Graduate Council November 19, 2024

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

1. Add the accelerated Bachelor of Professional Studies in Interdisciplinary Studies Concentration to Master of Arts in Organizational Leadership and Learning;
2. Add the accelerated Bachelor of Applied Science in Applied Science to Master of Arts in Organizational Leadership and Learning; and
3. Add the accelerated Bachelor of Arts in Organizational Leadership to Master of Arts in Organizational Leadership and Learning, to the following Options: Agriculture Business Option, Child Development Option, Criminal Justice Option, Emergency Management Option, Military Leadership Option, Inter-College Option, Psychology Option, and Public Relations Option.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE	9/30/24

Title	Signature	Date
Department Head Dr. Couture	*Rene Couture*	9/30/24
Dean Dr. Carter	*Tim Carter*	10/10/24
Assessment Ms. Amanda Gardner	*Gardner*	10/18/24
Registrar Ms. Tammy Weaver	*Weaver*	10/18/24
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: BPS – MAOLL AB2M Program

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 is to align the Master of Arts in Organizational Leadership and Learning (MAOLL) with the Bachelor of Professional Studies to ensure undergraduate students accepted into this AB2M pathway continue to be eligible to earn up to 12 credit hours of graduate-level credit toward the MAOLL. We wish to modify the program accordingly: Students accepted into the Accelerated BPS to MAOLL program can choose from any 5000 – 6000 OL or BAS course offered in the MAOLL for a total of 12 credit hours that count towards both the BPS and MAOLL degree, with the exception of OL 6093: ODL Capstone.

What impact will the change have on staffing, on other programs and space allocation? There is no anticipated impact on staffing, other programs, or space allocation.

Answer the following Assessment questions:

a. How does the program change align with the university mission? This program change allows students to earn up to 12 credit hours of graduate coursework while increasing course selection opportunities in the Master of Arts in Leadership and Learning via the BPS to MAOLL Accelerated Bachelor to Master's program. 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 MAOLL Master's degree serves for the benefit of "Arkansas, the nation, and the world."

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

c. What is the rationale for this program change?

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

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

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. 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).

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.

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

Curriculum Matrix for Catalog	
Curriculum in: <u>Professional Studies – Interdisciplinary Studies</u>	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: Footnote outlining specific course substitutions Total Hours:	Senior Spring Semester Add/Change: Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: Footnote outlining specific course substitutions Total Hours:

MA – Organizational Development and Learning Assessment

2024

The MA in Organizational Development and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 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	PO5
OL 5043: Ethical Decision-Making and Development	1	I	I	I	R
OL 5353: Project Management	R				I
OL 5643: Organizational Globalization and Diversity	R	R	R	I	
OL 6043: Leadership in Organizational Change	R	R	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R	R	R	R	
OL 6093: ODL Capstone	M	M	M	M	M

I= Introduce; R = Reinforce; M = Mastery

Program Outcomes

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 leadership, social justice, and service mindset 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

5. Project Management Principles
   Students will apply project management principles to effectively

   a. apply project management methodologies such as Agile, Scrum, Lean,
      Waterfall, Phase/Gate, etc
   b. create detailed project plans including schedules, timelines, resource

allocation, and milestones

c. identify risks, assess impact, and develop mitigation strategies to handle uncertainties effectively
d. develop, manage, and control project budgets to ensure project completion within financial constraints
e. apply leadership principles to motivate project teams, manage conflict, and ensure collaboration

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE	9/30/24

Title	Signature	Date
Department Head Dr. Couture	*Rene Couture*	9/30/24
Dean Dr. Carter	*Tim Carter*	10/10/24
Assessment Ms. Amanda Gardner	*Gardner*	10/18/24
Registrar Ms. Tammy Weaver	*Weaver*	10/18/24
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: BAS – MAOLL AB2M Program

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 is to align the Master of Arts in Organizational Leadership and Learning (MAOLL) with the Bachelor of Applied Science (BAS) to increase the amount of eligible credit hours in the BAS to MAOLL Accelerated Bachelor to Master's program from six credit hours to 12 credit hours. We wish to modify the program accordingly: Students accepted into the Accelerated BAS to MAOLL program can choose from any 5000 – 6000 OL or BAS course offered in the MAOLL for a total of 12 credit hours that count towards both the BAS and MAOLL degree, with the exception of OL 6093: ODL Capstone.

What impact will the change have on staffing, on other programs and space allocation? There is no anticipated impact on staffing, other programs, or space allocation.

