Graduate Council October 15, 2024

College of Arts and Humanities - Department of Behavioral Sciences

1. Add the Accelerated BA Criminal Justice and Criminology to MS Emergency Management and Homeland Security;
2. Add the Accelerated BA Psychology to MS Emergency Management and Homeland Security;
3. Add the Accelerated BA Psychology to MA Organizational Leadership and Learning;
4. Add the Accelerated BA Sociology to MS Emergency Management and Homeland Security; and
5. Add the Accelerated BA Sociology to MA Organizational Leadership and Learning.

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

Emergency Management and Homeland Security

1. Add the Accelerated BS Emergency Management and Homeland Security to MA Organizational Leadership and Learning.

Higher Education Administration

1. Change the title for SAA 6063: Student Affairs Administration Capstone Seminar, TO: Capstone Seminar; and modify the course description;
2. Change the title for SAA 6083: Practicum I in Student Affairs Administration, TO: Practicum in HESA; remove the Prerequisite: A minimum of 18 hours must be earned toward program requirements; and modify the course description;
3. Change the title for SAA 6093: Practicum II in Student Affairs Administration, TO: Practicum II in HESA; modify the Prerequisite FROM: Prerequisite: Successful completion of SAA 6083: Practicum I in Student Affairs Administration, TO: Prerequisite: Prerequisite: Successful completion of SAA 6083: Practicum I in Student Affairs Administration, and SAA 6283: Advising Practicum; and modify the course description;
4. Change the title for SAA 6143: Administration in Student Affairs, TO: Administration in HESA; and modify the course description;
5. Modify the course description for SAA 6173: Career Advising; and
6. Delete the Prerequisite for SAA 6283: Advising Practicum.

Organizational Studies

1. Add the Accelerated BA Organizational Leadership Inter-College Option to MS Emergency Management and Homeland Security.

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

1. Modify the Bachelor of Science in Physics, and add the Accelerated Bachelor of Science in Physics to Master of Arts in Teaching.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	3/7/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	3/7/24
Dean Dr. Tim Carter	Tim Carter	3/26/24
Assessment Dr. Christine Austin	Christine Austin	3/27/24
Registrar Ms. Tammy Weaver	Tammy Weaver	3/6/24
Vice President for Academic Affairs Dr. Adolfo Santos		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/24/24
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

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

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

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

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

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

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

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

Electives – 3 hours total.
Electives to choose from:
EMHS 5003: Principles of Disaster Relief and Recovery
EMHS 6073: Terrorism and Counterterrorism
EMHS 6243: Intelligence in Emergency Management and Homeland Security
EMHS 6253: Information Security for Public Managers
EMHS 6033: Leadership and Management
EMHS 6513: Technology for Comprehensive Emergency Management
EMHS 6133: Ethical, Legal, Political Considerations in Emergency Management and Homeland Security
Any other approved EMHS Elective Course

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

Answer the following Assessment questions:

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

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

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

Not Applicable.

c. What is the rationale for this program change?

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

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

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

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

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

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

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

The assessment plan would not change. Please see the assessment documents provided in pages 6-8.

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

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

Course	Learning Objective	Competency	Assessment Measure
EMHS 6093 Principles of Homeland Security	Evaluate the creation of the Department of Homeland Security	Operates within EM framework (I/R)	Written Assignment
	Analyze the various elements of the definitions of terrorism	Disaster Risk Management (R)	Case Study
	Explain the historical rise of domestic and international global terrorism	Geographical Literacy (I)	Written Assignment
	Critique the governmental homeland security structures	Governance & Civic (I)	Written Assignment
	Apply ethical knowledge to border security, immigration and customs enforcement	Abide by Professional Ethics (R)	Case Study
	Assess the nation's cybersecurity and critical infrastructure protection	Assess the nation's cybersecurity and critical infrastructure protection (I/R)	Written Assignment

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Behavioral Sciences	This department supports the change.
Comments: "Accelerated BAs in CJ, PSY, SOC to MS Emergency Management and Homeland Security"	

