October 22, 2024 Curriculum Committee/November 12, 2024 Faculty Senate

College of Business and Economic Development – School of Business

1. Modify the prerequisites for ACCT 2033: Fundamental Accounting Concepts, FROM: Prerequisite: Sophomore standing; "C" or better in MATH 1113: College Algebra (or MATH 1203: Plane Trigonometry, MATH 1914: Precalculus, MATH 2223: Quantitative Business Analysis, MATH 2243: Calculus for Business and Economics, MATH 2914: Calculus I); TO: Prerequisite: Sophomore standing; "C" or better in MATH 1113: College Algebra (or MATH 1003: College Mathematics, MATH 1203: Plane Trigonometry, MATH 1914: Precalculus, MATH 2223: Quantitative Business Analysis, MATH 2243: Calculus for Business and Economics, MATH 2914: Calculus I.

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

1. Change the title for RS 3243: Social Services for Individuals and Families, TO: Child Welfare; and modify the course description.

College of Education and Health- Department of Nursing

1. Delete NUR 3503: End-of-Life Care, from the course descriptions; and
2. Delete NUR 4983: Nursing Perspectives on Aging, from the course descriptions.
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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.

AMENDMENT TO AGENDA

College of Arts and Humanities – Department of History and Political Sciences

1. Move courses in the matrix in the junior and senior year in the curriculum Bachelor of Arts in History.

ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
School of Business	09/03/2024

Title	Signature	Date
Department Head Matt Brown	*[signature]*	9/26/24
Dean Tracy Cole	*Tracy Cole*	9-26-24

Course Subject: (e.g., ACCT, ENGL) **ACCT.**	Course Number: (e.g., 1003) **2033**

Official Catalog Title: Fundamental Accounting Concepts

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description). The current prerequisite listed in the catalog is Sophomore standing; "C" or better in MATH 1113 (or MATH 1203, 1914, 2223, 2243, 2914). We request modifying the prerequisite to **Sophomore standing; "C" or better in MATH 1113 (or MATH 1003, 1203, 1914, 2223, 2243, 2914).**

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. Explain the rationale for the cosmetic course change.
  This modification will help non-business majors to have a minor in Business administration/ Certificate of Proficiency in Business Administration without taking MATH 1113.

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

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Kinesiology and Rehabilitation Science	2/16/24

Title	Signature	Date
Department Head Dr. Rockie Pederson	*Rockie Pederson*	02/23/2024
Dean Dr. Tim Carter	*Tim Carter*	2/26/24

Course Subject: (e.g., ACCT, ENGL) **RS**	Course Number: (e.g., 1003) **3243**

Official Catalog Title:
Social Services for Individuals and Families

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

Modify the course title to: "**Child Welfare**"

Modify the course description to read: "**Child Welfare provides knowledge and skills necessary for the generalist practice of child welfare with an emphasis on protective services, foster care, and adoption services. Processes of engagement, assessment, intervention, and follow-up regarding child protection and family preservation with diverse clients across systems are examined.**"

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. Explain the rationale for the cosmetic course change.

   These cosmetic changes will help students to more easily identify the foci of the course, as well as give further specifics over what will be studied throughout the term.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Nursing	9/11/23

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

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

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

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

◯ Yes ⦿ No

Will the cross-listed course be deleted? ◯ Yes ⦿ No

(NOTE: If major or minor course, you must complete the Request for Program Change form to delete course from program.)
Not used for minor or major course. Used to be offered as elective. We have a major specific course NUR 3213 we now utilize.

Answer the following Assessment questions:
    a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
        Not applicable
    b. If this course was required for the major or minor, complete the following. Not applicable
        1. How will program level learning outcome(s) previously addressed by this course now be addressed?
    c. What is the rationale for deleting this course? What evidence supports this action?

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

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

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE DELETION

Department Initiating Proposal	Date
Nursing	9/11/23

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

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
NUR	4983
Official Catalog Title:	
Nursing Perspectives on Aging	

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

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

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

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

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

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	Freshman Spring Semester
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Sophomore Fall Semester	**Sophomore Spring Semester**
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Junior Fall Semester	**Junior Spring Semester**
Add/Change:	Add/Change:
Delete:	Delete:
Total Hours:	Total Hours:
Senior Fall Semester	**Senior Spring Semester**
Add/Change:	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.	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	Delete: Footnote outlining specific course substitutions
Total Hours:	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	aGardner	10/18/24
Registrar Ms. Tammy Weaver	T 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: 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
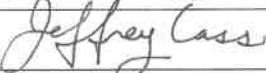   Students will apply project management principles to effectively