Answer the following Assessment questions:
a. How does the program change align with the university mission? This program change allows students to earn up to 12 credit hours of graduate coursework while increasing course selection opportunities in the Master of Arts in Leadership and Learning via the BAS to MAOLL Accelerated Bachelor to Master's program. 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 MAOLL Master's degree serves for the benefit of "Arkansas, the nation, and the world."
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program? Students enrolled in the Accelerated Bachelor to MAOLL Master's Degree program will engage in advanced, graduate-level learning while enrolled in an undergraduate program. The program allows accelerated students to attain a deeper, more specialized understanding of program content within the fields of organizational development and learning. There is limited research regarding the impact on student learning for students in an accelerated program. The primary benefits listed among similar programs are time and costs savings.
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. This is a new program and assessment data is not yet available. The support for this change is to meet market demand and stay current with trends in higher education, as well as trends within our institution. Accelerated bachelor's to master's programs are more readily available across academic disciplines. To stay competitive, any program that can offer an accelerated pathway to degree completion should offer an accelerated pathway.
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. 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).

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.

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

Curriculum Matrix for Catalog	
Curriculum in: <u>Bachelor of Applied Science</u>	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: Footnote outlining specific course substitutions Total Hours:	**Senior Spring Semester** Add/Change: Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: Footnote outlining specific course substitutions Total Hours:

The MA in Organizational Development and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 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	PO5
OL 5043: Ethical Decision-Making and Development	1	I	I	I	R
OL 5353: Project Management	R				I
OL 5643: Organizational Globalization and Diversity	R	R	R	I	
OL 6043: Leadership in Organizational Change	R	R	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R	R	R	R	
OL 6093: ODL Capstone	M	M	M	M	M

I= Introduce; R = Reinforce; M = Mastery

Program Outcomes

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 leadership, social justice, and service mindset 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

5. Project Management Principles
Students will apply project management principles to effectively

a. apply project management methodologies such as Agile, Scrum, Lean, Waterfall, Phase/Gate, etc
b. create detailed project plans including schedules, timelines, resource allocation, and milestones
c. identify risks, assess impact, and develop mitigation strategies to handle uncertainties effectively
d. develop, manage, and control project budgets to ensure project completion within financial constraints
e. apply leadership principles to motivate project teams, manage conflict, and ensure collaboration

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE	9/30/24

Title	Signature	Date
Department Head Dr. Couture	*Rene Couture*	9/30/24
Dean Dr. Carter	*Tim Carter*	10/10/24
Assessment Ms. Amanda Gardner	*Gardner*	10/18/24
Registrar Ms. Tammy Weaver	*T Weaver*	10/18/24
Vice President for Academic Affairs Dr. Santos		

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

Program Title: BAOL – MAOLL AB2M Program

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 is to align the Master of Arts in Organizational Leadership and Learning (MAOLL) with program updates in the Bachelor of Arts in Organizational Leadership (BAOL) to ensure undergraduate students accepted into this AB2M pathway continue to be eligible to earn up to 12 credit hours of graduate-level credit toward the MAOLL. We wish to modify the program accordingly: Students accepted into the Accelerated BAOL to MAOLL program can choose from any 5000 – 6000 OL or BAS course offered in the MAOLL for a total of 12 credit hours that count towards both the BAOL and MAOLL degree, with the exception of OL 6093: ODL Capstone.

What impact will the change have on staffing, on other programs and space allocation? There is no anticipated impact on staffing, other programs, or space allocation.

Answer the following Assessment questions:
   a. How does the program change align with the university mission? This program change allows students in the updated Bachelor of Arts in Organizational Leadership program to earn up to 12 credit hours of graduate coursework in the Master of Arts in Leadership and Learning via this BAOL to MAOLL Accelerated Bachelor to Master's program. 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 MAOLL Master's degree serves for the benefit of "Arkansas, the nation, and the world."
   b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
   c. What is the rationale for this program change?
       1. How will the program change impact learning for students enrolled in this program? Students enrolled in the Accelerated Bachelor to MAOLL Master's Degree program will engage in advanced, graduate-level learning while enrolled in an undergraduate program. The program allows accelerated students to attain a deeper, more specialized understanding of program content within the fields of organizational development and learning. There is limited research regarding the impact on student learning for students in an accelerated program. The primary benefits listed among similar programs are time and costs savings.
       2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. This is a new program and assessment data is not yet available. The support for this change is to meet market demand and stay current with trends in higher education, as well as trends within our institution. Accelerated bachelor's to master's programs are more readily available across academic disciplines. To stay competitive, any program that can offer an accelerated pathway to degree completion should offer an accelerated pathway.
   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. 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).