Department Head Signature: _____

Date: 2/22/24

CRIMINAL JUSTICE & CRIMINOLOGY, BACHELOR OF ARTS

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

The curriculum in Criminal Justice and Criminology is designed to prepare students for occupations in a wide variety of industries. This includes policing, security, corrections, social services, and transportation security. The requirements are innovative and designed to meet policing needs in the 21st century. These include a Spanish language requirement, a Geographic Information Systems (GIS) option, and a curriculum that encourages a second minor or major in diverse and impactful areas, including Cybersecurity and Emergency Management. The program affords a transition opportunity for students who have completed an Applied Associate of Science in Law Enforcement Certification or Associate's Degree in Criminal Justice. It gives a strong base for graduate study in law, criminal justice, or criminology. Also, completion of the program provides a foundation for the Behavioral Sciences' Master's Degree in Applied Sociology, which has an emphasis in criminal justice studies.

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I [1]	3	
POLS 2003	American Government	3	
SS 1XXX	Social Science Courses [1]	3	
TECH 1001	Orientation to the University	1	
Elective [2,3]		6	
	Hours	**16**	
Spring			
CJ/SOC 2003	Introduction to Criminal Justice	3	
ENGL 1023	Composition II [1]	3	
MATH XXXX	Mathematics [1]	3	
SCIL 1XXX	Science with Laboratory [1]	4	
Elective [2,3]		3	
	Hours	**16**	
Sophomore			
Fall			
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	
SCIL 1XXX	Science with Laboratory [1]	4	
SPAN 1013	Beginning Spanish I	3	
Elective [2,3]		3	
	Hours	**13**	
Spring			
Select one of the following:		3	
EAM 4033	Emergency Management Research and Grants		
POLS 2513	Research Design		
PSY/SOC 2063	Research Design for the Behavioral Sciences		
PSY/SOC 2053 or GEOG 2833	Statistics for the Behavioral Sciences or Introduction to Geographic Information Systems	3	
Elective [2,3]		9	
	Hours	**15**	

Junior			
Fall			
CJ/SOC 2033	Social Problems	3	_____
Criminal Justice Policing (3000-4000 level) [4]		3	
SOC 1003	Introductory Sociology	3	_____
Elective [2,3]		6	
	Hours	**15**	
Spring			
ANTH 1213/2003	Introduction to Anthropology	3	_____
CJ/SOC 2043	Crime and Delinquency	3	_____
Criminal Justice Courts (3000-4000 level) [4]		3	
Elective [2,3]		6	
	Hours	**15**	
Senior			
Fall			
Criminal Justice Elective (3000-4000 level) [5]		6	
Criminal Justice Society (3000-4000 level) [4]		3	
Elective [2,3,5], 6		6	
	Hours	**15**	
Spring			
Criminal Justice Elective (3000-4000 level) [5]		6	
Elective [2,3,5], 6		9	
	Hours	**15**	
	Total Hours	**120**	

1. See appropriate alternatives or substitutions in "General Education Requirements (https://catalog.atu.edu/undergraduate/general-education-requirements/)".
2. Complete a minor, an associate's degree or a second degree in one of the following: Sociology, Cybersecurity, Emergency Management, Political Science, Psychology, Pre-Law, Cybersecurity, or Law Enforcement.
3. At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.
4. **Policing Elective:** CJ 3103 The Juvenile Justice System/SOC 3103 The Juvenile Justice System, CJ 3153 Prison and Corrections/SOC 3153 Prison and Corrections or CJ 4033 Policing and Society/SOC 4033 Policing and Society;
   Courts Elective: CJ 3023 Judicial Process/POLS 3023 Judicial Process or CJ 4023 Law and the Legal System;
   Society Elective: CJ 3083 Social Deviance/SOC 3083 Social Deviance, SOC 4003 Minority Relations, SOC 4023 Sociology of Gender, or SOC 4063 Social Stratification.
5. This program partners the Bachelor of Arts (BA) Criminal Justice and Criminology undergraduate degree with the Master of Science (MS) in Higher Education and Student Affairs. Students in this accelerated program can substitute SAA 6023 Introduction to Student Affairs Administration, SAA 6033 Student Development Theory, SAA 6043 College Students and Diversity and/or SAA 6073 Counseling Theories and Helping Skills for up to 12 hours of 3000-4000 level criminal justice electives or electives.

