: The midterm and final will not be accepted after the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency.

COURSE POLICIES
Returning of Assignments

I will do my best to have graded assignments back to you within 10 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Late work is not permitted except in cases of documented emergency or if approved by the instructor **BEFORE** assignment due date is missed.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course at the discretion of your instructor with a grade of "WN."

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the

instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- Link to Disability Services

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 141

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/hwc/counseling/localresources/

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit http://www.atu.edu/disabilities/index.php.

Generative AI

When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT for brainstorming, outlining, grammatical correction, and citations. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

OL 6053: Advanced Research Methods in OLL - Course Schedule
Schedule is tentative and subject to change. Students will be notified via email of any changes.

Begins 7:00 a.m. / Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
		Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.	
	Learning Module 1: Introduction to Research	• Leavy: Chapter 1 (required) • Mligo: Chapter 1 (required) • Module 1 Introduction • Application Assignment: Research Outline	• Explain the purpose of research • Identify the primary approaches to research • Define the elements of research • Outline the research process
	Learning Module 2: Research Ethics	• Ayiro: Chapter 1, pg 73-79 (required) • Leavy: Chapter 2 (required) • Guthrie: Chapter 2 (required) • Module 2 Discussion • Team-Based Learning Activity: Ethics Statement • CITI Training Module	• Discuss the role of value systems in research • Examine historical ethical abuses in research • Investigate the role of ethics in research design, data collection, and reporting • Develop a personal ethics statement • Discuss human subjects and the importance of an institutional review board • Complete CITI Training
	Learning Module 3: The Purpose & Problem	• Leavy: Chapter 3 (required) • Mligo: Chapter 2 (required) • Ayiro: Chapter 2 & 4 (required) • Guthrie: Chapter 3 (required) • Application Assignment: Purpose and Problem Statement • Essay Series: Sampling	• Develop clear, concise purpose and problem statements • Write relevant, measurable research questions • Identify, compare, and contrast sampling procedures • Explain the role of hypotheses in research
	Learning Module 4: Reviewing Literature	• Ayiro: Chapter 3 (required) • Oliver: Chapters 1 – 4 (required) • Application Assignment: Bibliography	• Explain the importance of the literature review in research • Identify the types of academic literature included in a literature review • Analyze different sources of literature • Outline the range of criteria used for selecting literature for a review
	Learning	• Oliver: Chapters 5 – 7 (required)	• List analytic processes used to discuss literature in a review

	Module 5: Writing the Review	• APA 6th Edition Publication Manual • Module 5 Discussion • Application Assignment: Literature Review	• Describe the different elements of a research article • Outline the basic structure of a literature review • Discuss the importance of using APA • Write a literature review
	Learning Module 6: Research Methodology	• Mligo: Chapter 3 (required) • Guthrie: Chapter 4 (required) • Module 6 Discussion • Team-Based Learning Activity – Methods • Essay Series: Research Methods	• Discuss the importance of research design • Identify the types of research design • Outline positivism, post-positivism, and their competing claims • Write a null and alternate hypothesis • Understand the IRB process
	Learning Module 7: Quantitative Research	• Leavy: Chapter 4 (required) • Ross: Chapter 3 (required) • Cooper: Chapter 1 (required) • Module 7 Discussion • Application Assignment: Quantitative Research	• Discuss the historical context of quantitative research • Demonstrate an awareness of sampling techniques used in quantitative research • Identify appropriate study population, sampling, data collection, and data analysis procedures in quantitative research • Evaluate the strengths and weaknesses of quantitative research
	Learning Module 8: Quantitative Methods	• Fallon: Chapters 1 & 2 (required) • Ross: Chapters 3 & 4 (required) • Guthrie: Chapter 14 & 16 (required) • Test: Quantitative Measurement	• Differentiate between descriptive and inferential statistics • Define key measurement terms in quantitative research • Outline basic techniques for manual and computer analysis of descriptive and inferential statistics • Identify when to use parametric and non-parametric tests
	Learning Module 9: Qualitative Research	• Ross: Chapter 5 (required) • Saldana: Chapters 1 & 2 (required) • Essay Series: Qualitative Research	• Describe the philosophical underpinnings of qualitative research • Identify the key features of qualitative research • Demonstrate an awareness of sampling techniques used in qualitative research • Examine data collection methods in qualitative research
	Learning Module 10: Qualitative Methods	• Ross: Chapter 6 (required) • Guthrie: Chapter 15 (required) • Saldana: Chapters 3 & 4 (required) • Team-Based Learning Activity: Interviews • Test: Qualitative Measurement	• Identify the major methods used to analyze qualitative data • Describe the key features of each approach to data analysis • Link approaches to qualitative data analysis with research methodology • Present observational and unstructured interview data in detail • Outline basic techniques for manual and computer analysis of open-ended questions
	Learning Module 11:	• Leavy: Chapter 6 (required)	• Discuss the rationale for using mixed-methods approaches

	Mixed-Methods Research	- Ross: Chapter 7 (required) - Terrell 2012 (required) - Johnson 2004 (required) - Module 11 Discussion - Essay Series: Mixed-Methods	- Define the term "triangulation" and its importance in mixed-methods design - Evaluate the strengths and weaknesses of mixed-methods research - Discuss ethical concerns in mixed-methods research
	Learning Module 12: Survey Design	- Bourke: Chapters 1 – 8 (required) - Balch: Chapters 1 & 2 (required) - Team-Based Learning Activity: Survey Design	- Explain the roles of hypothesis and research questions in survey design - Outline the basic principles of question design - Explain the concepts of reliability and validity - Determine reliability and validity of questionnaire - Demonstrate an understanding of levels of measurement and coding
	Learning Module 13: Data Collection	- Guthrie: Chapters 5 – 13 (required) - Mligo: Chapter 5 (required) - Application Assignment: Data Collection	- Compare data collection methods - Explain the role of sampling in data collection - Justify a data collection method based on research design
	Learning Module 14: Writing a Thesis or Research Report	- Ayiro: Chapter 8 (required) - Mligo: Chapter 6 (required) - Levy 2010 (required) - Forsyth: Chapter 2 (required) - Murray: Chapter 3 (required) - APA 6th Edition Publication Manual - Application Assignment: Mini Thesis	- Identify the main components of a thesis - Identify the main components of a research report
	Learning Module 15: Final Exam	Final Exam	

OL 6053 Bibliography

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MA – Organizational Leadership and Learning Assessment

The MA in Organizational Leadership and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 30 credit-hour degree includes instruction in organizational planning, dynamics of leadership, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

Program Mission: To empower individuals with the knowledge and skills necessary to effectively lead within complex organizational environments through academic inquiry, practical application, and project-based learning. Our program aims to develop leaders who drive positive organizational change, cultivate a culture of innovation and inclusivity, and strive to develop leadership in others.

COURSE	PO1	PO2	PO3	PO4
OL 5043: Ethical Decision-Making and Development	R	I	R	R
OL 5353: Project Management	I	R	R	
OL 5643: Organizational Culture	R	R/M	R	I/R
OL 6003: Foundations of Adult Learning and Org Dev	I/R	R	R	I/R
OL 6043: Leadership in Organizational Change	I	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R		R	R/M
OL 6093: ODL Capstone	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes & Proficiency Criteria

1. Adult Learning, Leadership, and Organizational Development Theory and Practice
   Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
   a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
   b. identifies evidence-based practices in leadership, followership, and leadership ethics
   c. evaluates the application of theory in various organizational and/or cultural contexts
   d. articulates the links between effective leadership and lifelong learning
   e. develops theory-based plans for strategic training, human development, and organizational change

2. Ethical and Cultural Competency, Global Understanding, and Social Responsibility
   Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
   a. apply ethical principles to decision-making, team building, and conflict resolution within teams and organizations
   b. articulate insights into own cultural rules and biases and effectively recognize and respond to cultural biases

     c. analyze and apply the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices in organizational culture

     d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives

     e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

3. **Strategic Verbal and Written Communication in Leadership**
Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.

     a. apply basic communication theory, the communication process, and organizational models to leadership, motivation, and change

     b. apply principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders

     c. develop strategies for use of storytelling and other communication techniques to motivate and/or gain compliance

     d. create strategic communication plans to influence organizational culture, direction, and change

4. **Human Resources, Personnel Development, and Change**
Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.

     a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations

     b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions

     c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI

     d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change

     e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

MAOLL Data Pull Chart

Course	Objective	Proficiency Criteria	Assessment
OL 5043: Ethical Leadership & Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, d	Ethical Leadership Self-Assessment Log I & II
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Ethical Decision-Making Case Study
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c	Corporate Social Responsibility Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Ethics Program Proposal
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance	c	Performance Improvement Plan – AI Simulation

	improvement, and change management to increase organizational effectiveness.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Module 4 Quiz
OL 5643: Org Culture	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Cultural Self-Assessment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, e	Cultural Competency Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, c	Module 1 Workbook Exercises
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Strategic Communication Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Personal Bias Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, d, e	Module 2 Workbook Exercises

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	e	Equity and Inclusion Strategy Assignment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	d, c, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, e	Module 3 Workbook Exercises
OL 5353: Project Management	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, d	Leadership Theory Reflection Paper
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a	Ethical Decision-Making Simulation: Project Budget

			and Timeline Discussion
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Conflict Resolution AI Simulation
OL 6003: Foundations of Adult Learning and Org Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a. b	Theory to Practice Instructional Plans Assignment
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	c. d	Case Study Analysis Discussions
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning,	e	Organizational Development Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, e	Ethical Decision-Making Reflection
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural	d, e	Organizational Power Analysis

	competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c	Experience and Organizational Learning Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c, e	Motivational Design Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Organizational Change Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Phases of OD Work Assignment
OL 6043: Leadership in Organizational Change	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, c, e	Cast Study Analysis – Module Discussions 4, 6, 7, 8, 9, and 10
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c, d	Module 5 Quiz, Module 6 Quiz

	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	d	Case Analysis Discussion 6
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Change Project Proposal
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c	Module 8 Discussion – Change Communication
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Org Change – Final Project
OL 6143: Coaching & Leadership Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, e	Organizational Development Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	c	Storytelling Assignment

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	d	Leadership Competency Development Plan
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	b	Coaching Annotated Bibliography
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Employee Learning Needs Assessment
OL 6093: ODL Capstone	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, d, e	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and	a, b, c, d	Applied Project

	technological communication functions for leadership, training, motivation, and change.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Comprehensive Exam Questions 1 - 4
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d	Applied Project

ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
PACE	5/15/25

Title	Signature	Date
Department Head Dr. Couture	*Rene Couture*	6/4/25
Dean Dr. Carter	*Tim Carter*	6/18/25

A G   7/7/25

Course Subject: (e.g., ACCT, ENGL) **OL**	Course Number: (e.g., 1003) **6063**

Official Catalog Title:
Evaluation and Assessment in Organizational Development and Learning

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)
Modify course title to:

Evaluation and Assessment in Organizational Leadership and Learning

Answer the following Assessment questions:
  a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA

  b. Explain the rationale for the cosmetic course change. The MA in Organizational Development and Learning changed titles to the MA in Organizational Leadership and Learning. We are now updating our course names to align with the name of the program.

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

Arkansas Tech University
OL 6063: Evaluation and Assessment in OLL

Name:
Phone:
Email:
Office Location:
Office Hours:

Course Description
This course presents students with evidence-based frameworks used in leadership practices to make sound decisions. Topics including defining objectives, collecting relevant, reliable information, generating feasible options, making the decision, implementation, and evaluating results, as well as forward-based decision making and intuition. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate standing.

Required Course Texts: Required readings assigned in each module. All required readings are provided electronically through the ATU Library. See course bibliography for course resources.

Justification for the Course
This course is designed to introduce students Evaluation and Assessment in ODL practices. Students will learn about analytical approaches to making decisions in complex situations. Topics include the decision-making process, problem identification, information literacy, implementing and evaluating decisions, and ethics in decision making,

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	explain the Evaluation and Assessment in ODL process.
2	define a problem including context, variables, and viewpoints.
3	determine authoritative, reliable, factual sources of information.
4	identify data collection methods to address specific problems.
5	compare types of data and explain when the use of specific data is appropriate.
6	evaluate potential issues and errors in the decision-making process.
7	describe ethical considerations and concerns in the decision-making process.
8	evaluate the outcomes of implementing a decision.

Module	Module Objectives	Course Objectives
Module 1	• Define Evaluation and Assessment in ODL • Assess individual decision-making style • Examine the decision-making and problem solving • Explore course schedule and syllabus	**1**
Module 2	• Identify steps in the decision-making process • Discuss the advantages and disadvantages of group problem solving • Define different types of problems • Compare theoretical approaches to decision-making	**2, 6, 7**
Module 3	• Analyze information to contextualize a problem • Interpret data from authoritative sources to frame problem • Develop a problem statement • Present relevant information to outline a problem	**2, 7**
Module 4	• Identify key concepts including information, information seeking, and information searching • Explore the role of factual information in everyday life • Plan an effective electronic information search • Evaluate electronic information and electronic resources of information	**3, 4, 5**
Module 5	• Identify formal and informal means of communicating information • Adopt appropriate information channels to solve problems • Build an annotated reference list • Consider interpretive issues with numeric information	**3, 4, 5, 7**
Module 6	• Integrate creating, managing, and sharing information into problem solving • Effectively utilize participatory web facilities and user-generated content to expand potential sources of information • Implement positive practices for maintaining information literacy • Explain reasons for learning continuously	**1, 3, 4, 5, 7**
Module 7	• Identify errors that result from inaccurate data or inappropriate data collection • Explain the concepts of random and non-random sampling • Define internal validity • Identify the consequences of information failure • Describe search engine coverage bias	**3, 4, 5, 6**
Module 9	• Identify types of questions used to collect data • Outline the steps in questionnaire design • Compare and contrast data collection methods • Explain the use of quantitative data in the decision making process	**3, 4, 5**

	• Describe how the question you want to answer influences the type of data you need	
Module 10	• Discuss the role of creativity in decision making • Identify visual tools for problem solving • Compare and contrast screening tools for selecting ideas • Explain how to handle different types of decisions	**3, 4, 5, 6**
Module 11	• Discuss the importance of gaining support in implementing decisions • Identify resources available when implementing a decision • Explore motivational factors and some of the roles that might contribute to implementation • Examine skills needed by evidence-based practitioners to implement decisions	**4, 5, 8**
Module 12	• Explain the use of evaluation advisory groups • Discuss the concept of good practice • Develop measurable outcomes for implementing a decision	**6, 7, 8**
Module 13	• Discuss the hidden pitfalls in decision making • Explain how to avoid mental mistakes • Examine the role of intuition and "gut feeling" in decision making	**1, 2, 6, 7**
Module 14	• Discuss how beliefs can change as factual evidence changes • Examine the role of value systems in decision making • Explain how culture interacts with decision making • Compare and contrast approaches to ethical decision making	**7, 8**

Methodology
The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies
Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures
Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab. Typically, modules will be posted by 9 a.m. CT on Mondays and due by 11:59 p.m. CT on Sundays.

Assessments
Assignments
Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board
Each week there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. <u>You are expected to make your initial post each week by 11:59 p.m. Central Time three days prior to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module.</u> Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Thus, meeting the minimum participation requirements does not mean you will receive full credit each week.

E-mail/Discussion Board Decorum

This is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour time period excluding University-observed holidays.

Points

Graded Activity	Points
Team-Based Learning Activities	80
Application Assignments	125
Essay Series Assignments	125
Discussion/Journal/Wiki	70
Midterm Exam	50
Final Exam	50
Total	**500**

Grading Scale

90-100 %	=	A
80-89 %	=	B
70-79 %	=	C
60-69 %	=	D
Under 60 %	=	F

Returning of Assignments

Assignments will be graded and returned within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Discussion Board: Discussion board participation will not be accepted past the due date except in cases where you have worked something out with me beforehand, or if there is a documented emergency. The discussion board will be made unavailable at 11:59 p.m. CT on the due date.

Assignments, Exercises, and Quizzes: Any assignment, exercises, and quizzes not submitted by the due date can still be submitted for half credit up to **one week** past the due date. Assignments will not be accepted more than one week past the due date.

Midterm and Final: The midterm and final will not be accepted after the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency.

COURSE POLICIES
Returning of Assignments

I will do my best to have graded assignments back to you within 10 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Late work is not permitted except in cases of documented emergency or if approved by the instructor **BEFORE** assignment due date is missed.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course at the discretion of your instructor with a grade of "WN."

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- Link to Disability Services

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 141

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/hwc/counseling/localresources/

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit http://www.atu.edu/disabilities/index.php.

Generative AI

When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT for brainstorming, outlining, grammatical correction, and citations. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

OL 6063: Evaluation and Assessment in OLL - Course Schedule
Schedule is tentative and subject to change. Students will be notified via email of any changes.

Begins 7:00 a.m. / Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Module 1: Intro to Decision Making	• Adair: Chapters 1 (required) • Kourdi: Chapters 1 and 2 (required) • Baarends 2017 (required) • Module 1 Discussion	• Define Evaluation and Assessment in ODL • Assess individual decision-making style • Examine the decision-making and problem solving processes • Explore course schedule and syllabus
	Module 2: The Decision-Making Process	• Adair: Chapter 2 (required) • Kourdi: Chapter 3 (required) • Hayes: Chapter 2 (required) • Module 2 Discussion	• Identify steps in the decision-making process • Discuss the advantages and disadvantages of group problem solving • Define different types of problems • Compare theoretical approaches to decision-making
	Module 3: Defining the Problem	• Janke: Chapters 3 - 5 (required) • Anderson: Section 2, Step 1 (required) • Alvarez: Chapters 2 – 6 • Application Assignment: Problem Statement	• Analyze information to contextualize a problem • Interpret data from authoritative sources to frame problem • Develop a problem statement • Present relevant information to outline a problem
	Module 4: Information Literacy Part I	• Fulton: Chapters 1 – 4 (required) • Janke: Chapter 12 (required) • Essay Series: Factual Information	• Identify key concepts including information, information seeking, and information searching • Explore the role of factual information in everyday life • Plan an effective electronic information search • Evaluate electronic information and electronic resources of information
	Module 5: Information Literacy Part II	• Fulton: Chapters 5 – 8 (required) • Janke: Chapter 13 (required) • Application Assignment: Annotated Bibliography	• Identify formal and informal means of communicating information • Adopt appropriate information channels to solve problems • Build an annotated reference list • Consider interpretive issues with numeric information

Module 6: Information Literacy Part III	- Fulton: Chapters 9 – 11 (required) - Team-Based Learning: Web-Information - Application Assignment: Information Literacy Plan	- Integrate creating, managing, and sharing information into problem solving - Effectively utilize participatory web facilities and user-generated content to expand potential sources of information - Implement positive practices for maintaining information literacy - Explain reasons for learning continuously
Module 7: Collecting Relevant Information	- Janke: Chapters 6 – 8 (required) - Kourdi: Chapter 5 (required) - Rafferty: Chapters 1, 2, & 7 (required) - Team-Based Learning: Data Collection	- Identify errors that result from inaccurate data or inappropriate data collection - Explain the concepts of random and non-random sampling - Define internal validity - Identify the consequences of information failure - Describe search engine coverage bias
Module 8	Midterm Exam	
Module 9: Quantitative and Qualitative Data	- Phillips: Chapters 1 – 4 (required) - Keegan: Chapters 2 – 6 (required) - Aveyard: Chapter 4 (required) - Essay Series: Qualitative vs Quantitative Data	- Identify types of questions used to collect data - Outline the steps in questionnaire design - Compare and contrast data collection methods - Explain the use of quantitative data in the decision making process - Describe how the question you want to answer influences the type of data you need
Module 10: Making Decisions	- Du Preez: Chapters 7 – 8 (required) - Harris: Chapters 7 – 8 (required) - Kourdi: Chapter 6 (required) - Hayes: Chapters 3 – 5 (required) - Module 10 Discussion - Application Assignment: Selecting an Idea	- Discuss the role of creativity in decision making - Identify visual tools for problem solving - Compare and contrast screening tools for selecting ideas - Explain how to handle different types of decisions
Module 11: Implementing Decisions	- Kourdi: Chapter 9 (required) - Harris: Chapter 9 (required) - Aveyard: Chapter 7 (required) - Team-Based Learning: Implementation - Module 11 Discussion	- Discuss the importance of gaining support in implementing decisions - Identify resources available when implementing a decision - Explore motivational factors and some of the roles that might contribute to implementation - Examine skills needed by evidence-based practitioners to implement decisions
Module 12:		

	Evaluating Results	• Kalliola: Chapters 4, 9, and 13 (required) • Application Assignment: Evaluation • Module 12 Discussion • Essay Series: Evaluation	• Explain the use of evaluation advisory groups • Discuss the concept of good practice • Develop measurable outcomes for implementing a decision
	Module 13: Errors in Decision Making	• Kourdi: Chapter 10 (required) • Hayes: Chapter 11 (required) • Du Preez: Chapter 5 (required) • Team-Based Learning: Best Practices • Module 13 Discussion	• Discuss the hidden pitfalls in decision making • Explain how to avoid mental mistakes
	Module 14: Decision-Making Ethics	• Janke: Chapter 2 • Singer: Chapters 3, 9, 12, & 13 (required) • Harris: Chapter 10 (required) • Fornari 2002 (required) • Essay Series: Ethics • Module 14 Discussion	• Discuss how beliefs can change as factual evidence changes • Examine the role of value systems in decision making • Explain how culture interacts with decision making • Compare and contrast approaches to ethical decision making
	Module 15	• Final Exam	

OL 6063 Bibliography

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MA – Organizational Leadership and Learning Assessment

The MA in Organizational Leadership and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 30 credit-hour degree includes instruction in organizational planning, dynamics of leadership, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

Program Mission: To empower individuals with the knowledge and skills necessary to effectively lead within complex organizational environments through academic inquiry, practical application, and project-based learning. Our program aims to develop leaders who drive positive organizational change, cultivate a culture of innovation and inclusivity, and strive to develop leadership in others.