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.

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

Curriculum Matrix for Catalog	
Curriculum in: <u>Organizational Leadership – Agri Business</u>	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: LEAD 1003 or LEAD 3003; 3 credit hours SS 1XXXX Delete: 3 credit hours electives Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: 6 credit hours OL Electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total Hours:15	**Senior Spring Semester** Add/Change: 6 credit hours OL Electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total Hours: 15

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

Curriculum Matrix for Catalog	
Curriculum in: <u>Organizational Leadership – Child Development</u>	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: LEAD 1003 or LEAD 3003; 3 credit hours SS 1XXXX Delete: 3 credit hours electives Total Hours: 15
Junior Fall Semester Add/Change: 6 credit hours OL electives Delete: OL 4743, OL 4843 Total Hours: 15	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total Hours:	Senior Spring Semester Add/Change: 6 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total Hours: 15

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

Curriculum Matrix for Catalog	
Curriculum in: Organizational Leadership – Criminal Justice	
(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: LEAD 1003 or LEAD 3003; 3 credit hours SS 1XXXX Delete: 3 credit hours electives Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: 6 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total: 15	Senior Spring Semester Add/Change: 6 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total: 15

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

Curriculum Matrix for Catalog Curriculum in: <u>Organizational Leadership – Emergency Management</u> (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: 3 credit hours SS 1XXX Delete: 3 credit hours electives Total Hours: 15	Sophomore Spring Semester Add/Change: LEAD 1003 or LEAD 3003; 3 credit hours OL electives Delete: OL 4843 Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: 3 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total: 15	Senior Spring Semester Add/Change: 6 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total: 15

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

Curriculum Matrix for Catalog	
Curriculum in: <u>Organizational Leadership – Inter College</u>	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	**Freshman Spring Semester** Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	**Sophomore Spring Semester** Add/Change: LEAD 1003 or LEAD 3003; 3 credit hours SS 1XXXX Delete: 3 credit hours electives Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours:	**Junior Spring Semester** Add/Change: 3 credit hours OL electives Delete: OL 4243 Total Hours: 12
Senior Fall Semester Add/Change: Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total:	**Senior Spring Semester** Add/Change: 9 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total: 15

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

Curriculum Matrix for Catalog	
Curriculum in: <u>Organizational Leadership – Military Leadership</u>	
(enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: LEAD 1003 or LEAD 3003; 3 credit hours SS 1XXXX Delete: 3 credit hours electives Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: 6 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total: 15	Senior Spring Semester Add/Change: 6 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total: 15

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

Curriculum Matrix for Catalog Curriculum in: <u>Organizational Leadership – Psychology</u> (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: LEAD 1003 or LEAD 3003; 3 credit hours SS 1XXXX Delete: 3 credit hours electives Total Hours: 15
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: 3 credit hours OL electives Delete: OL 4243 Total Hours: 12
Senior Fall Semester Add/Change: 6 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total: 15	Senior Spring Semester Add/Change: 3 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total: 15

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

Curriculum Matrix for Catalog Curriculum in: <u>Organizational Leadership – Public Relations</u> (enter title for program changing)	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: LEAD 1003 or LEAD 3003; 3 credit hours SS 1XXXX Delete: 3 credit hours electives Total Hours: 15	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: 6 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total: 15	Senior Spring Semester Add/Change: 6 credit hours OL electives Add: Seniors enrolled in the Accelerated Bachelor's to MAOLL Master's degree program should substitute 12 hours of 5000 – 6000 level OL and/or BAS courses, excluding OL 6093. Delete: OL 5643 footnote, OL 4743 footnote Total: 15

The MA in Organizational Development and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 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	PO5
OL 5043: Ethical Decision-Making and Development	1	I	I	I	R
OL 5353: Project Management	R				I
OL 5643: Organizational Globalization and Diversity	R	R	R	I	
OL 6043: Leadership in Organizational Change	R	R	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R	R	R	R	
OL 6093: ODL Capstone	M	M	M	M	M

I= Introduce; R = Reinforce; M = Mastery

Program Outcomes

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 leadership, social justice, and service mindset 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

5.　Project Management Principles
　　Students will apply project management principles to effectively

a. apply project management methodologies such as Agile, Scrum, Lean, Waterfall, Phase/Gate, etc
b. create detailed project plans including schedules, timelines, resource allocation, and milestones
c. identify risks, assess impact, and develop mitigation strategies to handle uncertainties effectively
d. develop, manage, and control project budgets to ensure project completion within financial constraints
e. apply leadership principles to motivate project teams, manage conflict, and ensure collaboration