Learning Outcomes

Students who complete the program will demonstrate:

- knowledge of criminological theories, qualitative research methods, and institutional practices used in the criminal justice profession.
- knowledge of crime and the criminal justice system as it relates to broader social and institutional patterns in society by drawing on and integrating sociological and psychological theories.
- an awareness of and ability to follow ethical guidelines and communicate in a manner that is both professional and recognizes diverse perspectives.
- the ability to work collaboratively on class projects or on community based projects focused on social issues related to criminal justice.

6 Accelerated BA Criminal Justice and MS Emergency Management and Homeland Security

DEGREE AUDIT CHECK LIST
(BA-CJC) Criminal Justice and Criminology
~~2024-25~~ 2025-26

Date	
Grade Point	Graduation Date

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		0
SOC SCI		3
SOC SCI		0
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		0
FINE ART/HUM		0
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		24
Electives: Accelerated MS EMHS		
EMHS 6063 6103 6093		
EMHS Elective 3 hrs		
TOTAL ELECTIVE HOURS (19UD)		48

Major Requirements		Hrs
CJ/SOC	2003 2033 2043	9
CJ Elective	12 UD HRS	12
CJ Policing	CJ/SOC 3103 3153 4033	3
CJ Courts	CJ/POLS 3023 CJ 4023	3
CJ Society	CJ/SOC 3083 SOC 4003 4023 4063	3
ANTH	1213** or 2003**	3
POLS	2003**	3
SOC	1003**	3
	~(SOC/PSY 2053, BUAD 2053, or STAT 2163) or GEOG 2833	3
	SOC/PSY 2063 EAM 4033 or POLS 2513	3
SPAN	1013**	3
MUST COMPLETE MINOR OR 2ND DEGREE		
	TOTAL MAJOR HOURS	48
	TOTAL HOURS	

Final Check:

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

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

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

DEGREE AUDIT CHECK LIST

(BA-CJC) Criminal Justice and Criminology to (MS-EMHS) Emergency Management & Homeland Security

2025-26

Date	
Grade Point	**Graduation Date**

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		0
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		0
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		**27**
Electives		
12 hours maximum of GR for UG		
EMHS 6063 6103 6093		
EMHS Elective 3 hours		
TOTAL ELECTIVE HOURS		**45**

Major Requirements		Hrs
CJ/SOC	2003 2033 2043	9
CJ Elective	12 UD HRS	12
CJ Policing	CJ/SOC 3103 3153 4033	3
CJ Courts	CJ/POLS 3023 CJ 4023	3
CJ Society	CJ/SOC 3083 SOC 4003 4023 4063	3
ANTH	1213 or 2003	3
POLS	2003**	3
SOC	1003**	3
	~(SOC/PSY 2053, BUAD 2053, or STAT 2163) or GEOG 2833	3
	SOC/PSY 2063 EAM 4033 or POLS 2513	3
SPAN	1013**	3
MUST COMPLETE MINOR OR 2ND DEGREE		
	TOTAL MAJOR HOURS	**48**
	TOTAL HOURS	

Final Check:

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

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

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	3-7-24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	3-7-24
Dean Dr. Tim Carter	Tim Carter	3/26/24
Assessment Dr. Christine Austin	Christine Austin	3/27/24
Registrar Ms. Tammy Weaver	Tammy Weaver	8/6/24
Vice President for Academic Affairs Dr. Adolfo Santos		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/24/24
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

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

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

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

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

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

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

Graduate Core courses – 6 hours total.
EMHS 6063: Principles of Emergency Management
EMHS 6103: Research Design & Methods