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

ARKANSAS TECH UNIVERSITY

COSMETIC PROGRAM CHANGE

Department Initiating Proposal	Date
History and Political Science	10/18/2024

Title	Signature	Date
Department Head		10/18/24
Dean	*Jeffrey Cass*	10/21/24

PROGRAM TITLE: **BA History**
Outline change in program: (reorganization of courses listed in matrix, adding a footnote to a course, adding or deleting a course from a list, etc.)   Reorganization of courses in matrix

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. Explain the rationale for the cosmetic course change.
       Adjusting courses in the matrix to better reflect when certain courses are offered

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

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

Curriculum Matrix for Catalog **Curriculum in BA History** **(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: *footnote 4 (HIST Elective (3000-4000 level) in World or European History)* Total Hours:	Junior Spring Semester Add/Change: *footnote 4 (HIST Elective (3000-4000 level) in World or European History)* Delete: Total Hours:
Senior Fall Semester Add/Change: *HIST 4963: Senior Seminar* Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: HIST 4963: Senior Seminar Total Hours:
Total Program Hours: 120	

HISTORY, BACHELOR OF ARTS

Curriculum

Code	Title	Hours
General Education Required Courses		
HIST 1503	World History to 1500	3
HIST 1513	World History since 1500	3
HIST 2003	United States History to 1877	3
HIST 2013	United States History since 1877	3
Additional Courses		
POLS 2003	American Government	3
ECON 2003	Principles of Macroeconomics	3
GEOG 2013	Regional Geography of the World	3
ANTH 2003	Cultural Anthropology	3
or SOC 1003	Introductory Sociology	
HIST 2203	Introduction to Public History	3
HIST 2513	Sources and Methods in History	3
HIST 4153	History of Arkansas	3
HIST 4963	Senior Seminar	3
Total Hours		**36**

Fifteen additional semester hours must be 3000-4000 level history courses with at least six hours in U.S. History, six hours in world/European history, and three hours in public history. Three additional hours must be a 3000-4000 level geography course.

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

Curriculum

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

Course	Title	Hours
Freshman		
Fall		
ENGL 1013	Composition I [1]	3
SCIL 1XXX	Science with Laboratory [1]	4
MATH XXXX	Mathematics [1]	3
TECH 1001	Orientation to the University	1
HIST 1503	World History to 1500	3
	Hours	**14**
Spring		
ENGL 1023	Composition II [1]	3
SCIL 1XXX	Science with Laboratory [1]	4
FAH 1XXX	Fine Arts and Humanities Courses [1]	3
POLS 2003	American Government	3
HIST 1513	World History since 1500	3
	Hours	**16**
Sophomore		
Fall		
Beginning Language I [2]		3
ANTH 2003 or SOC 1003	Cultural Anthropology or Introductory Sociology	3
ECON 2003	Principles of Macroeconomics	3
GEOG 2013	Regional Geography of the World	3
HIST 2003	United States History to 1877	3
	Hours	**15**
Spring		
Beginning Language II [2]		3
HIST 2013	United States History since 1877	3
HIST 2513	Sources and Methods in History	3
GEOG Elective (3000-4000 level)		3
Elective		3
	Hours	**15**
Junior		
Fall		
FAH 1XXX	Fine Arts and Humanities Courses [1]	3
HIST 2203	Introduction to Public History	3
HIST Elective (3000-4000 level) [3]		3
~~HIST Elective (3000-4000 level) [4]~~		~~3~~
Elective [5]		3
	Hours	~~15~~ 12
Spring HIST Elective (3000-4000) [4]		3
HIST Elective (3000-4000 level) [6]		3
Elective [5]		12
	Hours	~~15~~ 18
Senior		
Fall		
HIST Elective (3000-4000 level) [3,7]		3
Elective [5,7]		12
HIST 4963 **Hours**		3 ~~15~~ 18
Spring		
HIST 4153	History of Arkansas	3
~~HIST 4963~~	~~Senior Seminar~~	~~3~~
HIST Elective (3000-4000 level) [4,7]		3
Elective [5,7]		6
	Hours	~~15~~ 12
	Total Hours	**120**

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

[2] Must be in one language. Students may waive three hours of language requirement for every one year of language study in high school with grades of "C" or better.

[3] HIST class must be in the sub-field of United States History.

[4] HIST class must be in the sub-field of European or World History.

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

[6] HIST class must be in the sub-field of Public History

[7] Students admitted to the accelerated BA History to MA History may substitute six (6) hours of 5000 and 6000-level history courses for 4000-level courses.