COURSE	PO1	PO2	PO3	PO4
OL 5043: Ethical Decision-Making and Development	R	I	R	R
OL 5353: Project Management	I	R	R	
OL 5643: Organizational Culture	R	R/M	R	I/R
OL 6003: Foundations of Adult Learning and Org Dev	I/R	R	R	I/R
OL 6043: Leadership in Organizational Change	I	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R		R	R/M
OL 6093: ODL Capstone	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes & Proficiency Criteria

1. Adult Learning, Leadership, and Organizational Development Theory and Practice
   Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
   a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
   b. identifies evidence-based practices in leadership, followership, and leadership ethics
   c. evaluates the application of theory in various organizational and/or cultural contexts
   d. articulates the links between effective leadership and lifelong learning
   e. develops theory-based plans for strategic training, human development, and organizational change

2. Ethical and Cultural Competency, Global Understanding, and Social Responsibility
   Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
   a. apply ethical principles to decision-making, team building, and conflict resolution within teams and organizations
   b. articulate insights into own cultural rules and biases and effectively recognize and respond to cultural biases

      c.   analyze and apply the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices in organizational culture

      d.   articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives

      e.   develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

3. **Strategic Verbal and Written Communication in Leadership**
   Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.

   a. apply basic communication theory, the communication process, and organizational models to leadership, motivation, and change

   b. apply principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders

   c. develop strategies for use of storytelling and other communication techniques to motivate and/or gain compliance

   d. create strategic communication plans to influence organizational culture, direction, and change

4. **Human Resources, Personnel Development, and Change**
   Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.

   a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations

   b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions

   c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI

   d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change

   e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

MAOLL Data Pull Chart

Course	Objective	Proficiency Criteria	Assessment
OL 5043: Ethical Leadership & Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, d	Ethical Leadership Self-Assessment Log I & II
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Ethical Decision-Making Case Study
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c	Corporate Social Responsibility Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Ethics Program Proposal
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance	c	Performance Improvement Plan – AI Simulation

	improvement, and change management to increase organizational effectiveness.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Module 4 Quiz
OL 5643: Org Culture	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Cultural Self-Assessment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, e	Cultural Competency Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, c	Module 1 Workbook Exercises
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Strategic Communication Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Personal Bias Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, d, e	Module 2 Workbook Exercises

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	e	Equity and Inclusion Strategy Assignment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	d, c, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, e	Module 3 Workbook Exercises
OL 5353: Project Management	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, d	Leadership Theory Reflection Paper
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a	Ethical Decision-Making Simulation: Project Budget

			and Timeline Discussion
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Conflict Resolution AI Simulation
OL 6003: Foundations of Adult Learning and Org Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a. b	Theory to Practice Instructional Plans Assignment
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	c. d	Case Study Analysis Discussions
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning,	e	Organizational Development Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, e	Ethical Decision-Making Reflection
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural	d, e	Organizational Power Analysis

	competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c	Experience and Organizational Learning Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c, e	Motivational Design Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Organizational Change Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Phases of OD Work Assignment
OL 6043: Leadership in Organizational Change	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, c, e	Cast Study Analysis – Module Discussions 4, 6, 7, 8, 9, and 10
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c, d	Module 5 Quiz, Module 6 Quiz

	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	d	Case Analysis Discussion 6
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Change Project Proposal
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c	Module 8 Discussion – Change Communication
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Org Change – Final Project
OL 6143: Coaching & Leadership Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, e	Organizational Development Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	c	Storytelling Assignment

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	d	Leadership Competency Development Plan
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	b	Coaching Annotated Bibliography
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Employee Learning Needs Assessment
OL 6093: ODL Capstone	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, d, e	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and	a, b, c, d	Applied Project

	technological communication functions for leadership, training, motivation, and change.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Comprehensive Exam Questions 1 - 4
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d	Applied Project

ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
PACE	5/15/25

Title	Signature	Date
Department Head Dr. Couture	*Rene Couture*	6/4/25
Dean Dr. Carter	*Tim Carter*	6/18/25
	A g	7/7/25

Course Subject: (e.g., ACCT, ENGL) **OL**	Course Number: (e.g., 1003) **6093**

Official Catalog Title: **Organizational Development and Learning Capstone**
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) Modify course title to: Organizational Leadership and Learning Capstone
Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA

b. Explain the rationale for the cosmetic course change. The MA in Organizational Development and Learning changed titles to the MA in Organizational Leadership and Learning. We are now updating our course names to align with the name of the program.
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University
OL 6093: Organizational Leadership & Learning Capstone

Name:

Phone:

Email:

Office Location: **Office Hours**:

Course Description

Students will demonstrate mastery in leadership, adult learning, and organizational development theory and practice through completion of either a master's thesis or comprehensive exams. Students will select a thesis or comprehensive exam track. Students selecting to complete a master's thesis will develop a research project. Comprehensive exam students will submit extensive, data-supported responses to four questions regarding theory and practice in organizational leadership, adult learning, and organizational development. All students will complete an electronic portfolio highlighting academic and professional competencies. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Cross-Listed Course: None

Prerequisites/Co-requisites: Successful completion of 24 credit-hours of graduate-level ODL coursework or permission of program chair.

Required Course Texts: Required readings assigned in each module. All required readings are provided electronically through the ATU Library.

Dale, C. (2022). *Master your thesis: Proven strategies and methods: It's time to get your life back!* Knowledge Resources.

   https://public.ebookcentral.proquest.com/choice/PublicFullRecord.aspx?p=29281330

Graustein, J. S. (2010). *How to write an exceptional thesis or dissertation: A step-by-step guide from proposal to successful defense.* Atlantic Pub.

   Group, Inc. https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=930016

Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral*

   sciences. Corwin. https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=762391

Justification for the Course

This capstone course allows students to demonstrate mastery in the concepts learned through completion of core coursework in organizational development and leadership. Students will complete either a master's thesis or comprehensive exams to demonstrate proficiency in theory, research, and practice.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Apply concepts learned in the MAODL program to thesis or comprehensive exam completion
2	Create an online portfolio to highlight academic and professional competencies
3	Demonstrate a comprehensive understanding of leadership, adult learning, and organizational development theory and practice through successful completion of either a thesis or comprehensive examination
4	Recommend practical, evidence-based solutions to complex problems through analysis of research data
5	Present research findings in accessible formats to reach a variety of stakeholders
6	Reflect on personal and professional growth through the MAODL program

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab. Typically, modules will be posted by 9 a.m. CT on Mondays and due by 11:59
p.m. CT on Sundays.

Assessments

Comprehensive Exam Questions

Non-thesis students are required to complete four comprehensive exam questions in OL 6093. Comprehensive exam questions are graded using complete/incomplete. Students must earn a complete on all four comprehensive exam questions to pass OL 6093 with a grade of "C" or better. Students are allowed to reattempt a maximum of two comprehensive exam questions, except in cases of academic integrity violations. Failure to earn a complete score on all four comprehensive exam questions will result in the student retaking OL 6093.

Applied Project/Thesis Final Draft

Students are required to submit a final draft of their applied project/thesis that includes required edits outlined by their adviser and supervisory committee. Students must earn a score of complete on these drafts to pass OL 6093 with a grade of "C" or better. Failure to earn a complete score on the applied project/thesis final draft will result in the student retaking OL 6093.

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. You are expected to make your initial post each week by 11:59 p.m. Central Time two days prior to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Thus, meeting the minimum participation requirements does not mean you will receive full credit each week.

E-mail/Discussion Board Decorum

This is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour time period excluding University-observed holidays.

Points

Graded Activity	Points
Assignments	740
Discussion	160
Final Exam	100
Total	**1000**

Grading Scale

90-100 %	=	A
80-89 %	=	B
70-79 %	=	C
60-69 %	=	D
Under 60 %	=	F

COURSE POLICIES

Returning of Assignments
I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Late work is not permitted except in cases of documented emergency or if approved by the instructor **BEFORE** assignment due date is missed.

Academic Misconduct
University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments
If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course at the discretion of your instructor with a grade of "WN."

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- Link to Disability Services
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 141

Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/hwc/counseling/localresources/
If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit http://www.atu.edu/disabilities/index.php.

Generative AI

When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT for brainstorming, outlining, grammatical correction, and citations. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

OL 6093: Organizational Leadership and Leadership Capstone - Course Schedule
Schedule is tentative and subject to change. Students will be notified via email of any changes.

Begins 7:00 a.m. / Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
		Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.	
		Denotes THESIS TRACK students.	
		Denotes APPLIED PROJECT w/ Comp Exam TRACK students.	
	Learning Module 1: Applied Project/Thesis	• Read – Master your thesis, Chapter 1 • Read – How to write an exceptional thesis, Introduction and Chapter 1 • Read – OL 6093 Capstone Manual • Module 1 Discussion • CITI Training • Adviser Agreement	• Review requirements for applied project w/comp exam and thesis • Analyze the advisor/student relationship • Review guidelines for research with human subjects
	Learning Module 2: Topic Selection	• Read – Master your thesis, Chapter 2 • Read – How to write an exceptional thesis, Chapters 2 and 3 • Read – Writing a successful thesis, Chapter 1 • Module 2 Discussion • Project Topic Assignment • Supervisory Committee Agreement	• Examine topics in organizational leadership, learning, and development • Select a thesis topic • Examine topics in organizational leadership, learning, and development • Select an applied project topic
		• Read – How to write an exceptional thesis, Chapter 4	• Examine quantitative, qualitative, and mixed-methods research designs • Select an approach to thesis

Learning Module 3: Design Selection	• Read – Writing a successful thesis, Chapters 3 and 5 • Module 3 Discussion • Research Design Assignment	• Examine quantitative, qualitative, and mixed-methods research designs • Select a research design for applied project	
Learning Module 4: Introduction	• Read – Master your thesis, Chapter 3 • Read – How to write an exceptional thesis, Chapter 5 • Read – Writing a successful thesis, Chapter 6 • Introduction Section • Comp Exam Question 1 (Applied Project Students Only)	• Compose the introductory section of thesis	
		• Compose the introductory section of applied project • Answer comprehensive exam question one - theory	
Learning Module 5: Review Literature	• Read – Writing a successful thesis, Chapter 7 • Read – Master your thesis, Chapter 5 • Literature/Information Review • Module 5 Discussion • Comp Exam Question 2 (Applied Project Students Only)	• Compose the literature review section of thesis	
		• Compose the information review section of applied project • Answer comprehensive exam question two - literature	
Learning Module 6: Methods		• Compose the methods section of thesis	
	• Read – Writing a successful thesis, Chapter 8 • Read – How to write an exceptional thesis, Chapters 6 and 7 • Methods Section • Module 6 Discussion • Comp Exam Question 3 (Applied Project Students Only)	• Compose methods section of applied project • Answer comprehensive exam question three - methods	
		• Compose the results & discussion sections of thesis	

	Learning Module 7: Results and Application	- Read – Writing a successful thesis, Chapters 9 and 10 - Read – How to write an exceptional thesis, Chapter 8 - Results & Discussion Sections - Module 7 Discussion - Comp Exam Question 4 (Applied Project Students Only)	- Compose findings and recommendation and executive summary sections of applied project - Answer comprehensive exam question four – practical application
	Learning Module 8: Revisions & Presentation	- Read – Writing a successful thesis, Chapter 12 - Read – How to write an exceptional thesis, Chapters 9 and 10 - Module 8 Discussion - Revised Thesis or Applied Project - Present Thesis or Applied Project	- Submit thesis presentation and complete oral defense - Revise and submit thesis - Submit applied project presentation - Revise and submit
	Learning Module 9	- Final Project Submission - Final Exam	- Submit thesis with committee required edits - Submit final exam - Submit applied project with committee required edits - Submit final exam

MA – Organizational Leadership and Learning Assessment

The MA in Organizational Leadership and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 30 credit-hour degree includes instruction in organizational planning, dynamics of leadership, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

Program Mission: To empower individuals with the knowledge and skills necessary to effectively lead within complex organizational environments through academic inquiry, practical application, and project-based learning. Our program aims to develop leaders who drive positive organizational change, cultivate a culture of innovation and inclusivity, and strive to develop leadership in others.

COURSE	PO1	PO2	PO3	PO4
OL 5043: Ethical Decision-Making and Development	R	I	R	R
OL 5353: Project Management	I	R	R	
OL 5643: Organizational Culture	R	R/M	R	I/R
OL 6003: Foundations of Adult Learning and Org Dev	I/R	R	R	I/R
OL 6043: Leadership in Organizational Change	I	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R		R	R/M
OL 6093: ODL Capstone	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes & Proficiency Criteria

1. Adult Learning, Leadership, and Organizational Development Theory and Practice
   Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
   a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
   b. identifies evidence-based practices in leadership, followership, and leadership ethics
   c. evaluates the application of theory in various organizational and/or cultural contexts
   d. articulates the links between effective leadership and lifelong learning
   e. develops theory-based plans for strategic training, human development, and organizational change

2. Ethical and Cultural Competency, Global Understanding, and Social Responsibility Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
   a. apply ethical principles to decision-making, team building, and conflict resolution within teams and organizations
   b. articulate insights into own cultural rules and biases and effectively recognize and respond to cultural biases
   c. analyze and apply the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices in organizational culture
   d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
   e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

3. Strategic Verbal and Written Communication in Leadership
   Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.
   a. apply basic communication theory, the communication process, and organizational models to leadership, motivation, and change
   b. apply principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
   c. develop strategies for use of storytelling and other communication techniques to motivate and/or gain compliance
   d. create strategic communication plans to influence organizational culture, direction, and change

4. Human Resources, Personnel Development, and Change
   Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.
   a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
   b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions
   c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI
   d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage

organizational change

e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

MAOLL Data Pull Chart

Course	Objective	Proficiency Criteria	Assessment
OL 5043: Ethical Leadership & Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, d	Ethical Leadership Self-Assessment Log I & II
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Ethical Decision-Making Case Study
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c	Corporate Social Responsibility Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Ethics Program Proposal
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance	c	Performance Improvement Plan – AI Simulation

	improvement, and change management to increase organizational effectiveness.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Module 4 Quiz
OL 5643: Org Culture	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Cultural Self-Assessment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, e	Cultural Competency Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, c	Module 1 Workbook Exercises
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Strategic Communication Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Personal Bias Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, d, e	Module 2 Workbook Exercises

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	e	Equity and Inclusion Strategy Assignment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	d, c, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, e	Module 3 Workbook Exercises
OL 5353: Project Management	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, d	Leadership Theory Reflection Paper
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a	Ethical Decision-Making Simulation: Project Budget

			and Timeline Discussion
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Conflict Resolution AI Simulation
OL 6003: Foundations of Adult Learning and Org Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a. b	Theory to Practice Instructional Plans Assignment
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	c. d	Case Study Analysis Discussions
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning,	e	Organizational Development Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, e	Ethical Decision-Making Reflection
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural	d, e	Organizational Power Analysis

	competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c	Experience and Organizational Learning Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c, e	Motivational Design Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Organizational Change Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Phases of OD Work Assignment
OL 6043: Leadership in Organizational Change	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, c, e	Cast Study Analysis – Module Discussions 4, 6, 7, 8, 9, and 10
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c, d	Module 5 Quiz, Module 6 Quiz

	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	d	Case Analysis Discussion 6
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Change Project Proposal
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c	Module 8 Discussion – Change Communication
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Org Change – Final Project
OL 6143: Coaching & Leadership Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, e	Organizational Development Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	c	Storytelling Assignment

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	d	Leadership Competency Development Plan
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	b	Coaching Annotated Bibliography
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Employee Learning Needs Assessment
OL 6093: ODL Capstone	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, d, e	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and	a, b, c, d	Applied Project

	technological communication functions for leadership, training, motivation, and change.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Comprehensive Exam Questions 1 - 4
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d	Applied Project

ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
PACE	5/15/25

Title	Signature	Date
Department Head Dr. Couture	Rene Couture	6/4/25
Dean Dr. Carter	Tim Carter	6/18/25

A G   7/7/25

Course Subject: (e.g., ACCT, ENGL) **OL**	Course Number: (e.g., 1003) **6143**

Official Catalog Title: **Consultation, Coaching, and Leadership Development**
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) Modify course title to: Performance Coaching and Leadership Development Modify course description to: This course is designed to equip students with skills in performance coaching and leadership development, with a focus on coaching, mentoring, consultancy, and strategies for leadership development at the individual and organizational level. Students will learn about practical approaches and models to employee training, coaching, mentoring, active listening, performance improvement, and evaluation. Participation in this course requires access to a webcam or other video capture technology.

Answer the following Assessment questions:
   a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA
 	
   b. Explain the rationale for the cosmetic course change.

The proposed name change and course description better capture the content covered in the course. Additionally, changing the title to performance coaching limits confusion for students who seek out the course because of the misconception that it covers athletic coaching (although many of the sample principles are at work and the course is valuable for aspiring athletic coaches). The topics covered in the course include: coaching models, challenges in contemporary coaching, accreditation and evaluation, leadership development, mastery, and consultancy.