Electives – 6 hours total.
Electives to choose from:
EMHS 5003: Principles of Disaster Relief and Recovery
EMHS 6143: Social Vulnerability
EMHS 6073: Terrorism and Counterterrorism
EMHS 6243: Intelligence in Emergency Management and Homeland Security
EMHS 6253: Information Security for Public Managers
EMHS 6033: Leadership and Management
EMHS 6513: Technology for Comprehensive Emergency Management
EMHS 6133: Ethical, Legal, Political Considerations in Emergency Management and Homeland Security
Any other approved EMHS Elective Course

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

Answer the following Assessment questions:

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

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

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

Not Applicable.

c. What is the rationale for this program change?

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

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

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

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

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

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

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

The assessment plan would not change. Please see the assessment documents provided in pages 6 and 7.

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 Psychology	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Psychology Electives or Electives: Students in the accelerated program will substitute EMHS 6063 Principles of Emergency Management and/or approved EMHS Electives. Delete: Total Hours: 15	Senior Spring Semester Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Electives: Students in the accelerated program will substitute EMHS 6103 Research Design and Methods and/or approved EMHS Electives Delete: Total Hours: 15

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

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Behavioral Sciences	This department supports the change.
Comments: "Accelerated BAs in CJ, PSY, SOC to MS Emergency Management and Homeland Security"	

Department Head Signature: _____

Date: 2/22/24

PSYCHOLOGY, BACHELOR OF ARTS

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

The Psychology curriculum is designed to

1. prepare students for advanced study in psychology;
2. support, through electives, programs of study in other disciplines;
3. give a basis for entry into the job market;
4. arouse the curiosity of all students regarding human behavior;
5. provide opportunities for experiences outside the classroom by way of field programs and practical experiences.

Curriculum

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

Elective [2,3]		6	
	Hours	**15**	
Spring			
ANTH 1213 or ANTH 2003	Introduction to Anthropology or Cultural Anthropology	3	
Psychology Topical Core [5]		6	
Elective [2,3]		6	
	Hours	**15**	
Senior			
Fall			
Psychology Elective (3000-4000 level) [6]		6	
Elective [2,3,6], 7, 8		9	
	Hours	**15**	
Spring			
Select one of the following Capstone Courses:		3	
PSY 4003	Capstone: Advanced Research Method and Lab for Psychology [4,6]		
PSY 4103	Capstone: Advanced Psychological Science		
PSY 4203	Capstone: Psychology in the Community		
Elective [2,3,6], 7, 8		12	
	Hours	**15**	
	Total Hours	**120**	

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

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

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

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

5 **Take 15 hours from the below Topical Core courses:**
PSY 3003 Abnormal Psychology or PSY 3153 Personality Psychology;
PSY 3053 Behavioral Neuroscience or PSY 4053 Sensation and Perception;
PSY 3063 Developmental Psychology: Childhood or PSY 3183 Development Psychology: Adolescence;
PSY 3073 Psychology of Learning or PSY 4073 Cognitive Psychology;
PSY 3123 Evolutionary Psychology or PSY 4043 Social Psychology/SOC 4043 Social Psychology.

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

Learning Outcomes

Students who complete the program:

- Students will express interest in and increase participation in professional presentation and research symposiums.
- Psychology students will increase interest in seeking acceptance into graduate programs.
- Psychology students should demonstrate oral and written communication skills at an acceptable level.