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

Arkansas Tech University
OL 6143: Performance Coaching and Leadership Development

Name:

Phone:

Email:

Office Location:

Office Hours:

Course Description

This course is designed to equip students with skills in performance coaching and leadership development, with a focus on coaching, mentoring, consultancy, and strategies for leadership development at the individual and organizational level. Students will learn about practical approaches and models to employee training, coaching, mentoring, active listening, performance improvement, and evaluation. Participation in this course requires access to a webcam or other video capture technology.

Prerequisites/Co-requisites: Graduate standing.

Required Course Texts

Passmore, J. (2021). *Excellence in coaching: Theory, tools and techniques to achieve outstanding coaching performance.* Kogan Page.

Additional required readings available in Blackboard:

Kevin Cashman. (2017). *Leadership From the Inside Out : Becoming a Leader for Life.* Berrett-Koehler Publishers.

Julie Hodges. (2017). *Consultancy, Organizational Development and Change : A Practical Guide to Delivering Value.* Kogan Page.

Johann Uys, & Ronny Webber-Youngman. (2021). *The Anatomy of Leadership in Industry 4.0: The 4.0D® Leadership Development Model.* KR Publishing.

Eileen Piggot-Irvine, A., & Karene Biggs, A. (2020). *Leadership Coaching, Mentoring, Counselling or Supervision? One Way Is Not Enough.* Cambridge Scholars Publishing.

Canaday, Sara. (2023). "Part I: The Essentials." Chap. A in *Coaching Essentials for Managers: The Tools You Need to Ignite Greatness in Each Employee.* 1st ed. New York: McGraw Hill.

Hannum, K., Patterson, T. E., Stawiski, S., Champion, H., & Downs, H. (2017). *Evaluating the Impact of Leadership Development - 2nd Edition.* Center for Creative Leadership.

Calvert Markham. (2019). *The Art of Consultancy.* Legend Business.

Justification for the Course
This course is designed to equip students with skills in performance coaching and leadership development, with a focus on coaching, mentoring, consultancy, and strategies for leadership development at the individual and organizational level. Students will learn about practical approaches and models to employee training, coaching, mentoring, active listening, performance improvement, and evaluation. The skills built in this course, combined with additional courses in the MAOLL curriculum, build student capacity to strategically lead organizational development and change.

Course Objectives	
Upon completion of this course with a grade of "B" or above, the student will be able to:	
A	Demonstrate an understanding of key concepts, theories, and models in performance coaching and leadership development.
B	Describe the roles and responsibilities of performance coaches, leaders, and consultants in organizational settings.
C	Apply various coaching models and techniques in specific organizational contexts.
D	Design consulting, coaching, and leadership development plans.
E	Assess leadership development challenges and opportunities within diverse organizational settings.
F	Identify and apply ethical principles and professional standards in coaching, leadership development, and consulting practice.
G	Develop a personal development plan to enhance one's leadership and coaching capabilities.

Methodology
The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies
Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Organizational Studies Program. Those competencies include: word processing (MS Office), PowerPoint, Kaltura, WebEx, on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab. Typically, modules will be posted by 9 a.m. CT on Mondays and due by 11:59 p.m. CT on Sundays.

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material as well as to apply different leadership concepts. All assignments can be found in the weekly learning module folder in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified. All assignments must be submitted through Blackboard in order to receive credit.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. You are expected to make your initial post each week by 11:59 p.m. Central Time two days prior to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Thus, meeting the minimum participation requirements does not mean you will receive full credit each week.

E-mail/Discussion Board Decorum

This is an online course; therefore, a majority of our conversations will take place via email and discussion board. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This is a college level course and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful.

I will send course materials to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid the emails you send going into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within a 24-hour time period excluding University-observed holidays.

Points

Graded Activity	Points
Assignments	110
Discussion	390
Tests	100
Midterm Exam	100
Final Exam	100
Total	**800**

Grading Scale

100 %	=	A
89 %	=	B
79 %	=	C
69 %	=	D
der 60 %	=	F

COURSE POLICIES
Returning of Assignments

I will do my best to have graded assignments back to you within 10 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Late work is not permitted except in cases of documented emergency or if approved by the instructor **BEFORE** assignment due date is missed.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course at the discretion of your instructor with a grade of "WN."

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- Link to Disability Services

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 141

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/hwc/counseling/localresources/

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual

harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit http://www.atu.edu/disabilities/index.php.

Generative AI

When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT for brainstorming, outlining, grammatical correction, and citations. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

OL 6143: Performance Coaching and Leadership Development - Course Schedule
Schedule is tentative and subject to change. Students will be notified via email of any changes.

Due 11:59 p.m.	Module	Graded Assignments	Module Learning Objectives
	Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.		
	Learning Module 1: Business of Coaching	• Passmore, Chapters 1 - 5 • Module 1a Discussion (due first week of Module 1) • Module 1b Discussion (due second week of Module 1) • Coaching – Annotated Bibliography	1. Discuss the historical development of coaching 2. Analyze the role and impact of coaching within organizations 3. Explore available resources on coaching practice
	Learning Module 2: Models and Approaches	• Passmore, Chapters 6 – 11 • Module 2 Test • Module 2 Discussion • OL 6143 Project Contract	4. Evaluate models and approaches to coaching 5. Apply coaching models in a specific organizational context 6. Identify approaches to coaching based on coach/client interaction 7. Recommend specific coaching methods for specific goals
	Learning Module 3: Coaching Issues A	• Passmore, Chapters 12 – 15 • Module 3 Test • OL 6143 Project Check In 1	8. Develop a deep understanding of the complexities involved in intercultural coaching 9. Evaluate methods to manage stress in coaching 10. Analyze the ethical implications of various coaching scenarios 11. Recommend strategies for coaching supervision in a specific organizational context

	Learning Module 4: Coaching Issues B	• Passmore, Chapters 16 – 19 • OL 6143 Project Check In 2 • Midterm Exam	12. Develop proficiency in evaluating coaching programs 13. Describe the importance of accreditation in maintaining standards 14. Demonstrate skills in team coaching 15. Apply goal setting techniques to empower clients to achieve outcomes
	Learning Module 5: Leadership Development A	• Cashman, Chapters 1 – 3 • Module 5 Discussion • OL 6143 Project Check In 3	16. Develop self-awareness, emotional intelligence, and a commitment to personal growth to lead with confidence and authenticity 17. Apply storytelling in leadership and learn how to create and share stories that resonate with and motivate your audience 18. Articulate your core purpose, aligning it with your leadership vision to inspire and guide others effectively
	Learning Module 6: Leadership Development B	• Cashman, Chapters 4 – 8 • Module 6 Discussion • OL 6143 Project Check In 4	19. Enhance your ability to build and maintain strong, collaborative relationships 20. effectively lead and manage change within your organization 21. Build resilience to navigate challenges and setbacks with confidence and adaptability 22. Foster a deep sense of presence and mindfulness to enhance your leadership presence 23. Develop coaching skills to support and develop others, fostering a culture of growth and performance
	Learning Module 7: Consultancy	• Hodges, Chapters 1 and 2 • Module 7 Test • OL 6143 Final Project/Presentation Submission	24. Define consultancy in organizational development 25. Justify the need for consultancy 26. Explore consultant roles 27. Compare and contrast coaching and consultancy
	Learning Module 8	• Final Exam	

OL 6143: Course Assessment

A. Demonstrate an understanding of key concepts, theories, and models in performance coaching and leadership development.

    1. Discuss the historical development of coaching

    4. Evaluate models and approaches to coaching

Graded activities – annotated bibliography, Module 2 test

B. Describe the roles and responsibilities of performance coaches, leaders, and consultants in organizational settings.

    2. Analyze the role and impact of coaching within organizations

    24. Define consultancy in organizational development

    26. Explore consultant roles

Graded activities – annotated bibliography, Module 7 test, final project, final exam

C. Apply various coaching models and techniques in specific organizational contexts.

    5. Apply coaching models in a specific organizational context

    15. Apply goal setting techniques to empower clients to achieve outcomes

Graded activities – Module 2 discussion, midterm exam, final project, final exam

D. Design consulting, coaching, and leadership development plans.

    3. Explore available resources on coaching practice

    6. Identify approaches to coaching based on coach/client interaction

    23. Develop coaching skills to support and develop others, fostering a culture of growth and performance

Graded activities – annotated bibliography, Module 2 test, Module 6 discussion, final exam

E. Assess leadership development challenges and opportunities within diverse organizational settings.

    16. Develop self-awareness, emotional intelligence, and a commitment to personal growth to lead with confidence and authenticity

    20. Effectively lead and manage change within your organization

    21. Build resilience to navigate challenges and setbacks with confidence and adaptability

Graded activities – Module 5 discussion, Module 6 discussion, final project, final exam

F. Identify and apply ethical principles and professional standards in coaching, leadership development, and consulting practice.

    10. Analyze the ethical implications of various coaching scenarios

    13. Describe the importance of accreditation in maintaining standards

Graded activities – Module 3 test, midterm exam, final project, final exam

G. Develop a personal development plan to enhance one's leadership and coaching capabilities.

    18. Articulate your core purpose, aligning it with your leadership vision to inspire and guide others effectively

    19. Enhance your ability to build and maintain strong, collaborative relationships

    22. Foster a deep sense of presence and mindfulness to enhance your leadership presence

Graded activities – Module 5 discussion, Module 6 discussion, final project, final exam

MA – Organizational Leadership and Learning Assessment

The MA in Organizational Leadership and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 30 credit-hour degree includes instruction in organizational planning, dynamics of leadership, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

Program Mission: To empower individuals with the knowledge and skills necessary to effectively lead within complex organizational environments through academic inquiry, practical application, and project-based learning. Our program aims to develop leaders who drive positive organizational change, cultivate a culture of innovation and inclusivity, and strive to develop leadership in others.

COURSE	PO1	PO2	PO3	PO4
OL 5043: Ethical Decision-Making and Development	R	I	R	R
OL 5353: Project Management	I	R	R	
OL 5643: Organizational Culture	R	R/M	R	I/R
OL 6003: Foundations of Adult Learning and Org Dev	I/R	R	R	I/R
OL 6043: Leadership in Organizational Change	I	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R		R	R/M
OL 6093: ODL Capstone	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes & Proficiency Criteria

1. Adult Learning, Leadership, and Organizational Development Theory and Practice
   Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
   a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
   b. identifies evidence-based practices in leadership, followership, and leadership ethics
   c. evaluates the application of theory in various organizational and/or cultural contexts
   d. articulates the links between effective leadership and lifelong learning
   e. develops theory-based plans for strategic training, human development, and organizational change

2. Ethical and Cultural Competency, Global Understanding, and Social Responsibility
   Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
   a. apply ethical principles to decision-making, team building, and conflict resolution within teams and organizations
   b. articulate insights into own cultural rules and biases and effectively recognize and respond to cultural biases
   c. analyze and apply the complexity of elements important to

members or another culture, including history, values, politics, communication style, beliefs, and practices in organizational culture

    d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives

    e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

3. Strategic Verbal and Written Communication in Leadership
   Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.

       a. apply basic communication theory, the communication process, and organizational models to leadership, motivation, and change

       b. apply principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders

       c. develop strategies for use of storytelling and other communication techniques to motivate and/or gain compliance

       d. create strategic communication plans to influence organizational culture, direction, and change

4. Human Resources, Personnel Development, and Change
   Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.

       a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations

       b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions

       c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI

       d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change

       e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

MAOLL Data Pull Chart

Course	Objective	Proficiency Criteria	Assessment
OL 5043: Ethical Leadership & Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, d	Ethical Leadership Self-Assessment Log I & II
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Ethical Decision-Making Case Study
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c	Corporate Social Responsibility Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Ethics Program Proposal
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance	c	Performance Improvement Plan – AI Simulation

	improvement, and change management to increase organizational effectiveness.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Module 4 Quiz
OL 5643: Org Culture	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Cultural Self-Assessment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, e	Cultural Competency Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, c	Module 1 Workbook Exercises
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Strategic Communication Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Personal Bias Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, d, e	Module 2 Workbook Exercises

	Program Outcome		Assessment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	e	Equity and Inclusion Strategy Assignment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	d, c, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, e	Module 3 Workbook Exercises
OL 5353: Project Management	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, d	Leadership Theory Reflection Paper
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a	Ethical Decision-Making Simulation: Project Budget

			and Timeline Discussion
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Conflict Resolution AI Simulation
OL 6003: Foundations of Adult Learning and Org Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a. b	Theory to Practice Instructional Plans Assignment
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	c. d	Case Study Analysis Discussions
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning,	e	Organizational Development Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, e	Ethical Decision-Making Reflection
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural	d, e	Organizational Power Analysis

	competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c	Experience and Organizational Learning Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c, e	Motivational Design Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Organizational Change Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Phases of OD Work Assignment
OL 6043: Leadership in Organizational Change	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, c, e	Cast Study Analysis – Module Discussions 4, 6, 7, 8, 9, and 10
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c, d	Module 5 Quiz, Module 6 Quiz

	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	d	Case Analysis Discussion 6
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Change Project Proposal
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c	Module 8 Discussion – Change Communication
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Org Change – Final Project
OL 6143: Coaching & Leadership Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, e	Organizational Development Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	c	Storytelling Assignment

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	d	Leadership Competency Development Plan
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	b	Coaching Annotated Bibliography
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Employee Learning Needs Assessment
OL 6093: ODL Capstone	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, d, e	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and	a, b, c, d	Applied Project

	technological communication functions for leadership, training, motivation, and change.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Comprehensive Exam Questions 1 - 4
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d	Applied Project

ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
PACE	5/15/25

Title	Signature	Date
Department Head Dr. Couture	*Rene Couture*	6/4/25
Dean Dr. Carter	*Tim Carter*	6/18/25
	A G	7/7/25

Course Subject: (e.g., ACCT, ENGL) OL	Course Number: (e.g., 1003) 6883

Official Catalog Title:
Special Problems in Organizational Development and Learning

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)
Modify course title to:

Special Problems in Organizational Leadership and Learning

Modify course description to:

Special problems in Organizational Leadership and Learning is designed to address current issues and topics relevant to Organizational Leadership and Learning. Content is determined by contemporary trends and timely issues.

Note: Since the topic for the course will vary each time offered, a student can repeat this course, earning a maximum of six (6) graduate credit hours.

Answer the following Assessment questions:
  a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA

  b. Explain the rationale for the cosmetic course change. The MA in Organizational Development and Learning changed titles to the MA in Organizational Leadership and Learning. We are now updating our course names to align with the name of the program.

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

Arkansas Tech University
OL 6883: Special Topics in Organizational Leadership and Leadership

Name:
Phone:
Email:
Office Location:
Office Hours:

Course Description

Special problems in Organizational Leadership and Learning is designed to address current issues and topics relevant to Organizational Leadership and Learning. Content is determined by contemporary trends and timely issues.

Note: Since the topic for the course will vary each time offered, a student can repeat this course, earning a maximum of six (6) graduate credit hours.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate status and permission of program chair.

Required Course Texts: Required readings assigned in each module. All required readings are provided electronically through the ATU Library. See course bibliography for course resources.

Justification for the Course

This course is designed to offer students graduate-level instruction on current issues or problems in the areas of Organizational Development and Leadership.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Examine advanced topics in Organizational Development and Leadership
2	Additional objectives vary based on course content

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Points

Graded Activity	Points
TBD	
Total	**TBD**

Grading Scale

90-100 %	=	A
80-89 %	=	B
70-79 %	=	C
60-69 %	=	D
Under 60 %	=	F

Returning of Assignments

Assignments will be graded and returned within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

COURSE POLICIES
Returning of Assignments

I will do my best to have graded assignments back to you within 10 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Late work is not permitted except in cases of documented emergency or if approved by the instructor **BEFORE** assignment due date is missed.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course at the discretion of your instructor with a grade of "WN."

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the

opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

University Testing and Disability Services- Link to Disability Services

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 141

Russellville, AR 72801-2222

Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

Student Needs Statement:

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/hwc/counseling/localresources/

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a

disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit http://www.atu.edu/disabilities/index.php.

Generative AI

When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT for brainstorming, outlining, grammatical correction, and citations. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

OL 6883 Bibliography

To be determined based on course subject.

MA – Organizational Leadership and Learning Assessment

The MA in Organizational Leadership and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 30 credit-hour degree includes instruction in organizational planning, dynamics of leadership, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

Program Mission: To empower individuals with the knowledge and skills necessary to effectively lead within complex organizational environments through academic inquiry, practical application, and project-based learning. Our program aims to develop leaders who drive positive organizational change, cultivate a culture of innovation and inclusivity, and strive to develop leadership in others.

COURSE	PO1	PO2	PO3	PO4
OL 5043: Ethical Decision-Making and Development	R	I	R	R
OL 5353: Project Management	I	R	R	
OL 5643: Organizational Culture	R	R/M	R	I/R
OL 6003: Foundations of Adult Learning and Org Dev	I/R	R	R	I/R
OL 6043: Leadership in Organizational Change	I	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R		R	R/M
OL 6093: ODL Capstone	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes & Proficiency Criteria

1. Adult Learning, Leadership, and Organizational Development Theory and Practice
   Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
   a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
   b. identifies evidence-based practices in leadership, followership, and leadership ethics
   c. evaluates the application of theory in various organizational and/or cultural contexts
   d. articulates the links between effective leadership and lifelong learning
   e. develops theory-based plans for strategic training, human development, and organizational change

2. Ethical and Cultural Competency, Global Understanding, and Social Responsibility
   Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
   a. apply ethical principles to decision-making, team building, and conflict resolution within teams and organizations
   b. articulate insights into own cultural rules and biases and effectively recognize and respond to cultural biases

     c. analyze and apply the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices in organizational culture

     d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives

     e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

3. **Strategic Verbal and Written Communication in Leadership**
   Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.

   a. apply basic communication theory, the communication process, and organizational models to leadership, motivation, and change
   b. apply principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
   c. develop strategies for use of storytelling and other communication techniques to motivate and/or gain compliance
   d. create strategic communication plans to influence organizational culture, direction, and change

4. **Human Resources, Personnel Development, and Change**
   Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.

   a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
   b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions
   c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI
   d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change
   e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

MAOLL Data Pull Chart

Course	Objective	Proficiency Criteria	Assessment
OL 5043: Ethical Leadership & Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, d	Ethical Leadership Self-Assessment Log I & II
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Ethical Decision-Making Case Study
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c	Corporate Social Responsibility Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Ethics Program Proposal
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance	c	Performance Improvement Plan – AI Simulation

	improvement, and change management to increase organizational effectiveness.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Module 4 Quiz
OL 5643: Org Culture	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Cultural Self-Assessment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, e	Cultural Competency Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, c	Module 1 Workbook Exercises
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Strategic Communication Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Personal Bias Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, d, e	Module 2 Workbook Exercises

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	e	Equity and Inclusion Strategy Assignment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	d, c, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, e	Module 3 Workbook Exercises
OL 5353: Project Management	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, d	Leadership Theory Reflection Paper
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a	Ethical Decision-Making Simulation: Project Budget

			and Timeline Discussion
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Conflict Resolution AI Simulation
OL 6003: Foundations of Adult Learning and Org Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a. b	Theory to Practice Instructional Plans Assignment
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	c. d	Case Study Analysis Discussions
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning,	e	Organizational Development Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, e	Ethical Decision-Making Reflection
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural	d, e	Organizational Power Analysis

	competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c	Experience and Organizational Learning Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c, e	Motivational Design Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Organizational Change Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Phases of OD Work Assignment
OL 6043: Leadership in Organizational Change	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, c, e	Cast Study Analysis – Module Discussions 4, 6, 7, 8, 9, and 10
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c, d	Module 5 Quiz, Module 6 Quiz

	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	d	Case Analysis Discussion 6
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Change Project Proposal
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c	Module 8 Discussion – Change Communication
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Org Change – Final Project
OL 6143: Coaching & Leadership Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, e	Organizational Development Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	c	Storytelling Assignment

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	d	Leadership Competency Development Plan
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	b	Coaching Annotated Bibliography
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Employee Learning Needs Assessment
OL 6093: ODL Capstone	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, d, e	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and	a, b, c, d	Applied Project

	technological communication functions for leadership, training, motivation, and change.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Comprehensive Exam Questions 1 - 4
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d	Applied Project

ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
PACE	5/15/25

Title	Signature	Date
Department Head Dr. Couture	*Rene Couture*	6/4/25
Dean Dr. Carter	*Tim Carter*	6/18/25
	A G	7/7/25

Course Subject: (e.g., ACCT, ENGL) **OL**	Course Number: (e.g., 1003) **6891 - 4**

Official Catalog Title:
Independent Study in Organizational Development and Learning

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)
Modify course title to:

Independent Study in Organizational Leadership and Learning

Answer the following Assessment questions:
   a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. NA

   b. Explain the rationale for the cosmetic course change. The MA in Organizational Development and Learning changed titles to the MA in Organizational Leadership and Learning. We are now updating our course names to align with the name of the program.

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

Arkansas Tech University
OL 6891-4: Independent Study in Organizational Leadership and Learning

Name:
Phone:
Email:
Office Location:
Office Hours:

Course Description

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge, which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of the findings.

Note: May be repeated for credit up to six (6) hours.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate status and permission of program chair.

Required Course Texts: Required readings assigned based on student needs.

Justification for the Course

This course is designed to allow students additional to pursue individual study or investigate some facet of knowledge.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Examine advanced topics in leadership, learning, and organizational development
2	Additional objectives vary based on course content

Methodology

The objectives will be achieved through textbook readings, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, and individual assignments.

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2007 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Points

Graded Activity	Points
TBD	
Total	**TBD**

Grading Scale

90-100 %	=	A
80-89 %	=	B
70-79 %	=	C
60-69 %	=	D
Under 60 %	=	F

Returning of Assignments

Assignments will be graded and returned within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

COURSE POLICIES

Returning of Assignments

I will do my best to have graded assignments back to you within 7 working days. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

The expectation is that students submit assignments by the due date listed in the course schedule. As this is a fast-paced, condensed summer course, it is imperative that all work be submitted by the listed due date. Work not submitted by the due date is not eligible for credit. Please contact me in cases of emergency.

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course at the discretion of your instructor with a grade of "WN."

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech

has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

Generative AI Tools in Coursework

When using AI tools, it is important to be aware that the user data supplied might be utilized for training AI models or other purposes. Consequently, there is no guarantee that the information you provide will remain confidential. Instructors and students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

Reference: Generative AI Tools in Coursework | Office of the Provost (utk.edu)

University Testing and Disability Services

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at: https://www.atu.edu/disabilities/index.php

Student Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to notify the instructor, if they are comfortable in doing so. Community resources are available for students and can be found at the following webpage: https://www.atu.edu/foodpantry/

If a student finds they need more support, they are encouraged to contact the Office of the Vice President for Student Services (479-968-0238).

Discrimination Statement

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual

misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit http://www.atu.edu/disabilities/index.php.

Student Resources: Campus Offices and Programs
Financial Aid

> The Financial Aid office can help you to apply for FAFSA, complete any requirements once you submit your FAFSA, counsel you on aid options and so much more!
> Website: https://www.atu.edu/finaid/
> Phone: 479.968.0399
> Email: fa.help@atu.edu
> Office: Brown Hall, Suite 206

Student Accounts

> The student accounts office can help you make a payment plan to pay your bill and you can check with them if you have any financial holds on your account when it is time to enroll.
> Website: https://www.atu.edu/stuaccts/
> Phone: (479) 968-0271
> Email: business.office@atu.edu
> Office: Brown Hall, Suite 241

The Learning Center

> Help students plan to meet their academic goals. Their services include Academic Coaching, Peer Tutoring, Online Tutoring, Group Study Sessions, and more. See them for help with classes, test taking, study skills, or just navigating university services.
> Website: https://www.atu.edu/tutoring/
> Phone: 479-968-0249
> Email: tlc@atu.edu
> Office: Library, Suite 124

Writing Lab

> Bring the Writing Lab folks your draft essay and the assignment instructions, and we'll help you out. They can also assist with library research tools and MLA, APA, Chicago Manual of Style use.
> Website: https://www.atu.edu/worldlanguages/writinglabpolicies.php
> Hours: Monday through Thursday 1 - 5 pm (except holidays)
> Office: Witherspoon 365

Your advisor

> If you are not sure who that is, you can also visit the "Discover" section of OneTech.atu.edu to find out who your advisor is in the "Advisor Information" box.

Career Services

> A great asset to help students and alumni with professional development while at Tech and beyond. They can review your resume, help you practice interviewing, assist you to figure out which career path to take, and find hands-on opportunities to practice your major as a career.
> Website: https://www.atu.edu/career/contact.php
> Phone: 479.964.0843
> Email: career.services@atu.edu

Office: Rothwell, Suite 107

Registrar

The Registrar maintains student records, they can help with adding or dropping classes, course catalogs, changing your major as well as graduation.
Website: https://www.atu.edu/registrar/
Phone: (479) 968-0272
Email: registrar@atu.edu
Office: Brown Hall, Suite 307

Disability Services

If you had an IEP or a 504 plan in high school and need assistance with your coursework or would like to request accommodations..(extra time, different due dates, etc..) then reach out to this office. It can sometimes take time to document your needs, so make sure to request early in the semester.
Website: https://www.atu.edu/disabilities/
Phone: 479.968.0302
Email: disabilities@atu.edu
Office: Doc Bryan, Suite 141

Public Safety

They can help you if you are on campus late at night and want someone to walk to your car. You can also purchase parking passes here. To purchase a parking pass online, go to One Tech, click the lines at the left, click search, and type in parking. The system is there to order and pay.
Website: https://www.atu.edu/psafe/ProgramsandServices.php
Phone: 479.968.0222
Email: dps@atu.edu
Office: 716 N El Paso Ave.

Campus Computer Support

OIS can help you if you forget a password or need help accessing software on campus.
Website: https://ois.atu.edu/
Phone: 479.968.0646
Email: campussupport@atu.edu
Office: First floor of the library

Veteran Services

If you are a veteran or want to access GI Bill or other military benefits, be sure to get in touch with this office.
Website: https://www.atu.edu/veterans/
Phone: 479.968.0445
Email: va@atu.edu
Office: Doc Bryan, Suite 104

Residence Life

If you aren't sure what to do about a residence hall issue and have already contacted your Resident Assistant or Resident Director, Residence Life is here to help!
Website: https://www.atu.edu/reslife/
Phone: 479.968.0376
Chat: https://eurl.io/#h81dYyOk
Email: housing@atu.edu
Office: Doc Bryan, Suite 153

Health and Wellness Center

You can go here for many health services or referrals, including:
- treatment of minor acute illnesses or injuries
- flu shots

- COVID-19 testing and vaccines as available
- prescriptions
- allergy shots ordered by private physician
- blood pressure monitoring
- monitoring of body mass index
- loan of crutches, wheelchair, heating pad
- women's health services (extra charges apply)
- clinical laboratory procedures (extra charges apply)
- pregnancy test
- mono
- strep
- urinalysis
- glucose monitoring
- blood tests
- limited STD testing

Website: https://www.atu.edu/hwc/
Phone: 479.968.0329
Email: hwc@atu.edu
Office: Doc Bryan, Suite 119

Health and Wellness Center - Counseling
They have free counseling services if you need to vent about anything or work through a deeper issue.
- Walk-in appointments
- Groups offering support for depression, anxiety, mindfulness and LGBTQ+ issues
- Relaxation Room with high-tech biofeedback machine to help you understand how your body experiences stress and practice deep breathing for maximum calm

Website: https://www.atu.edu/hwc/counseling/index.php
Phone: 479.968.0329
Email: hwc@atu.edu
Office: Doc Bryan, Suite 119

International Students and Scholars
This office serves those who are visiting here as admitted students from other countries. They host annual events like Light the Night and International Education Week. It's also home to the Miller Center for Global Engagement and our study abroad and study away (within the United States) programs.
Website: https://www.atu.edu/imsso and https://www.atu.edu/studyabroad/
Phone: 479.964.0832
Email: imsso@atu.edu
Office: Dean Hall, Suite 116
NOTE: For students hoping to apply from other countries, International Admissions is the place to contact. Their number is 479.356.2217. Their current location is Tomlinson 113.

ATU Library
The library has so many resources. They keep most adopted books for classes on reserve. They also have laptops that you can check out for a week at a time. Visit the circulation desk and ask about what resources are available.
Website: https://libguides.atu.edu/az.php
Phone: 479.964.0569
Email: library@atu.edu
Office: "RPL," 305 West Q St. (next to Witherspoon)

Websites with Resources for Students at ATU

The Link
> This website provides information on events on campus and other campus organizations.
> https://atu.presence.io/
> You can also find out about clubs from the Student Government Association (SGA)
> https://www.atu.edu/sga/index.php

Handshake
> This site that you log in with your One Tech ID, is for students to find jobs on and off campus.
> http://atu.joinhandshake.com

Foundation Scholarships
> The ATU Foundation has scholarships funded by private donors. They use a website to manage the application for these scholarships. Scholarships go unawarded each year because no one applied for them. You can apply starting in November for next year.
> https://arkansastech.awardspring.com/Home/
> If you are a recipient, feel free to ask Financial Aid about payment details:
> Website: https://www.atu.edu/finaid/
> Phone: 479.968.0399
> Email: fa.help@atu.edu
> Office: Brown Hall, Suite 206

Jerry Cares
> This site offers links to many social services available to ATU students and could help you if you need support. https://www.atu.edu/jerrycares/

Organized Experiences for Specific Groups of Students

First-Gen Experience
> This website and office has resources if you are the first person in your family to attend college.
> Website: https://www.atu.edu/firstgen/
> Phone: 479.968.0276
> Email: firstgen@atu.edu
> Office: Doc Bryan, Suite 218

Student Support Services
> This is a great program where you can apply for your own advisor to help you meet your goals throughout college. The program is funded by federal monies and is designed for students whose parents did not graduate college, those from low income, or with disabilities.
> Website https://www.atu.edu/sss/
> Phone: 479.880.4172
> Email: trio.sss@atu.edu
> Office: Brown Hall, Suite 334

CCAMPIS
> If you are a parent, this is an opportunity to apply for funds for childcare as a student!
> They partner with childcare facilities in many communities even outside of Russellville.
> Website: https://www.atu.edu/studentsuccess/ccampis/
> Phone: 479.968.0888
> Email: lkimbriel@atu.edu
> Office: Brown Hall, Suite 334

Registered Student Organizations
> There are hundreds of groups on campus where you might fit in perfectly. From Greek Life,
> Website: https://atu.presence.io/
> Phone: 479.968.0276
> Email: campuslife@atu.edu
> Office: Doc Bryan, Suite 233

Community Resources

Arkansas Rehabilitation Services

This agency may be able to help with funding if you face challenges that keep you from going to college or working.

Website: https://dws.arkansas.gov/ar-rehabilitation-services/

Phone: 479.890.5751

Email: ACECommunications@arkansas.gov

Office: 1010 North Arkansas (walkable from campus!)

Manna House Food Bank

This local food bank can assist you if you need help making ends meet. They often serve ATU students.

Website: https://www.russellvillefirst.org/mannahouse

Phone: 479.968.1232

Email: https://www.russellvillefirst.org/contact-us

Office: 304 S Commerce Ave, Russellville, AR 72801

ARVAC

This organization offers a wider range of services including help for those struggling to pay for rent or other basic necessities.

Website: https://www.arvacinc.org/

Phone: 479.219.5292

Email: arvac@arvacinc.org

Office: 227 State Road 333, Russellville, AR 72802

MA – Organizational Leadership and Learning Assessment

The MA in Organizational Leadership and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 30 credit-hour degree includes instruction in organizational planning, dynamics of leadership, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

Program Mission: To empower individuals with the knowledge and skills necessary to effectively lead within complex organizational environments through academic inquiry, practical application, and project-based learning. Our program aims to develop leaders who drive positive organizational change, cultivate a culture of innovation and inclusivity, and strive to develop leadership in others.

COURSE	PO1	PO2	PO3	PO4
OL 5043: Ethical Decision-Making and Development	R	I	R	R
OL 5353: Project Management	I	R	R	
OL 5643: Organizational Culture	R	R/M	R	I/R
OL 6003: Foundations of Adult Learning and Org Dev	I/R	R	R	I/R
OL 6043: Leadership in Organizational Change	I	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R		R	R/M
OL 6093: ODL Capstone	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes & Proficiency Criteria

1. Adult Learning, Leadership, and Organizational Development Theory and Practice
   Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
   a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
   b. identifies evidence-based practices in leadership, followership, and leadership ethics
   c. evaluates the application of theory in various organizational and/or cultural contexts
   d. articulates the links between effective leadership and lifelong learning
   e. develops theory-based plans for strategic training, human development, and organizational change

2. Ethical and Cultural Competency, Global Understanding, and Social Responsibility
   Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
   a. apply ethical principles to decision-making, team building, and conflict resolution within teams and organizations
   b. articulate insights into own cultural rules and biases and effectively recognize and respond to cultural biases
   c. analyze and apply the complexity of elements important to

members or another culture, including history, values, politics, communication style, beliefs, and practices in organizational culture
  d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
  e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

3. Strategic Verbal and Written Communication in Leadership
Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.
  a. apply basic communication theory, the communication process, and organizational models to leadership, motivation, and change
  b. apply principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
  c. develop strategies for use of storytelling and other communication techniques to motivate and/or gain compliance
  d. create strategic communication plans to influence organizational culture, direction, and change

4. Human Resources, Personnel Development, and Change
Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.
  a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
  b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions
  c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI
  d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change
  e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

MAOLL Data Pull Chart

Course	Objective	Proficiency Criteria	Assessment
OL 5043: Ethical Leadership & Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, d	Ethical Leadership Self-Assessment Log I & II
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Ethical Decision-Making Case Study
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c	Corporate Social Responsibility Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Ethics Program Proposal
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance	c	Performance Improvement Plan – AI Simulation

	improvement, and change management to increase organizational effectiveness.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Module 4 Quiz
OL 5643: Org Culture	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Cultural Self-Assessment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, e	Cultural Competency Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, c	Module 1 Workbook Exercises
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Strategic Communication Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Personal Bias Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, d, e	Module 2 Workbook Exercises

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	e	Equity and Inclusion Strategy Assignment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	d, c, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, e	Module 3 Workbook Exercises
OL 5353: Project Management	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, d	Leadership Theory Reflection Paper
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a	Ethical Decision-Making Simulation: Project Budget

			and Timeline Discussion
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Conflict Resolution AI Simulation
OL 6003: Foundations of Adult Learning and Org Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a. b	Theory to Practice Instructional Plans Assignment
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	c. d	Case Study Analysis Discussions
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning,	e	Organizational Development Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, e	Ethical Decision-Making Reflection
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural	d, e	Organizational Power Analysis

	competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c	Experience and Organizational Learning Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c, e	Motivational Design Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Organizational Change Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Phases of OD Work Assignment
OL 6043: Leadership in Organizational Change	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, c, e	Cast Study Analysis – Module Discussions 4, 6, 7, 8, 9, and 10
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c, d	Module 5 Quiz, Module 6 Quiz

	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	d	Case Analysis Discussion 6
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Change Project Proposal
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c	Module 8 Discussion – Change Communication
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Org Change – Final Project
OL 6143: Coaching & Leadership Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, e	Organizational Development Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	c	Storytelling Assignment

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	d	Leadership Competency Development Plan
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	b	Coaching Annotated Bibliography
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Employee Learning Needs Assessment
OL 6093: ODL Capstone	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, d, e	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and	a, b, c, d	Applied Project

	technological communication functions for leadership, training, motivation, and change.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Comprehensive Exam Questions 1 - 4
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d	Applied Project

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE	5/15/2025

Title	Signature	Date
Department Head Dr. Couture	Rene Couture	6/4/25
Dean Dr. Carter	Tim Carter	6/18/25
Assessment Amanda Gardner	Amanda Gardner	7/7/25
Registrar Tammy Weaver	Tammy Weaver	7/8/25
Graduate Dean Dr. Bradley		
Vice President for Academic Affairs Dr. Santos		

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

Program Title:
MA in Organizational Leadership and Learning and Graduate Certificate in Organizational Development and Learning

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

1. Change MAOLL and GCODL program requirements to the following:
MGMT 6103: Management and Organizational Leadership OR OL 6003: Foundations of Adult Learning and Organizational Development

What impact will the change have on staffing, on other programs and space allocation? **This change will have no impact on staffing. MGMT 6103 is a fall-only course offering and OL 6003 is a spring/summer- only course offering.**

Answer the following Assessment questions:

a. How does the program change align with the university mission? **This program change will increase student access to program requirements for degree completion and increase speed to completion for spring/summer starts in both the MAOLL and GCODL programs.**

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

c. What is the rationale for this program change?

   1. How will the program change impact learning for students enrolled in this program? **MGMT 6103, a required course in the MAOLL and GCODL programs, is a fall term only course offering. The addition of OL 6003 as an option in the MAOLL program and GCODL programs will increase student access to program requirements as OL 6003 will be offered in the spring term and summer term as needed. This program change is particularly helpful for spring starts as it allows for two-semester completion of the GCODL. This program change also benefits AB2M students as it increases the likelihood of completion of the GCODL while at the undergraduate level.**

   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Students enrolled in the MAOLL and GCODL programs do not have access to MGMT 6103 in the spring or summer term. This limits the ability of students, specifically spring starts, to complete the GCODL in two semesters. It also limits the ability of spring start AB2M students to complete the GCODL while still enrolled at the undergraduate level. Rotating courses impact time to degree completion in both the MAOLL and GCODL, with impacts being greater at the certificate level.**

b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **This program change is not addressing changes in the discipline, but increasing access to program requirements by increasing course options for students enrolled in the MAOLL and GCODL**

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

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

MA – Organizational Leadership and Learning Assessment

The MA in Organizational Leadership and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 30 credit-hour degree includes instruction in organizational planning, dynamics of leadership, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

Program Mission: To empower individuals with the knowledge and skills necessary to effectively lead within complex organizational environments through academic inquiry, practical application, and project-based learning. Our program aims to develop leaders who drive positive organizational change, cultivate a culture of innovation and inclusivity, and strive to develop leadership in others.

COURSE	PO1	PO2	PO3	PO4
OL 5043: Ethical Decision-Making and Development	R	I	R	R
OL 5353: Project Management	I	R	R	
OL 5643: Organizational Culture	R	R/M	R	I/R
OL 6003: Foundations of Adult Learning and Org Dev	I/R	R	R	I/R
OL 6043: Leadership in Organizational Change	I	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R		R	R/M
OL 6093: ODL Capstone	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes & Proficiency Criteria

1. Adult Learning, Leadership, and Organizational Development Theory and Practice
   Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
   a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
   b. identifies evidence-based practices in leadership, followership, and leadership ethics
   c. evaluates the application of theory in various organizational and/or cultural contexts
   d. articulates the links between effective leadership and lifelong learning
   e. develops theory-based plans for strategic training, human development, and organizational change

2. Ethical and Cultural Competency, Global Understanding, and Social Responsibility
   Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
   a. apply ethical principles to decision-making, team building, and conflict resolution within teams and organizations
   b. articulate insights into own cultural rules and biases and

effectively recognize and respond to cultural biases
   c. analyze and apply the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices in organizational culture
   d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
   e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

3. Strategic Verbal and Written Communication in Leadership
   Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.
   a. apply basic communication theory, the communication process, and organizational models to leadership, motivation, and change
   b. apply principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
   c. develop strategies for use of storytelling and other communication techniques to motivate and/or gain compliance
   d. create strategic communication plans to influence organizational culture, direction, and change

4. Human Resources, Personnel Development, and Change
   Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.
   a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
   b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions
   c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI
   d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change
   e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

MAOLL/GCODL Data Pull Chart

Course	Objective	Proficiency Criteria	Assessment
OL 5043: Ethical Leadership & Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, d	Ethical Leadership Self-Assessment Log I & II
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Ethical Decision-Making Case Study
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c	Corporate Social Responsibility Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Ethics Program Proposal
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Exam

	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Performance Improvement Plan – AI Simulation
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Module 4 Quiz
OL 5643: Org Culture	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Cultural Self-Assessment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, e	Cultural Competency Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, c	Module 1 Workbook Exercises
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Strategic Communication Plan

	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Personal Bias Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, d, e	Module 2 Workbook Exercises
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	e	Equity and Inclusion Strategy Assignment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	d, c, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, e	Module 3 Workbook Exercises

OL 5353: Project Management	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, d	Leadership Theory Reflection Paper
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a	Ethical Decision-Making Simulation: Project Budget and Timeline Discussion
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Conflict Resolution AI Simulation
OL 6003: Foundations of Adult Learning and Org Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a. b	Theory to Practice Instructional Plans Assignment
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	c. d	Case Study Analysis Discussions

	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning,	e	Organizational Development Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, e	Ethical Decision-Making Reflection
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	d, e	Organizational Power Analysis
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c	Experience and Organizational Learning Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c, e	Motivational Design Assignment
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Organizational Change Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Phases of OD Work Assignment

OL 6043: Leadership in Organizational Change	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, c, e	Cast Study Analysis – Module Discussions 4, 6, 7, 8, 9, and 10
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c, d	Module 5 Quiz, Module 6 Quiz
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	d	Case Analysis Discussion 6
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Change Project Proposal
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c	Module 8 Discussion – Change Communication
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational	a, b, c, d, e	Org Change – Final Project

	goals using talent management, performance improvement, and change management to increase organizational effectiveness.		
OL 6143: Coaching & Leadership Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, e	Organizational Development Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	c	Storytelling Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	d	Leadership Competency Development Plan
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	b	Coaching Annotated Bibliography
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational	c	Employee Learning Needs Assessment

	goals using talent management, performance improvement, and change management to increase organizational effectiveness.		
OL 6093: ODL Capstone	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, d, e	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Comprehensive Exam Questions 1 - 4
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d	Applied Project

OL 6003: Foundations of Adult Learning and Organizational Development

Schedule

Schedule is tentative and subject to change. Students will be notified via email of any changes.

Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
		Before you can begin course assignments for this course, complete the Federal Initial Attendance and Participation Module located in Blackboard.	
	Learning Module 1	• Merriam: Chapters 1 & 2 (required) • Module 1 Discussion – Introduction and Questions to Consider • Module 1 Quiz	• Explain the social context of adult learning and where learning occurs • Define learning and learning within the context of organizations • Analyze traditional learning theories in application to learning and leadership development
	Learning Module 2	• Merriam: Chapters 3 & 4 (required) • Module 2 Quiz • Module 2 Discussion • Instructional Plans Assignment	• Analyze andragogy as a theory of adult learning • Apply andragogical principles to organizational learning • Demonstrate the use of self-directed learning for leadership development
	Learning Module 3	• Merriam: Chapters 5 & 6 (required) • Module 3 Discussion • Experience and Organizational Learning Assignment	• Evaluate the application of transformative learning in organizational development • Identify strengths and weaknesses of application of experiential learning in organizational development • Apply models of experiential learning to promote lifelong learning
	Learning Module 4	• Merriam: Chapters 7 & 8 (required) • Module 4 Discussion • Motivational Design Assignment	• Evaluate the applicability of embodied learning in organizational development • Develop strategies to increase motivation to learn • Apply concepts of motivation to leadership development

	Learning Module 5	• Merriam: Chapters 9 & 10 (required) • Module 5 Discussion	• Analyze the link between cognitive development and learning • Define the teaching-learning context in the digital age • Evaluate the use of reframing in organizational learning and development
	Learning Module 6	• Cheung-Judge: Chapters 1 & 2 (required) • Module 6 Quiz • Module 6 Discussion	• Identify the goals and characteristics of organizational development • Analyze the foundational theories of organizational development • Apply organizational development goals to a critical leadership issue
	Learning Module 7	• Cheung-Judge: Chapters 3 - 6 (required) • Phases of OD Work Assignment	• Define the five cycles of organizational development • Identify the key criteria for an organizational development intervention • Apply adult learning theory to the evaluation phase
	Learning Module 8	• Cheung-Judge: Chapters 7 – 9 (required) • Module 8 Quiz • Organizational Change Assessment	• Describe the traditional change paradigm • Analyze back- and front-room matters in change implementation • Apply change practices to organizational DEI efforts

11/5	**Learning Module 9**	• Cheung-Judge: Chapters 10 & 11 (required) • Module 9 Discussion • Organizational Power Analysis and Plan	• Identify the roles of an organizational development practitioner • Analyze the role of power and politics in organizational development • Develop a plan for navigating power and politics as an organizational development practitioner
11/12	**Learning Module 10**	• Cheung-Judge: Chapter 14 (required) • Module 10 Discussion	• Evaluate the relationship between human resources and organizational development • Develop human resource focused strategies • Implement talent management principles
12/3	**Learning Module 11**	• Cheung-Judge: Chapter 20 (required) • Leadership Development Strategy	• Define leadership • Articulate the role of adult learning and organizational development to leadership development • Develop an organizational-level leadership development strategy
12/8	**Final Exam**	• Final Exam	

ORGANIZATIONAL LEADERSHIP AND LEARNING, MASTER OF ARTS

Dr. Jeremy Schwehm, Program Director
Dean Hall, Room 107C
(479) 356-2095
jschwehm@atu.edu

Curriculum
Degree Requirements

Code	Title	Hours
Required Core Courses		
MGMT 5203	Project Management	3
or OL 5353	Project Management	
MGMT 6103 *or OL 6003*	Organizational Management and Leadership	3
OL 5043	Ethical Decision-Making and Development	3
OL 5643	Organizational Culture	3
OL 6043	Leadership in Organizational Change	3
OL 6093	Organizational Development and Learning Capstone	3
OL 6143	Consultation, Coaching, and Leadership Development	3
Select one of the following:		3
SAA 6113	Research Design and Analysis	
EMHS 6103	Research Design and Methods	
Graduate Level Electives		
Select 6 hours of 5000-6000 Approved Graduate Level Electives		6
Total Hours		**30**

- Successful completion of thesis or comprehensive exam is required for degree completion.

Master of Arts
Organizational Leadership and Learning
~~2025-2026~~
2024-27

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade	Required Core Courses (24 hours):
	MGMT 5203 Project Management **OR** OL 5353 Project Management
	MGMT 6103 Organizational Management and Leadership *or OL 6003 Foundation of Adult Learning and Organizational Development*
	OL 5043 Ethical Decision-Making and Development
	OL 5643 Organizational Globalization and Diversity
	OL 6043 Leadership in Organizational Change
	OL 6093 Organizational Development and Learning Capstone
	OL 6143 Consultation, Coaching, and Leadership Development
	SAA 6113 Research Design and Analysis **OR** EMHS 6103 Research Design and Methods

Grade	Electives: Any 5000-6000 level OL, EMHS 5093 or SAA 6023 (6 hours):

Grade	Comprehensive Exam **OR** Thesis

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

ORGANIZATIONAL DEVELOPMENT AND LEARNING, GRADUATE CERTIFICATE

Dr. Jeremy Schwehm, Program Director
Dean Hall, Room 107C
(479) 964-0583 ext. 2603
jschwehm@atu.edu

Curriculum

Code	Title	Hours
MGMT 6103 or OL 6003	Organizational Management and Leadership	3
OL 5043	Ethical Decision-Making and Development	3
OL 5643	Organizational Culture	3
OL 6043	Leadership in Organizational Change	3
Total Hours		**12**

Organizational Development and Learning
Graduate Certificate
~~2025-2026~~
2026-27

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade	Required Courses (12 hours):
	MGMT 6103 Organizational Management and Leadership *or* OL 6003
	OL 5043 Ethical Decision-Making and Development
	OL 5643 Organizational Globalization and Diversity
	OL 6043 Leadership in Organizational Change

Minimum hours required: **12**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE/Organizational Studies	12/15/24

Title	Signature	Date
Department Head Dr. Rene Couture	*Rene Couture*	1/30/24
Dean Dr. Tim Carter	*Tim Carter*	2/3/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	6/30/25
Registrar Ms. Tammy Weaver	*Weaver*	7/28/25
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:
Accelerated BA in Communication to MA in Organizational Leadership and Learning

Outline change in program:

- This program partners with the BA in Communication and allows Communication majors to complete MA in Organizational Leadership and Learning in an accelerated fashion.
- A maximum of 12 graduate level credit hours can be double counted towards the BA in Communication and the MAOLL.
- A maximum of 12 credit hours from the following graduate courses can be used to replace 12 hours of upper-division undergraduate elective coursework to fulfill requirements for the BA in Communication:
    a. Graduate Core Courses (6 hours total)
        i. OL 5043 Ethical Leadership
        ii. OL 5643 Organizational Globalization and Diversity
        iii. OL 6003: Foundations of Adult Learning & Org Development
        iv. OL 6043 Leading Organizational Change
        v. OL 6143 Consultation, Coaching, and Leadership Development
        vi. OL 6883: Special Topics in ODL

    b. Graduate Electives to choose from (6 hours total)
        i. OL 5143 Nonprofit Governance
        ii. OL 5343 Community Development

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

New wording for the Course Catalog:

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

What impact will the change have on staffing, on other programs and space allocation?
There is no impact on staffing or space allocation. This program would reduce enrollment in undergraduate, upper-division electives.

Answer the following Assessment questions:

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

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

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

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

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

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a

3. graduate degree during the senior year of their undergraduate degree.

d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
Although there is not a similar graduate program in the state/region, programs within our institution, as well as programs across the state, have an accelerated option. Some
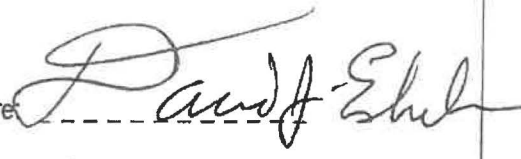
examples of these are: University of Arkansas, Little Rock (Department of Information Science), Arkansas State University, Jonesboro (Accounting, Agriculture, Chemistry, Computer Science, Disaster Preparedness & EM, History, Political Science, and Special Education), Saint Louis University (Leadership and Organizational Development).

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

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

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

Curriculum Matrix for Catalog Curriculum in Sociology	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester **Footnotes** Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute OL approved core courses /or approved OL Electives. Delete: Total Hours: 15	Senior Spring Semester **footnotes** Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Communication Electives or Electives: Students in the accelerated program will substitute OL approved core courses and/or approved OL Electives. Delete: Total Hours: 15

Department Affected: Communication & Media Studies	This department ☒ supports ☐ does not support the change.
Comments: Yes to ABLM in EMHS, HESA, OLL	

Department Head Signature: *David J. Ehlert*

Date:

MA – Organizational Leadership and Learning Assessment

The MA in Organizational Leadership and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 30 credit-hour degree includes instruction in organizational planning, dynamics of leadership, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

Program Mission: To empower individuals with the knowledge and skills necessary to effectively lead within complex organizational environments through academic inquiry, practical application, and project-based learning. Our program aims to develop leaders who drive positive organizational change, cultivate a culture of innovation and inclusivity, and strive to develop leadership in others.

COURSE	PO1	PO2	PO3	PO4
OL 5043: Ethical Decision-Making and Development	R	I	R	R
OL 5353: Project Management	I	R	R	
OL 5643: Organizational Globalization and Diversity	R	R/M	R	I/R
OL 6043: Leadership in Organizational Change	I	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R		R	R/M
OL 6093: ODL Capstone	M		M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes & Proficiency Criteria

1. Adult Learning, Leadership, and Organizational Development Theory and Practice
   Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
   a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
   b. identifies evidence-based practices in leadership, followership, and leadership ethics
   c. evaluates the application of theory in various organizational and/or cultural contexts
   d. articulates the links between effective leadership and lifelong learning
   e. develops theory-based plans for strategic training, human development, and organizational change

2. Ethical and Cultural Competency, Global Understanding, and Social Responsibility
   Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
   a. apply ethical principles to decision-making, team building, and conflict resolution within teams and organizations
   b. articulate insights into own cultural rules and biases and effectively recognize and respond to cultural biases
   c. analyze and apply the complexity of elements important to members or another culture, including history, values, politics,

communication style, beliefs, and practices in organizational culture
    d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
    e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

3. Strategic Verbal and Written Communication in Leadership
Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.
   a. apply basic communication theory, the communication process, and organizational models to leadership, motivation, and change
   b. apply principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
   c. develop strategies for use of storytelling and other communication techniques to motivate and/or gain compliance
   d. create strategic communication plans to influence organizational culture, direction, and change

4. Human Resources, Personnel Development, and Change
Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.
   a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
   b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions
   c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI
   d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change
   e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

MAOLL Data Pull Chart

Course	Objective	Proficiency Criteria	Assessment
OL 5043: Ethical Leadership & Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, d	Ethical Leadership Self-Assessment Log I & II
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Ethical Decision-Making Case Study
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, c	Corporate Social Responsibility Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Ethics Program Proposal
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Exam
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Performance Improvement Plan – AI Simulation
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Module 4 Quiz
OL 5643: Org	PO2: Ethical and Cultural Competency, Global Understanding, and Social	b, d	Cultural Self-

Culture	Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.		Assessment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, e	Cultural Competency Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, c	Module 1 Workbook Exercises
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b, d	Strategic Communication Plan
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	b, d	Personal Bias Discussion
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	c, d, e	Module 2 Workbook Exercises
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	e	Equity and Inclusion Strategy Assignment
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a, b, c, d, e	Final Project

	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	d, c, e	Final Project
	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, e	Module 3 Workbook Exercises
OL 5353: Project Management	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, d	Leadership Theory Reflection Paper
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.	a	Ethical Decision-Making Simulation: Project Budget and Timeline Discussion
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, c	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, d	Conflict Resolution AI Simulation
OL 6043: Leadership in Organizational Change	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	b, c, e	Cast Study Analysis – Module Discussions 4, 6, 7, 8, 9, and 10
	PO2: Ethical and Cultural Competency, Global Understanding, and Social Responsibility: Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-	a, c, d	Module 5 Quiz, Module 6 Quiz

	making, team building, and social and cultural diversity.		
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	b	Stakeholder Communication Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	d	Case Analysis Discussion 6
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Change Project Proposal
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c	Module 8 Discussion – Change Communication
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d, e	Org Change – Final Project
OL 6143: Coaching & Leadership Development	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, c, e	Organizational Development Plan
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	c	Storytelling Assignment
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change	a, b, c, d, e	Final Exam

	management to increase organizational effectiveness.		
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	d	Leadership Competency Development Plan
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	b	Coaching Annotated Bibliography
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	c	Employee Learning Needs Assessment
OL 6093: ODL Capstone	PO1: Adult Learning, Leadership, and Organizational Development Theory and Practice: Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.	a, b, c, d, e	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Applied Project
	PO3: Strategic Verbal and Written Communication in Leadership: Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.	a, b, c, d	Comprehensive Exam Questions 1 - 4
	PO4: Human Resources, Personnel Development, and Change: Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.	a, b, c, d	Applied Project

COMMUNICATION, BACHELOR OF ARTS

Dr. David Eshelman, Department Head
Energy Center, Room 124
(479) 964-0890
deshelman@atu.edu

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
COMM 1003	Introduction to Communication	3	_____
COMM 1023 or JOUR 1023	Exploration of Media and Communication or Exploration of Media and Communication	3	
ENGL 1013	Composition I	3	_____
SCIL 1XXX	Science with Laboratory	4	
TECH 1001	Orientation to the University	1	_____
USHG 1XXX	U.S. History and Government	3	
	Hours	**17**	
Spring			
ENGL 1023	Composition II	3	
MATH XXXX	Mathematics	3	
SS 1XXX	Social Science Courses	3	
Elective		6	
	Hours	**15**	
Sophomore			
Fall			
COMM 2003	Public Speaking	3	_____
COMM Elective		3	
SCIL 1XXX	Science with Laboratory	4	_____
Elective		6	
	Hours	**16**	
Spring			
COMM 3123 or COMM 3133	Argumentation or Digital Civility	3	
FAH 1XXX	Fine Arts and Humanities Courses	3	_____
SS 1XXX	Social Science Courses	3	
Elective		6	
	Hours	**15**	
Junior			
Fall			
COMM 3003	Interpersonal Communication	3	_____
COMM 3513	Media Criticism	3	
COMM Elective (3000-4000 level)		3	
Elective		6	
	Hours	**15**	
Spring			
FAH 1XXX	Fine Arts and Humanities Courses	3	
COMM Elective (3000-4000 level)		3	
Elective (3000-4000 level)		6	

Elective		3	
	Hours	**15**	
Senior			
Fall			
COMM 4823	Communication Capstone	3	
Elective (3000-4000 level) 3,4,5		12	
	Hours	**15**	
Spring			
COMM Elective 2		3	
COMM Elective (3000-4000 level)		3	
Elective (3000-4000 level) 3,4,5		1	
Elective 3,4,5		5	
	Hours	**12**	
	Total Hours	**120**	

[1] See appropriate alternatives or substitutions in "General Education Requirements (https://catalog.atu.edu/undergraduate/general-education-requirements/)".

[2] Certain electives and social sciences are recommended based on student's emphasis.

3 Accelerated BA Communication
      MS Emergency Management & Homeland Security

4 Accelerated BA Communication
      MS Higher Education & Student Affairs

5 Accelerated BA Communication
      MA Organizational Leadership & Learning

ORGANIZATIONAL LEADERSHIP AND LEARNING, MASTER OF ARTS

Dr. Jeremy Schwehm, Program Director
Dean Hall, Room 107C
(479) 356-2095
jschwehm@atu.edu

Curriculum
Degree Requirements

Code	Title	Hours
Required Core Courses		
MGMT 5203	Project Management	3
or OL 5353	Project Management	
MGMT 6103	Organizational Management and Leadership	3
OL 5043	Ethical Decision-Making and Development	3
OL 5643	Organizational Culture	3
OL 6043	Leadership in Organizational Change	3
OL 6093	Organizational Development and Learning Capstone	3
OL 6143	Consultation, Coaching, and Leadership Development	3
Select one of the following:		3
SAA 6113	Research Design and Analysis	
EMHS 6103	Research Design and Methods	
Graduate Level Electives		
Select 6 hours of 5000-6000 Approved Graduate Level Electives		6
Total Hours		**30**

· Successful completion of thesis or comprehensive exam is required for degree completion.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Nursing	**6-19-25**

Title	Signature	Date
Department Head Shelly Daily	*Shelly Daily*	6/25/25
Dean	*Tim Carter*	6/26/25
Assessment	*Amanda Gardner*	6/30/25
Registrar	*Weaver*	7/11/25
Vice President for Academic Affairs		

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

Program Title: **Master of Science in Nursing in Administration and Emergency Management (MSN)**

Outline change in program: (e.g., list changes in program)

5993: Special Problems and Topics

(1) Remove the three 3-hour EMHS ~~electives~~ as required for the emergency management (EM) track
(2) Change two of those EMHS electives to a single 6-hour EMHS practicum, but the focus will be emergency management in healthcare organizations (taught by the nursing faculty member who teaches the NUR 6526 Nursing Administrative Practicum)
(3) EM track students will be required to take NUR 6503 Organizational Behavior (as is currently required of Administration track students) ~~in lieu of the remaining EMHS elective~~

What impact will the change have on staffing, on other programs and space allocation?

(1) This reduces student enrollment in three EMHS courses; however, these courses are taken by EM track students only, and those students make up a very small percentage of the MSN program as a whole. We do not anticipate that this reduction will be a noticeable drop in enrollment in the EMHS department. All students in the program are required to take two EMHS courses in the core curriculum. This will not change.
(2) The EMHS practicum will be taught by the Department of Nursing faculty member who teaches the administrative practicum course (NUR 6526) and the EM track students will do the same coursework and practicum requirements as administrative practicum students, but with a different focus. The workload for the Department of Nursing faculty member will not change since enrollment numbers for NUR 6526 are low.
(3) The program change will require students in both tracks to take the NUR 6503 Organizational Behavior course, but since EM track students make up a very small percentage of the MSN program, the enrollment change in the course is not likely to be noticed (one or two students per year).

Answer the following Assessment questions:

a. How does the program change align with the university mission?
   The MSN program, with these changes, remains aligned with the university mission. ATU is committed to student success. Adjusting the MSN program curriculum to provide courses that better reflect current professional practice and accreditation standards aligns with this part of the university mission.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   Currently, students in the administrative track take a 6-hour practicum course and the EM track students do not. The requirement for a practicum course, regardless of track, is now mandated by the accrediting agency, the Accreditation Commission for Education in Nursing (ACEN). This was not previously a mandate when the MSN program began. This requirement was clarified in ACEN documents in late 2023. Our department added a 3-hour EMHS 5993 practicum (taught by nursing faculty) to meet this immediate need during the past academic year. As we move to providing a permanent practicum course for EM-track students, it makes sense to require a 6-hour course to provide consistency between both tracks.

c. What is the rationale for this program change?
   The change of two EMHS electives to a 6-hour practicum is explained in the answer to Question b. The requirement for all students to take NUR 6503 Organizational Behavior provides academic content matching the American Nurses Association (ANA) Competency Model, which outlines competencies for nursing leaders. These competencies have been

recently added to the MSN program in addition to the American Association of Colleges of Nursing (AACN) Core Competencies for Graduate Education as a blueprint for the program curriculum. Additionally, requiring both tracks to complete NUR 6503 Organizational Behavior allows us the option to add more EPSLO measures because 100% of MSN students will take the course.

d. How will the program change impact learning for students enrolled in this program?
This change provides (1) practicum learning in a real world setting for students who select the EM track in administration, and (2) academic content related to organizational behavior in health care for all students in the MSN program.

e. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
See attachment table for learning outcome measures, which will be reported annually in WEAVE and to the accrediting agency (ACEN) during the next self-study report and accreditation site visit.

f. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
There are other MSN programs in the state of Arkansas specializing in nursing administration; however, ATU is the only university in the state that offers a track in Emergency Management for nurse administrators.

g. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
The Department of Nursing completed our self-study and site visit from ACEN in October 2024. The proposed changes reflect the program's curricular needs that were identified during the self-study process. The MSN program end-of-program student learning outcomes (EPSLOs) were changed to reflect ACEN requirements and current professional practice expectations. See attachment at end of this document for the revised map of EPSLOs and measurements.

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Emergency Management	This department ▣ supports ☐ does not support the change.
Comments: The two changes supported by the Department of Emergency Management: (1) Deletion of three EMHS electives by the Department of Nursing (2) Addition of EMHS 6526 as a practicum course for students pursuing the EM track in the MSN program	

Department Head Signature: _Rene Couture_

Date: 6/26/25

Curriculum Matrix:

CURRENT Emergency Management Track (33 hours):

Core courses (18 hours):
NUR 6103 Theoretical Perspectives
NUR 6203 Research Design and Methods
NUR 6303 Law, Ethics, and Policy in Healthcare
NUR 6313 Role of Healthcare Administrator
EMHS 6063 Principles of EM
EMHS 3-hour Elective

Emergency Management Track courses (9 hours):
EMHS 3-hour Elective
EMHS 3-hour Elective
EMHS 3-hour Elective

Research component (6 hours):
6 hours Thesis
– or –
NUR 6403 Non-Thesis project plus 3-hour Elective

PROPOSED Emergency Management Track (33 hours):

Core Courses (21 hours):
NUR 6103 Theoretical Perspectives
NUR 6203 Research Design and Methods
NUR 6303 Law, Ethics, and Policy in Healthcare
NUR 6313 Role of Healthcare Administrator
EMHS 6063 Principles of Emergency Management
EMHS 3-hour Elective
NUR 6503 Organizational Behavior **(added to core from EMHS electives)**

Emergency Management Track (6 hours):
6-hour EMHS practicum (proposing EMHS 6526 as a new practicum course)

Research component (6 hours):
6 hours Thesis
– or –
NUR 6403 Non-Thesis project plus 3-hour Elective

MSN End of Program Student Learning Outcomes (EPSLOs)	ANA Leadership Role Specific Competencies	AACN Essentials Domains	Expected Level of Achievement (ELA)
EPSLO #1 Demonstrate the ability to assume administrative roles in health care settings	Adaptability, Image, Initiative, Integrity, Learning Capacity, Self-Awareness, Communication, Conflict, Diversity, Employee Development, Relationships, Business Acumen, Change, Decision-Making, Influence, Problem-Solving, Systems Thinking, Vision and Strategy, Project Management	Domain 1: Knowledge for Nursing Practice Domain 2: Person-Centered Care Domain 9: Professionalism Domain 10: Personal, Professional, and Leadership Development	**Measure #1**: NUR 6526 Administrative Practicum Summary/EMHS 5993 Emergency Management Practicum Summary Objectives • ≥80% of the students will score Good (score of 3 on 4-point scale) or higher on the Staffing and Core Measure subscales within the practicum summary rubric **Measure #2**: MSN Professional Exit Portfolio Rubric • ≥ 80% of students will achieve a mean score of Good (score 3 on a 4-point scale) or higher on Criteria #1C Administrative Decision-Making and Criteria #1D Reflection on the MSN Professional Exit Portfolio
EPSLO #2 Evaluate system-level planning, decision-making, and evaluation for disasters and public health emergencies	Adaptability, Learning Capacity, Communication, Conflict, Diversity, Employee Development, Relationships, Change, Decision-Making, Influence, Problem-Solving, Systems Thinking, Vision and Strategy, Project Management	Domain 3: Population Health Domain 5: Quality and Safety Domain 6: Interprofessional Partnerships	**Measure #1**: EMHS 6063 Disaster Response Case Study paper • ≥ 80% of students will achieve a grade of ≥ 80% on the content sections of the Disaster Response Case Study paper (excluding grammar/APA and reference citations) **Measure #2**: MSN Professional Exit Portfolio Rubric • ≥ 80% of students will achieve score of Good (score 3 on a 4-point scale) or higher on the Criteria #2A Disaster and Emergency Response and Criteria #2B System Level Evaluation

MSN End of Program Student Learning Outcomes (EPSLOs)	ANA Leadership Role Specific Competencies	AACN Essentials Domains	Expected Level of Achievement (ELA)
EPSLO #3 Formulate solutions to critical issues pertinent to the nursing profession through analysis, synthesis, and application of current research	Initiative, Integrity, Learning Capacity, Self-Awareness, Communication, Diversity, Relationships, Business Acumen, Change, Decision-Making, Influence, Problem-Solving, Systems Thinking, Vision and Strategy, Project Management	Domain 4: Scholarship for the Nursing Discipline	**Measure #1**: NUR 6993 Thesis/NUR 6403 Non-thesis project • NUR 6993 Thesis: ≥80% of students will achieve a score of 2 (Meets Expectations) or higher on subscale #1 (Integrates and Synthesizes Knowledge from Scholarship) on the Grading Rubric for Thesis and Projects • NUR 6403 Non-thesis project: ≥ 80% of students will achieve a score of Basic Understanding or higher on the Project Design subscale of the Methods v5 Rubric. **Measure #2**: MSN Professional Exit Portfolio Rubric • ≥ 80% of students will achieve a score of Good (score 3 on a 4-point scale) on the Criteria #3A Research Projects and Criteria #3C Reflection
EPSLO #4 Address opportunities for innovation or development of new/revised policy in the practice of health care	Adaptability, Image, Initiative, Integrity, Learning Capacity, Self-Awareness, Communication, Conflict, Diversity, Employee Development, Relationships, Business Acumen, Change, Decision-Making, Influence, Problem-Solving, Systems Thinking, Vision and Strategy, Project Management	Domain 4: Scholarship for the Nursing Discipline Domain 5: Quality and Safety Domain 6: Interprofessional Partnerships Domain 7: Systems-Based Practice Domain 8: Informatics and Health Care Technologies Domain 9: Professionalism	**Measure #1**: NUR 6526/EMHS 5993 Quality Improvement (QI) Project • ≥ 80% of students will achieve a score of Good (score 3 on a 4-point scale) on the subscale #1 Quality Issue Identification, subscale #5 Implementation Plan, and subscale #6 Data Collection and Evaluation within the QI Project rubric. **Measure #2**: NUR 6403 Non-thesis project or NUR 6993 Thesis • NUR 6403 Non-thesis project: ≥ 80% of students will achieve a score of Satisfactory or higher on the subscale Discussion section of the Project Outcomes rubric • NUR 6993 Thesis: ≥ 80% of students will achieve 2 (Meets Expectations) or higher on subscale #2 (Critically Synthesizes Knowledge to Articulate Meaningful Conclusions) on the Grading Rubric for Thesis and Project

NURSING, MASTER OF SCIENCE

Dr. Jennifer Helms, Program Director
Dean Hall, Room 224
(479) 498-6018
jhelms@atu.edu

Curriculum
Degree Requirements

Thirty-three credit hours are required for completion of the Master of Science in Nursing Degree. Twenty-seven hours shall be completed in a professional core component, including three (3) hours of research methods and 3-6 hours of research thesis/project (application). Nine (9) hours shall be completed in one of two specialty concentration areas: Nursing Administration (including six [6] hours of practicum) or Emergency Management (including three [3] hours of practice).

Code	Title	Hours
CORE CURRICULUM *NUR 6503 Organizational Behavior in Health Care*		*3*
NUR 6103	Theoretical Perspectives	3
NUR 6203	Research Design and Methods	3
NUR 6303	Law, Ethics, and Policy in Healthcare	3
NUR 6313	Role of the Healthcare Administrator	3
EMHS 6063	Principles of Emergency Management	3
Three hours of 5000-6000 Level EMHS Electives		3
Select one of the following options:		6
Option 1		
NUR 6403	Non-Thesis Project	
Three hours of Electives		
Option 2		
NUR 6993	Research Thesis	
NUR 6993	Research Thesis	
Select one of the following concentration areas:		~~9~~ *6*
NURSING ADMINISTRATION CONCENTRATION AREA		
~~NUR 6503~~	~~Organizational Behavior in Healthcare~~	
NUR 6526	Nursing Administration Practicum	
EMERGENCY MANAGEMENT CONCENTRATION AREA		
~~Six hours of EMHS 5000-6000 Electives~~ *EMHS 6526 Emergency Management Practicum in Health Care*		
~~EMHS 5993~~	~~Special Problems and Topics~~	
Total Hours		**33**

• Twenty-Seven hours of graduate work must be taken while in residence at Arkansas Tech University.

Master of Science in Nursing in
Nursing and Administration & Emergency Management
~~2025-2026~~ *2026-27*

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade	Required Core Courses (18 hours): *21*
	NUR 6103 Theoretical Perspectives
	NUR 6203 Research Design and Methods
	NUR 6303 Law, Ethics, and Policy in Healthcare
	NUR 6313 Role of Healthcare Administrator
	EMHS 6063 Principles of Emergency Management
	EMHS Electives – Three (3) hours (5000-6000 Level)

NUR 6503 Organizational Behavior in Healthcare

Grade	Plus Courses (6 hours):
	NUR 6403 Non-thesis project ***AND***
	Three (3) hours of Electives
-Or-	
	NUR 6993 Research Thesis
	NUR 6993 Research Thesis

Grade	Nursing Administration Concentration Area (~~9~~ *6* hours):
	~~NUR 6503 Organizational Behavior in Healthcare~~
	NUR 6526 Nursing Administration Practicum

-Or-	
Grade	Emergency Management Concentration Area (~~9~~ *6* hours):
	~~EMHS 5000-6000 Elective~~ *EMHS 6526 Emergency Management Practicum*
	~~EMHS 5000-6000 Elective~~ *in Health Care*
	~~EMHS 5993 Emergency Management Practicum in Healthcare~~

*Twenty-seven (27) hours of graduate work must be taken while in residence at Arkansas Tech University

Minimum hours required: **33**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

Master of Science in Nursing in
Nursing and Administration & Emergency Management
2026-2027

Date: _____   Student's Name: _____

T#_____   Grade Point: _____   Graduation Date: _____

Grade	Required Core Courses (21 hours):
	NUR 6103 Theoretical Perspectives
	NUR 6203 Research Design and Methods
	NUR 6303 Law, Ethics, and Policy in Healthcare
	NUR 6313 Role of Healthcare Administrator
	NUR 6503 Organizational Behavior in Health Care
	EMHS 6063 Principles of Emergency Management
	EMHS Electives – Three (3) hours (5000-6000 Level)

Grade	Plus Courses (6 hours):
	NUR 6403 Non-thesis project *AND*
	Three (3) hours of Electives

-Or-

Grade	
	NUR 6993 Research Thesis
	NUR 6993 Research Thesis

Grade	Nursing Administration Concentration Area (6 hours):
	NUR 6526 Nursing Administration Practicum

-Or-

Grade	Emergency Management Concentration Area (6 hours):
	EMHS 6526 Emergency Management Practicum in Health Care

Twenty-seven (27) hours of graduate work must be taken while in residence at Arkansas Tech University

Minimum hours required: **33**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Teaching and Educational Leadership (TEL)	8/20/2025

Title	Signature	Date
Department Head Dr. Ellen Treadway	*Ellen Treadway*	8-26-25
Dean Dr. Tim Carter	*Tim Carter*	8/27/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	8/27/25
Registrar Ms. Tammy Weaver	*Weaver*	8/27/25
Graduate Dean (Graduate Proposals Only) Dr. Michael Bradley		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EDLD	**6512**	⬤ Spring ⬤ **Summer I**

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Building Level Administrator Internship (part 1)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

BLA Internship 1

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

○ Yes ● No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number.　○ Yes ● No

Is this course repeatable for additional earned hours?　○ Yes ● No　How many total hours?

Grading:　● Standard Letter　　　　○ P/F　　　　○ Other

Mode of Instruction (check appropriate box):

○ 01 Lecture　　　　　　　○ 02 Lecture/Laboratory　　　○ 03 Laboratory only

○ 05 Practice Teaching　　　● 06 Internship/Practicum　　　○ 07 Apprenticeship/Externship

○ 08 Independent Study　　　○ 09 Readings　　　　　　　　○ 10 Special Topics

○ 12 Individual Lessons　　　○ 13 Applied Instruction　　　○ 16 Studio Course

○ 17 Dissertation　　　　　　○ 18 Activity Course　　　　　○ 19 Seminar　　　　○ 98 Other

Does this course require a fee?　○ Yes　● No　How Much?　　　　　Select Fee Type

If selected other list fee type:

☐ Elective　　　　　　　　☑ Major　　　　　　　☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Spring and Fall Semester

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
None

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   Not Applicable

b. If this course is required for the major or minor, complete the following.
   1. Provide the program level learning outcome(s) it addresses.

   * To provide the intern with the varied field experiences necessary to develop the proficiency required for a beginning building level administrator.

   * To assist the intern in gaining a realistic perspective of administrative duties through working with an experienced on-site career administrator.

   * To support the intern in the transition from a faculty role to an administrator role.

* To supply the intern with opportunities to apply administrative leadership theory in the solution of practical administrative problems.

* To aid the intern in developing confidence in performing leadership tasks.

* To support the intern in making professional career choices based upon an analysis of their demonstrated competencies.

(Competencies above reflect NELP Standard 8, the foundation for all EDLD coursework.)

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

   Learning outcomes are verified through Activity Logs and Activity Reports signed by the administrative mentor. In addition to these, a final Reflective Summary is evaluated by the course instructor. (*Note: This is the same process previously used.*)

c. What is the rationale for adding this course? What evidence demonstrates this need?

   Previously, "EDLD 6552" was used for both the "Curriculum Administrator" and "P-12 Building Level Administrator" Internships, even though course expectations were very different. In addition, two semesters of "P-12 Building Level Administrator" Internship are required (each with a different focus), but the EDLD 6552 course code was used for both. This change is designed to take these four unique courses and give them each their own course code. (*Note: This Course Change Form addresses only the EDLD 6512 portion of that change.*)

For the proposed course, attach a syllabus in Word format that includes: (*Items a. through d. should be entered as they should appear in the catalog.*)

a. Course subject – **Educational Leadership**
b. Course number – **EDLD 6512**
c. Catalog course title – **Building Level Administrator Internship (part 1)**
d. Catalog description – **"This field experience allows candidates to apply the knowledge and skills gained in Educational Leadership courses to the practical day-to-day operation of an Arkansas school. Students will implement various subsystems of education under the direct mentorship of an experienced building administrator. EDLD 6512 (part 1) and EDLD 6522 (part 2) are paired courses. The required focus (elementary or secondary) may be applied in either semester."**

   1. Arkansas Course Transfer System (ACTS) course number, if applicable - **Not Applicable**
   2. Cross-listing - **Not Applicable**
   3. Offered (e.g., Fall only, Spring only) - **Fall & Spring**
   4. Prerequisites – **In Syllabus**
   5. Co-requisites - **None**
   6. Description – **See D above**
   7. Notes (e.g., information not in description such as course may be repeated for credit) - **None**
   8. Contact Hours if different than lecture –**Online Course with Field Experience**
   9. Fees (e.g., $36 art fee) - **None**

e. Section for Name of instructor, office hours, contact information (telephone, email) – **In Syllabus**
f. Text required for course – **In Syllabus**
g. Bibliography (supplemental reading list) – **In Course Introduction**
h. Justification/rationale for the course – **In Syllabus**
i. Course objectives – **In Syllabus**
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) – **Graduate Course; Not Applicable**
k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **Subjective and objective assessment methods for this field experience are described in the Syllabus.**
l. Policy on absences, cheating, plagiarism, etc. – **In Syllabus**
m. Course content (outline of material to be covered in course). – **In Syllabus**

NEW SYLLABUS ATTACHED

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

Arkansas Tech University
Department of Teaching and Educational Leadership
Educational Leadership Program

TEL Vision
... to develop and empower teachers and educational leaders to positively influence an ever-changing world.

TEL Mission
... to develop and inspire educational leaders who value equity, innovation, and student success.

The vision and mission of the Department of Teaching and Educational Leadership
is aligned with the vision and mission of the College of Education and Health:
http://www.atu.edu/education.

- -

Course Syllabus
ADMINISTRATIVE INTERNSHIP
EDLD 6512

Course Number
EDLD 6512

Course Title
Building Level Administrative Internship (part 1)

Instructor/Contact Information
Dr. Keri Rathbun
Adjunct Professor, EDLD program
Arkansas Tech University
Crabaugh Hall, 1310 N El Paso Russellville, AR 72802
Email: krathbun@atu.edu

Office Hours
To accommodate graduate students' work schedules, office hours may include telephone conversations, e-mail correspondence, and two-way video conferencing. Appointments to meet face-to-face may be arranged by emailing the course instructor.

Communication
Other than within the course itself, communication will be primarily via email. This will be directed through each student's ATU email account. Please check your ATU account at least once each day, or forward your ATU email to the email address of your choice.

Course Prerequisites
A. The *Internship Information* form must be completed and submitted to the course instructor before the internship can officially begin.
B. The *Clinical Experience Agreement* form must be completed and submitted to the course instructor before the internship can officially begin. This form verifies that the school district and appropriate administrator(s) agree to assist and supervise the intern, and to validate or certify that the intern has completed each assigned activity.
C. Prior to completion of the internship, the intern must finish (or be scheduled to finish) all required coursework for the appropriate leadership program.

Course Description (from the catalog)
This field experience allows candidates to apply the knowledge and skills gained in Educational Leadership courses to the practical day-to-day operation of an Arkansas school. Students will implement various subsystems of education under the direct mentorship of an experienced building administrator. EDLD 6512 (part 1) and EDLD 6522 (part 2) are paired courses. The required focus (elementary or secondary) may be applied in either semester.

Course Justification/Rationale (enduring understanding)
This internship is designed to provide the student with an opportunity to obtain personalized, supervised experience in the standard activities relevant to the leadership roles of building level administrator or curriculum administrator.

Course Expectations
EDLD 6512 is a graduate level course, and as such, a high degree of professionalism is expected. Students in this course should ...

- submit all assignments on or before the posted due dates.
- produce high-quality work that reflects originality and thought.
- actively participate in all on-site experiences/activities.
- cultivate awareness of current educational issues at state and national levels.
- demonstrate respect and collegiality in every personal and professional interaction.

Throughout the internship, the student must always maintain the same level of professional behavior that is routinely expected of all Arkansas educational leaders.

Course Objectives
A. To provide the intern with the varied field experiences necessary to develop the proficiency required for a beginning building-level administrator.
B. To assist the intern in gaining a realistic perspective of administrative duties through working with an experienced on-site career administrator.
C. To support the intern in the transition from a faculty role to an administrator role.
D. To supply the intern with opportunities to apply administrative leadership theory in the solution of practical administrative problems.
E. To aid the intern in developing confidence in performing leadership tasks.
F. To support the intern in making professional career choices based upon an analysis of their demonstrated competencies.

Texts/Materials: required

Department of Teaching and Educational Leadership (2023). *Administrative Internship Manual* [Electronic version]. Russellville, AR: Arkansas Tech University, Author.

Texts/Materials: supplemental
      A. Applicable local school district documents
      B. Applicable state laws
      C. Arkansas Department of Education (ADE) Rules
      D. Newspapers and/or County documents
      E. Arkansas Department of Education Data Center
      F. Arkansas Department of Education My School Info

Additional Resources
In the "Vital References" section (see *Course Introduction* folder), you will find links to the PSEL, NELP, TESS, LEADS, and other important references you'll need to be an effective educational leader. Please consider bookmarking these for future use.

Licensure Standards
This course reflects the *Professional Standards for Educational Leaders* (PSEL), the *National Educational Leadership Preparation* (NELP) Standards, and the Arkansas Department of Elementary and Secondary Education (DESE) *Competencies for P-12 School Level Principals*. It is designed to meet the relevant portions of state licensure standards for the "P-12 Building Level Administrator" endorsement, as well as all portions of NELP Standard 8.

Instruction / Methods
Instruction and methods in this course may include any or all of the following:
      A. *Activities Logs.* The intern will keep a log of their activities which entails a brief description of the task involved, the date, the amount of time involved (expressed in fractions of an hour), and the related core/group area. Logs are submitted according to the published schedule, and the cooperating on-site school administrator must certify completion of the activities.
      B. *Activity Reports/Reflections.* The intern will complete an Activity Report & Reflection form for each completed activity and submit it along with any "supporting" artifact.
      C. *Seminars (blended or virtual).* Seminars may be scheduled to provide administrative interns with an opportunity to share experiences and concerns with other interns and the course instructor.

Assessment
Assessment is performance-based and reflects state and national performance standards. Both formal and informal assessments will be conducted. The primary forms of assessment include:

On-Site Performance
Interns are required to actively participate in all on-site experiences/activities. Both regular attendance and productive, engaged contribution are expected norms.

Ongoing Learning
Learning will be continually assessed throughout the internship utilizing mentor and instructor observation, written responses, and reflections. Students will also complete internship reports and written reflections related to research, discussions, readings, and experiences.

Note: Multiple assessors may be used for any assignment and/or activity. If there is a significant discrepancy between any two assessor scores, a third assessor will be asked to review the work in question to achieve assessment equity. This replicates the assessment practices of Education Testing Services (ETS).

Levels of Proficiency
All assignments and assignments will be assessed using the following levels of proficiency:
- Level Three: Exceeds expectations
- Level Two: Meets expectations
- Level One: Does not meet expectations

The Course Performance Rubric (see "Performance Levels" in the *Course Introduction* folder) contains expanded descriptions of these assessment levels. All assessments are subject to the professional judgment of the instructor.

Late or Missed Assignments
Active and timely participation is required. Requests for an assignment or activity extension are considered only in situations where there is an illness, accident, or other circumstance beyond the student's control. Requests must be submitted in writing (email) to be considered. It is the student's responsibility to pursue the request status and to meet the alternative due date (if granted).

Academic Dishonesty
Any student found to have committed academic misconduct … including, but not limited to, cheating, plagiarism, or other forms of academic dishonesty … is subject to the disciplinary sanctions outlined in the ATU Student Handbook. More information on this policy, including a detailed description of plagiarism, can be found in the *Student Resources* folder (under the Contents header).

In addition, please review the Code of Ethics for Arkansas Educators. As an educational leader, both your work and your behavior must be guided by these standards.

Artificial Intelligence (AI) Policy
Students are permitted to use Generative AI Tools in this course to help them brainstorm ideas. However, they should be aware that material generated by these programs may be inaccurate, incomplete, or otherwise problematic. In addition, the use of AI tools may stifle independent thinking and creativity.

To maintain academic integrity, students must always disclose any use of AI-generated material. The following statement is specifically designed to meet this requirement, and must be included at the end of any written assignment that has used a Generative AI Tool.

"The author would like to acknowledge the use of [Generative AI Tool Name] in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment." The student must then list the specific way(s) that the Generative AI Tool was used [e.g., brainstorming, grammatical correction, citation, etc.] and specifically identify the portion(s) of the assignment to which this applies.

Failure to follow this AI Policy will be considered plagiarism and will be addressed as outlined in ATU's Code of Academic Integrity.

Access and Accommodation

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Any student who needs accommodation should inform the instructor at the beginning of the course.

The Disabilities Director's Office is located in Bryan Hall, Arkansas Tech University and can be reached at 479.968-0302 (for TDD call 479.964.3290) or by email disabilities@atu.edu. In addition, if you need accommodation due to temporary or long-term injury, handicap, or disability ... or if you need clarification or other individual help with course material or objectives ... please contact the instructor as soon as possible. You are always encouraged to take advantage of every resource available to you.

Privacy & Accessibility Policies

A comprehensive list of all privacy and accessibility policies can be found under "Privacy & Accessibility Policies" in the *Student Resources* folder. Please note that policies may be updated and changed over time.

Special Considerations

- Students are required to access the Blackboard course to check for announcements, retrieve course documents, and otherwise understand course requirements and expectations.
- Students are required to use word processing and standard conventions of professional writing for any and all written assignments.
- Since circumstances may arise which prevent the fulfillment of one or more components of this syllabus, it is subject to change. However, students will always be notified of any changes in a timely manner.

Advanced Proficiencies (CAEP accreditation)

In addition to specialized standards for this program of study, one goal of the College of Education and Health is that upon completion of this course and the project/artifact within, each graduate student will be able to demonstrate the knowledge, skills, and dispositions listed below. These proficiencies include the following:

- Ability to employ data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.
- Ability to lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Ability to support appropriate applications of technology for the field of specialization.
- Ability to demonstrate the professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization.

By completing this course and applying what has been learned, it is expected that students will then demonstrate these abilities to continuously improve P-12 student learning and growth in their classroom, school, and district.

Additional Course Bibliography (for further exploration if desired)

Danielson, C. (2007). *Enhancing student achievement: A framework for school improvement* (2nd Ed.). Alexandra VA: Association for Supervision and Curriculum Development (ASCD).

National Policy Board for Educational Administration (2015). Professional Standards for

Educational Leaders (PSEL). Reston, VA: Author.

National Policy Board for Educational Administration (2018). National Educational Leadership Preparation (NELP) Program Standards. Reston, VA: Author.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Teaching and Educational Leadership (TEL)	8/20/2025

Title	Signature	Date
Department Head Dr. Ellen Treadway	*Ellen Treadway*	8-26-25
Dean Dr. Tim Carter	*Tim Carter*	8/27/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	8/27/25
Registrar Ms. Tammy Weaver	*Weaver*	8/27/25
Graduate Dean (Graduate Proposals Only) Dr. Michael Bradley		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
EDLD	6522	☐ Spring ☒ Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Building Level Administrator Internship (part 2)

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

BLA Internship 2

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

○ Yes ● No [   ]

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?

If so, list course subject and number. ○ Yes ● No [   ]

Is this course repeatable for additional earned hours? ○ Yes ● No How many total hours? [   ]

Grading: ● Standard Letter ○ P/F ○ Other [   ]

Mode of Instruction (check appropriate box):

○ 01 Lecture ○ 02 Lecture/Laboratory ○ 03 Laboratory only

○ 05 Practice Teaching ● 06 Internship/Practicum ○ 07 Apprenticeship/Externship

○ 08 Independent Study ○ 09 Readings ○ 10 Special Topics

○ 12 Individual Lessons ○ 13 Applied Instruction ○ 16 Studio Course

○ 17 Dissertation ○ 18 Activity Course ○ 19 Seminar ○ 98 Other

Does this course require a fee? ○ Yes ● No How Much? [   ] Select Fee Type

If selected other list fee type: [   ]

☐ Elective ☑ Major ☐ Minor

(If major or minor course, you must complete the Request for Program Change form to add course to program.)

If course is required by major/minor, how frequently will course be offered?

Spring and Fall Semester

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?
None

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
None

Answer the following Assessment questions:
a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   Not Applicable
b. If this course is required for the major or minor, complete the following.
   1. Provide the program level learning outcome(s) it addresses.

   * To provide the intern with the varied field experiences necessary to develop the proficiency required for a beginning building level administrator.

   * To assist the intern in gaining a realistic perspective of administrative duties through working with an experienced on-site career administrator.

   * To support the intern in the transition from a faculty role to an administrator role.

* To supply the intern with opportunities to apply administrative leadership theory in the solution of practical administrative problems.

* To aid the intern in developing confidence in performing leadership tasks.

* To support the intern in making professional career choices based upon an analysis of their demonstrated competencies.

(Competencies above reflect NELP Standard 8, the foundation for all EDLD coursework.)

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

   Learning outcomes are verified through Activity Logs and Activity Reports signed by the administrative mentor. In addition to these, a final Reflective Summary is evaluated by the course instructor. (*Note: This is the same process previously used.*)

c. What is the rationale for adding this course? What evidence demonstrates this need?

   Previously, "EDLD 6552" was used for both the "Curriculum Administrator" and "P-12 Building Level Administrator" Internships, even though course expectations were very different. In addition, two semesters of "P-12 Building Level Administrator" Internship are required (each with a different focus), but the EDLD 6552 course code was used for both. This change is designed to take these four unique courses and give them each their own course code. (*Note: This Course Change Form addresses only the EDLD 6522 portion of that change.*)

For the proposed course, attach a syllabus in Word format that includes: (*Items a. through d. should be entered as they should appear in the catalog.*)

a. Course subject – **Educational Leadership**
b. Course number – **EDLD 6522**
c. Catalog course title – **Building Level Administrator Internship (part 2)**
d. Catalog description – **"This field experience allows candidates to apply the knowledge and skills gained in Educational Leadership courses to the practical day-to-day operation of an Arkansas school. Students will implement various subsystems of education under the direct mentorship of an experienced building administrator. EDLD 6512 (part 1) and EDLD 6522 (part 2) are paired courses. The required focus (elementary or secondary) may be applied in either semester."**
   1. Arkansas Course Transfer System (ACTS) course number, if applicable - **Not Applicable**
   2. Cross-listing - **Not Applicable**
   3. Offered (e.g., Fall only, Spring only) - **Fall & Spring**
   4. Prerequisites – **In Syllabus**
   5. Co-requisites - **None**
   6. Description – **See D above**
   7. Notes (e.g., information not in description such as course may be repeated for credit) - **None**
   8. Contact Hours if different than lecture –**Online Course with Field Experience**
   9. Fees (e.g., $36 art fee) - **None**
e. Section for Name of instructor, office hours, contact information (telephone, email) – **In Syllabus**
f. Text required for course – **In Syllabus**
g. Bibliography (supplemental reading list) – **In Course Introduction**
h. Justification/rationale for the course – **In Syllabus**
i. Course objectives – **In Syllabus**
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog) – **Graduate Course; Not Applicable**
k. Assessment methods (include grading policy with specific equivalents for A, B, C) – **Subjective and objective assessment methods for this field experience are described in the Syllabus.**
l. Policy on absences, cheating, plagiarism, etc. – **In Syllabus**
m. Course content (outline of material to be covered in course). – **In Syllabus**

NEW SYLLABUS ATTACHED

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

Arkansas Tech University
Department of Teaching and Educational Leadership
Educational Leadership Program

TEL Vision
... to develop and empower teachers and educational leaders to positively influence an ever-changing world.

TEL Mission
... to develop and inspire educational leaders who value equity, innovation, and student success.

The vision and mission of the Department of Teaching and Educational Leadership
is aligned with the vision and mission of the College of Education and Health:
http://www.atu.edu/education.

- -

Course Syllabus
ADMINISTRATIVE INTERNSHIP
EDLD 6522

Course Number
EDLD 6522

Course Title
Building Level Administrative Internship (part 2)

Instructor/Contact Information
Dr. Keri Rathbun
Adjunct Professor, EDLD program
Arkansas Tech University
Crabaugh Hall, 1310 N El Paso Russellville, AR 72802
Email: krathbun@atu.edu

Office Hours
To accommodate graduate students' work schedules, office hours may include telephone conversations, e-mail correspondence, and two-way video conferencing. Appointments to meet face-to-face may be arranged by emailing the course instructor.

Communication
Other than within the course itself, communication will be primarily via email. This will be directed through each student's ATU email account. Please check your ATU account at least once each day, or forward your ATU email to the email address of your choice.

Course Prerequisites

    A. The *Internship Information* form must be completed and submitted to the course instructor before the internship can officially begin.

    B. The *Clinical Experience Agreement* form must be completed and submitted to the course instructor before the internship can officially begin. This form verifies that the school district and appropriate administrator(s) agree to assist and supervise the intern, and to validate or certify that the intern has completed each assigned activity.

    C. Prior to completion of the internship, the intern must finish (or be scheduled to finish) all required coursework for the appropriate leadership program.

Course Description (from the catalog)

This field experience allows candidates to apply the knowledge and skills gained in Educational Leadership courses to the practical day-to-day operation of an Arkansas school. Students will implement various subsystems of education under the direct mentorship of an experienced building administrator. EDLD 6512 (part 1) and EDLD 6522 (part 2) are paired courses. The required focus (elementary or secondary) may be applied in either semester.

Course Justification/Rationale (enduring understanding)

This internship is designed to provide the student with an opportunity to obtain personalized, supervised experience in the standard activities relevant to the leadership roles of building level administrator or curriculum administrator.

Course Expectations

EDLD 6522 is a graduate level course, and as such, a high degree of professionalism is expected. Students in this course should ...

- submit all assignments on or before the posted due dates.
- produce high-quality work that reflects originality and thought.
- actively participate in all on-site experiences/activities.
- cultivate awareness of current educational issues at state and national levels.
- demonstrate respect and collegiality in every personal and professional interaction.

Throughout the internship, the student must always maintain the same level of professional behavior that is routinely expected of all Arkansas educational leaders.

Course Objectives

    A. To provide the intern with the varied field experiences necessary to develop the proficiency required for a beginning building-level administrator.

    B. To assist the intern in gaining a realistic perspective of administrative duties through working with an experienced on-site career administrator.

    C. To support the intern in the transition from a faculty role to an administrator role.

    D. To supply the intern with opportunities to apply administrative leadership theory in the solution of practical administrative problems.

    E. To aid the intern in developing confidence in performing leadership tasks.

    F. To support the intern in making professional career choices based upon an analysis of their demonstrated competencies.

Texts/Materials: required

Department of Teaching and Educational Leadership (2023). *Administrative Internship Manual* [Electronic version]. Russellville, AR: Arkansas Tech University, Author.

Texts/Materials: supplemental
    A. Applicable local school district documents
    B. Applicable state laws
    C. Arkansas Department of Education (ADE) Rules
    D. Newspapers and/or County documents
    E. Arkansas Department of Education Data Center
    F. Arkansas Department of Education My School Info

Additional Resources
In the "Vital References" section (see *Course Introduction* folder), you will find links to the PSEL, NELP, TESS, LEADS, and other important references you'll need to be an effective educational leader. Please consider bookmarking these for future use.

Licensure Standards
This course reflects the *Professional Standards for Educational Leaders* (PSEL), the *National Educational Leadership Preparation* (NELP) Standards, and the Arkansas Department of Elementary and Secondary Education (DESE) *Competencies for P-12 School Level Principals*. It is designed to meet the relevant portions of state licensure standards for the "P-12 Building Level Administrator" endorsement, as well as all portions of NELP Standard 8.

Instruction / Methods
Instruction and methods in this course may include any or all of the following:
    A. *Activities Logs.* The intern will keep a log of their activities which entails a brief description of the task involved, the date, the amount of time involved (expressed in fractions of an hour), and the related core/group area. Logs are submitted according to the published schedule, and the cooperating on-site school administrator must certify completion of the activities.
    B. *Activity Reports/Reflections.* The intern will complete an Activity Report & Reflection form for each completed activity and submit it along with any "supporting" artifact.
    C. *Seminars (blended or virtual).* Seminars may be scheduled to provide administrative interns with an opportunity to share experiences and concerns with other interns and the course instructor.

Assessment
Assessment is performance-based and reflects state and national performance standards. Both formal and informal assessments will be conducted. The primary forms of assessment include:

On-Site Performance
Interns are required to actively participate in all on-site experiences/activities. Both regular attendance and productive, engaged contribution are expected norms.

Ongoing Learning
Learning will be continually assessed throughout the internship utilizing mentor and instructor observation, written responses, and reflections. Students will also complete internship reports and written reflections related to research, discussions, readings, and experiences.

Note: Multiple assessors may be used for any assignment and/or activity. If there is a significant discrepancy between any two assessor scores, a third assessor will be asked to review the work in question to achieve assessment equity. This replicates the assessment practices of Education Testing Services (ETS).

Levels of Proficiency

All assignments and assignments will be assessed using the following levels of proficiency:

- Level Three: Exceeds expectations
- Level Two: Meets expectations
- Level One: Does not meet expectations

The Course Performance Rubric (see "Performance Levels" in the *Course Introduction* folder) contains expanded descriptions of these assessment levels. All assessments are subject to the professional judgment of the instructor.

Late or Missed Assignments

Active and timely participation is required. Requests for an assignment or activity extension are considered only in situations where there is an illness, accident, or other circumstance beyond the student's control. Requests must be submitted in writing (email) to be considered. It is the student's responsibility to pursue the request status and to meet the alternative due date (if granted).

Academic Dishonesty

Any student found to have committed academic misconduct … including, but not limited to, cheating, plagiarism, or other forms of academic dishonesty … is subject to the disciplinary sanctions outlined in the ATU Student Handbook. More information on this policy, including a detailed description of plagiarism, can be found in the *Student Resources* folder (under the Contents header).

In addition, please review the Code of Ethics for Arkansas Educators. As an educational leader, both your work and your behavior must be guided by these standards.

Artificial Intelligence (AI) Policy

Students are permitted to use Generative AI Tools in this course to help them brainstorm ideas. However, they should be aware that material generated by these programs may be inaccurate, incomplete, or otherwise problematic. In addition, the use of AI tools may stifle independent thinking and creativity.

To maintain academic integrity, students must always disclose any use of AI-generated material. The following statement is specifically designed to meet this requirement, and must be included at the end of any written assignment that has used a Generative AI Tool.

"The author would like to acknowledge the use of [Generative AI Tool Name] in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment." The student must then list the specific way(s) that the Generative AI Tool was used [e.g., brainstorming, grammatical correction, citation, etc.] and specifically identify the portion(s) of the assignment to which this applies.

Failure to follow this AI Policy will be considered plagiarism and will be addressed as outlined in ATU's Code of Academic Integrity.

Access and Accommodation

Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled pursuant to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Any student who needs accommodation should inform the instructor at the beginning of the course.

The Disabilities Director's Office is located in Bryan Hall, Arkansas Tech University and can be reached at 479.968-0302 (for TDD call 479.964.3290) or by email disabilities@atu.edu. In addition, if you need accommodation due to temporary or long-term injury, handicap, or disability ... or if you need clarification or other individual help with course material or objectives … please contact the instructor as soon as possible. You are always encouraged to take advantage of every resource available to you.

Privacy & Accessibility Policies

A comprehensive list of all privacy and accessibility policies can be found under "Privacy & Accessibility Policies" in the *Student Resources* folder. Please note that policies may be updated and changed over time.

Special Considerations

- Students are required to access the Blackboard course to check for announcements, retrieve course documents, and otherwise understand course requirements and expectations.
- Students are required to use word processing and standard conventions of professional writing for any and all written assignments.
- Since circumstances may arise which prevent the fulfillment of one or more components of this syllabus, it is subject to change. However, students will always be notified of any changes in a timely manner.

Advanced Proficiencies (CAEP accreditation)

In addition to specialized standards for this program of study, one goal of the College of Education and Health is that upon completion of this course and the project/artifact within, each graduate student will be able to demonstrate the knowledge, skills, and dispositions listed below. These proficiencies include the following:

- Ability to employ data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.
- Ability to lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Ability to support appropriate applications of technology for the field of specialization.
- Ability to demonstrate the professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field of specialization.

By completing this course and applying what has been learned, it is expected that students will then demonstrate these abilities to continuously improve P-12 student learning and growth in their classroom, school, and district.

Additional Course Bibliography (for further exploration if desired)

Danielson, C. (2007). *Enhancing student achievement: A framework for school improvement* (2nd Ed.). Alexandra VA: Association for Supervision and Curriculum Development (ASCD).

National Policy Board for Educational Administration (2015). Professional Standards for

Educational Leaders (PSEL). Reston, VA: Author.

National Policy Board for Educational Administration (2018). National Educational Leadership Preparation (NELP) Program Standards. Reston, VA: Author.

ARKANSAS TECH UNIVERSITY ™

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Teaching and Educational Leadership (TEL)	8/20/2025

Title	Signature	Date
Department Head Dr. Ellen Treadway	*Ellen Treadway*	8-26-25
Dean Dr. Tim Carter	*Tim Carter*	8/27/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	8/27/25
Registrar Ms. Tammy Weaver	*Weaver*	8/27/25
Graduate Dean (Graduate Proposals Only) Dr. Michael Bradley		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title: **MED Educational Leadership**

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

Delete EDFD 6003 Educational Research;
Add EDLD 6113 Action Research and Data Analysis;
Delete Four (4) hours of EDLD 6552 Building Level Administrator (two (2) semesters);
Add EDLD 6512 – Building Level Administrator Internship (part 1) and
Add EDLD 6522 – Building Level Administrator Internship (part 2)

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

Answer the following Assessment questions:
  a. How does the program change align with the university mission?
     No change to course content, only course code, so fully retains previous alignment.
  b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
     Not Applicable
  c. What is the rationale for this program change? **Previously, EDLD 6552 was used for both the "Curriculum Administrator" and "P-12 Building Level Administrator" Internships, even though course expectations were very different. In addition, two semesters of P-12 Building Level Administrator Internship are required (each with a different focus) for the EDLD program, but the EDLD 6552 course code was used for both. This change is designed to take these four unique courses and give them each their own course code. (*Note: This Program Change Form addresses only the EDLD portion of that change.*)**
  b. How does this program fit in the current state of the discipline?
     No change to course content, only course code, so fully retains previous alignment.
  c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. **Not applicable since no change in course content.**

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

2026-27 Catalog

EDUCATIONAL LEADERSHIP, MASTER OF EDUCATION

Dr. Bill Morelan, Program Director
Crabaugh Hall, Room 129
(479) 356-2561
wmorelan@atu.edu

Curriculum
Degree Requirements

Code		Title	Hours
~~EDFD 6003~~ *EDLD 6113*		~~Educational Research~~	3
EDLD 6003		School Law	3
EDLD 6013		School Organization and Leadership	3
EDLD 6023		Organizational Change	3
EDLD 6102		School Finance	2
EDLD 6153		Communication with School and Community	3
EDLD 6253		Instructional Leadership	3
EDLD 6313		Principles of Curriculum for School Leaders	3
EDLD 6403		Working with the Marginal Performer	3
~~EDLD 6552~~ *EDLD 6512*		~~Building-Level Administrator Internship (Two [2] semesters)~~	*2* ~~4~~
Total Hours *EDLD 6522*			*2* **30**

- The student must also create a Professional Portfolio that provides evidence of the candidate's competency as it relates to both state and national standards. The portfolio is not simply a file of course projects or a scrapbook of professional memorabilia. It is an extensive collection of materials that provides tangible evidence of the wide range of related knowledge, dispositions, and skills necessary to function as an effective educational leader. The portfolio is a work in progress that is updated regularly throughout the program, and must be presented to the Portfolio Review Committee for approval before graduation.

- Coursework from other institutions of higher education will only be transferred from institutions that have received program approval for a program of study reflective of the current School Leader Licensure Standards adopted by the state of Arkansas.

Master of Education
Educational Leadership
~~2025-2026~~ *2026-27*

Date: _____ **Student's Name:** _____

T#_____ **Grade Point:** _____ **Graduation Date:** _____

Grade   Required Core Courses (30 hours):

Grade	Required Core Courses (30 hours)
	~~EDFD 6003 Educational Research~~ *EDLD 6113*
	EDLD 6003 School Law
	EDLD 6013 School Organization and Leadership
	EDLD 6023 Organizational Change
	EDLD 6102 School Finance
	EDLD 6153 Communication with School and Community
	EDLD 6253 Instructional Leadership
	EDLD 6313 Principles of Curriculum for School Leaders
	EDLD 6403 Working with Marginal Performer
	EDLD 6552 ~~Building Level Administrator Internship~~ *6512*
	EDLD ~~6552~~ ~~Building Level Administrator Internship~~ *6522*
	Portfolio Successful Completion Date

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

Master of Education
Educational Leadership
2026-2027

Date: _____ **Student's Name:** _____

T#_____ **Grade Point:** _____ **Graduation Date:** _____

Grade	Required Core Courses (30 hours):
	EDLD 6003 School Law
	EDLD 6013 School Organization and Leadership
	EDLD 6023 Organizational Change
	EDLD 6102 School Finance
	EDLD 6113 Action Research and Data Analysis
	EDLD 6153 Communication with School and Community
	EDLD 6253 Instructional Leadership
	EDLD 6313 Principles of Curriculum for School Leaders
	EDLD 6403 Working with Marginal Performer
	EDLD 6512 Building Level Administrator Internship (Part 1)
	EDLD 6522 Building Level Administrator Internship (Part 2)
	Portfolio Successful Completion Date

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

ARKANSAS TECH UNIVERSITY

Request for CIP, Title, and Degree Change

Department Initiating Proposal	Date
Department of Teaching & Educational Leadership	6/23/2025

Title	Signature	Date
Department Head	Pam Dixon	6/24/25
Dean	Tim Carter	6/27/25
Assessment	Amanda Gardner	6/30/25
Registrar	Weaver	7/23/25
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title: MED in Instructional Technology

Letter of Notification

ADHE
ARKANSAS DIVISION OF
HIGHER EDUCATION

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. Tim Carter   Contact Person's Title: Dean, College of Education and Health

Contact Phone Number: (479) 964-0563   Contact Email Address: tcarter@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:	Master of Education in Instructional Technology - Library Media Specialist K-12 Option and Instructional Design and Techno				
CIP Code:	13.0501	**Degree Code:**	5675	**% Online:**	100%
After Proposed Changes/New Program					
Title:	Master of Science in Library Media and Instructional Technology - Library Media Specialist K-12 Option and Instructional D				
CIP Code:	25.9999	**% Online:**	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

   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: Select 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 <u>does not</u> 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 <u>does not</u> 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)

SAVE   ATTACH   SUBMIT   SHOW ATTACHMENTS

Please save and upload this form and supporting documents to: <u>File Transfer System</u>

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.

Library Media and INSTRUCTIONAL TECHNOLOGY - LIBRARY MEDIA SPECIALIST K-12 OPTION, MASTER OF ~~EDUCATION~~ *Science*

Ashley Cooksey, Program Director
Crabaugh Hall, Room 308D
(479) 964-0583 ext. 2560
acooksey@atu.edu

Curriculum

Code	Title	Hours
Curriculum		
EDFD 6003	Educational Research	3
EDMD 6233	Administration of Media Programs	3
EDMD 6433	Practicum in Educational Media	3
LBMD 6003	Collection Development and Management	3
LBMD 6023	Classification and Cataloging	3
LBMD 6033	The Instructional Role of the Library Media Specialist	3
LBMD 6403	Literature for Children and Young Adults	3
LBMD 6503	School Librarian: Leadership and Collaboration	3
Technology Electives		
Select two of the following:		6
EDMD 5043	Foundations of Online Curriculum Design and Evaluation	
EDMD 5053	Online Course Development with Multimedia	
EDMD 6133	Production of Digital Instructional Materials	
EDMD 6163	Internet Resources	
EDMD 6303	Survey of Instructional Technology	
EDMD 6313	Instructional Design and Product Development	
Total Hours		**30**

Library Media and
INSTRUCTIONAL TECHNOLOGY - INSTRUCTIONAL DESIGN AND TECHNOLOGY OPTION, MASTER OF ~~EDUCATION~~ Science

Dr. Mohamed Ibrahim, Program Director
Crabaugh Hall, Room 308C
(479) 964-0583, ext. 2452
mibrahim1@atu.edu

Curriculum

Code	Title	Hours
EDFD 6003	Educational Research	3
EDFD 6043	Principles and Theories of Learning	3
EDFD 6313	Principles of Curriculum Development	3
or EDMD 5053	Online Course Development with Multimedia	
EDMD 6033	Introduction to Instructional Technology	3
EDMD 6133	Production of Digital Instructional Materials	3
EDMD 6163	Internet Resources	3
EDMD 6303	Survey of Instructional Technology	3
or EDMD 6113	Emerging Technologies for Education and Training	
EDMD 6313	Instructional Design and Product Development	3
or EDMD 5043	Foundations of Online Curriculum Design and Evaluation	
Six hours of additional instructional technology approved graduate-level electives		6
Total Hours		**30**

- This program does not require an Arkansas teaching license.

Master of Education *Science*

Library Media & **Instructional Technology**
Library Media *specialist* K-12 Option
~~2025-2026~~
2026-27

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade   Required Core Courses (24 hours):

	EDFD 6003 Educational Research
	EDMD 6233 Administration of Media Programs
	EDMD 6433 Practicum in Educational Media
	LBMD 6003 Collection Development and Management
	LBMD 6023 Classification and Cataloging
	LBMD 6033 The Instructional Role of the Library Media Specialist
	LBMD 6403 Literature for Children and Young Adults
	LBMD 6503 School Librarian: Leadership and Collaboration

Grade   Technology Electives (6 hours):

	EDMD 5043 Foundations of Online Curriculum Design and Evaluation
	EDMD 5053 Online Course Development with Multimedia
	EDMD 6133 Production of Digital Instructional Materials
	EDMD 6163 Internet Resources
	EDMD 6303 Survey of Instructional Technology
	EDMD 6313 Instructional Design and Product Development

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

Master of Science
Library Media and Instructional Technology
Library Media Specialist K-12 Option
2026-2027

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade	Required Core Courses (24 hours):
	EDFD 6003 Educational Research
	EDMD 6233 Administration of Media Programs
	EDMD 6433 Practicum in Educational Media
	LBMD 6003 Collection Development and Management
	LBMD 6023 Classification and Cataloging
	LBMD 6033 The Instructional Role of the Library Media Specialist
	LBMD 6403 Literature for Children and Young Adults
	LBMD 6503 School Librarian: Leadership and Collaboration

Grade	Technology Electives (6 hours):
	EDMD 5043 Foundations of Online Curriculum Design and Evaluation
	EDMD 5053 Online Course Development with Multimedia
	EDMD 6133 Production of Digital Instructional Materials
	EDMD 6163 Internet Resources
	EDMD 6303 Survey of Instructional Technology
	EDMD 6313 Instructional Design and Product Development

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

Master of ~~Education~~ *Science* Instructional Technology
Library Media &
Instructional Design and Technology Option
~~2025-2026~~
2024-27

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade   Required Core Courses (24 hours):

Grade	Course
	EDFD 6003 Educational Research
	EDFD 6043 Principles and Theories of Learning
	EDFD 6313 Principles of Curriculum Development **OR** EDMD 5053 Online Course Development with Multimedia
	EDMD 6033 Introduction to Instructional Technology
	EDMD 6133 Production of Digital Instructional Materials
	EDMD 6163 Internet Resources
	EDMD 6303 Survey of Instructional Technology **OR** EDMD 6113 Emerging Technologies for Education and Training
	EDMD 6313 Instructional Design and Product Development **OR** EDMD 5043 Foundations of Online Curriculum Design and Evaluation

Grade   Approved Instructional Technology Elective Courses (6 hours):

Grade	Course

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

Master of Science
Library Media and Instructional Technology
Instructional Design and Technology Option
2026-2027

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade   Required Core Courses (24 hours):

Grade	Course
	EDFD 6003 Educational Research
	EDFD 6043 Principles and Theories of Learning
	EDFD 6313 Principles of Curriculum Development **OR** EDMD 5053 Online Course Development with Multimedia
	EDMD 6033 Introduction to Instructional Technology
	EDMD 6133 Production of Digital Instructional Materials
	EDMD 6163 Internet Resources
	EDMD 6303 Survey of Instructional Technology **OR** EDMD 6113 Emerging Technologies for Education and Training
	EDMD 6313 Instructional Design and Product Development **OR** EDMD 5043 Foundations of Online Curriculum Design and Evaluation

Grade   Approved Instructional Technology Elective Courses (6 hours):

Grade	Course

Minimum hours required: **30**

of 'C's (no more than 2): _____

Earned hours: _____

To be completed: _____

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Teaching and Educational Leadership (TEL)	8/20/2025

Title	Signature	Date
Department Head Dr. Ellen Treadway	*Ellen Treadway*	8-26-25
Dean Dr. Tim Carter	*Tim Carter*	8/27/25
Assessment Ms. Amanda Gardner	*Amanda Gardner*	8/27/25
Registrar Ms. Tammy Weaver	*Weaver*	8/27/25
Graduate Dean (Graduate Proposals Only) Dr. Michael Bradley		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:
GC-P-12 Building Level Administrator

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

Delete Four (4) hours of EDLD 6552 Building Level Administrator (two (2) semesters);
Add EDLD 6512 – Building Level Administrator Internship (part 1) and
Add EDLD 6522 – Building Level Administrator Internship (part 2)

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

Answer the following Assessment questions:
  a. How does the program change align with the university mission?
     No change to course content, only course code, so fully retains previous alignment.
  b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
     Not Applicable
  c. What is the rationale for this program change? **Previously, EDLD 6552 was used for both the "Curriculum Administrator" and "P-12 Building Level Administrator" Internships, even though course expectations were very different. In addition, two semesters of P-12 Building Level Administrator Internship are required (each with a different focus) for the EDLD program, but the EDLD 6552 course code was used for both. This change is designed to take these four unique courses and give them each their own course code. (*Note: This Program Change Form addresses only the EDLD portion of that change.*)**
  b. How does this program fit in the current state of the discipline?
     No change to course content, only course code, so fully retains previous alignment.
  c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. **Not applicable since no change in course content.**

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

P-12 BUILDING LEVEL ADMINISTRATOR, GRADUATE CERTIFICATE

Dr. William Morelan, Program Director
Crabaugh Hall, Room 129
(479) 356-2561
wmorelan@atu.edu

Curriculum

Code	Title	Hours
EDLD 6003	School Law	3
EDLD 6023	Organizational Change	3
EDLD 6102	School Finance	2
EDLD 6153	Communication with School and Community	3
EDLD 6253	Instructional Leadership	3
EDLD 6313	Principles of Curriculum for School Leaders	3
EDLD 6403	Working with the Marginal Performer	3
~~EDLD 6552~~ *EDLD6517*	~~Building Level Administrator Internship (Two [2] semesters)~~	~~4~~ 2 / 2
Total Hours *EDLD6522*		**24**

P-12 Building Level Administrator Graduate Certificate

~~2025-2026~~ *2026-27*

Date: _____ **Student's Name:** _____

T#_____ **Grade Point:** _____ **Graduation Date:** _____

Grade	Required Courses (24 hours):
	EDLD 6003 School Law
	EDLD 6023 Organizational Change
	EDLD 6102 School Finance
	EDLD 6153 Communication with School and Community
	EDLD 6253 Instructional Leadership
	EDLD 6313 Principles of Curriculum for School Leaders
	EDLD 6403 Working with the Marginal Performer
	EDLD 6~~552 Building Level Administrator Internship~~ *6512*
	EDLD 6~~552 Building Level Administrator Internship~~ *6522*

Minimum hours required: **24**

of 'C's (no more than 2): _____

P-12 Building Level Administrator
Graduate Certificate
2026-2027

Date: _____ Student's Name: _____

T#_____ Grade Point: _____ Graduation Date: _____

Grade	Required Courses (24 hours):
	EDLD 6003 School Law
	EDLD 6023 Organizational Change
	EDLD 6102 School Finance
	EDLD 6153 Communication with School and Community
	EDLD 6253 Instructional Leadership
	EDLD 6313 Principles of Curriculum for School Leaders
	EDLD 6403 Working with the Marginal Performer
	EDLD 6512 Building Level Administrator Internship (Part 1)
	EDLD 6522 Building Level Administrator Internship (Part 2)

Minimum hours required: **24**

of 'C's (no more than 2): _____