7 Accelerated BA Psychology and MS Emergency management and Homeland Security

8 Accelerated BA Psychology and MS Organizational Leadership and learning

DEGREE AUDIT CHECK LIST
(BA-PSY) Psychology
~~2024-25~~ 2025-26

Date	
Grade Point	Graduation Date

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		27
Electives		
Accelerated MS EMHS		
EMHS 6063 6103 and		
EMHS Elective 6 hours		
TOTAL ELECTIVE HOURS		53

Major Requirements		Hrs
*PSY	2003**	3
*PSY/SOC	~(2053, BUAD 2053, or STAT 2163) 2063	6
PSY	3191	1
*PSY	4003 or 4103 or 4203	3
PSY	15 HRS FROM (Topical Core): (3053 or 4053) (3073 or 4073) (3003 or 3153) (3063 or 3183) (PSY/SOC 4043 or PSY 3123)	15
PSY ELEC	6 HRS UD	6
*MUST EARN C OR BETTER		
ANTH	1213 OR 2003**	3
SOC	1003**	3
**Must declare a minor or 2nd degree		
	TOTAL MAJOR HOURS	40
	TOTAL HOURS	

Final Check:

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

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

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

DEGREE AUDIT CHECK LIST

(BA-PSY) Psychology to (MS-EMHS) Emergency Management & Homeland Security

2025-26

Date	
Grade Point	**Graduation Date**

Student's Name	
T#	

General Education Requirements		**Hrs**
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		**27**
Electives		
12 hours maximum GR for UG		
EMHS 6013 6103		
EMHS Elective 6 hours		
TOTAL ELECTIVE HOURS		**53**

Major Requirements		**Hrs**
***PSY**	2003**	3
***PSY/SOC**	~(2053, BUAD 2053, or STAT 2163) 2063	6
PSY	3191	1
***PSY**	4003 or 4103 or 4203	3
PSY	15 HRS FROM (Topical Core): (3053 or 4053) (3073 or 4073) (3003 or 3153) (3063 or 3183) (PSY/SOC 4043 or PSY 3123)	15
PSY ELEC	6 HRS UD	6
***MUST EARN C OR BETTER**		
ANTH	1213 OR 2003**	3
SOC	1003**	3
****Must declare a minor or 2nd degree**		
	TOTAL MAJOR HOURS	**40**
	TOTAL HOURS	

Final Check:

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

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

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE	6/15/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	6/11/24
Dean Dr. Tim Carter	Tim Carter	6/13/24
Assessment Dr. Christine Austin	Christine Austin	6.18.24
Registrar Ms. Tammy Weaver	Tammy Weaver	6/28/24
Graduate College (if appropriate) ~~Dr. Sarah Gordon~~		
Vice President for Academic Affairs Dr. Adolfo Santos		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/24/24
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Accelerated BA in Psychology to MA in Organizational ~~Development~~ Leadership and Learning

Outline change in program:

- This program partners with the BA in Psychology and allows Psychology majors to complete MA in Organizational Development and Learning in an accelerated fashion.
- A maximum of 12 graduate level credit hours can be double counted towards the BA in Psychology and the MAODL.
- Twelve credit hours from the following graduate courses can be used to replace 12 hours of upper-division undergraduate elective coursework to fulfill requirements for the BA in Psychology:
    a. Graduate Core Courses (6 hours total)
        i. OL 5043 Ethical Leadership
        ii. OL 5643 Organizational Globalization and Diversity
        iii. OL 6043 Leading Organizational Change
        iv. OL 6143 Consultation, Coaching, and Leadership Development
        v. EMHS 6103 Research Design and Methods

    b. Graduate Electives to choose from (6 hours total)
        i. OL 5143 Nonprofit Governance
        ii. OL 5343 Community Development

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

New wording for the Course Catalog:

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

What impact will the change have on staffing, on other programs and space allocation?
There is no impact on staffing or space allocation. This program would reduce enrollment in undergraduate, upper-division electives.

Answer the following Assessment questions:

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

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

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

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

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

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a

3. graduate degree during the senior year of their undergraduate degree.

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

Although there is not a similar graduate program in the state/region, programs within our institution, as well as programs across the state, have an accelerated option. Some

examples of these are: University of Arkansas, Little Rock (Department of Information Science), Arkansas State University, Jonesboro (Accounting, Agriculture, Chemistry, Computer Science, Disaster Preparedness & EM, History, Political Science, and Special Education), Saint Louis University (Leadership and Organizational Development).

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

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

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

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

MA – Organizational Development and Learning Assessment

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

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

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

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

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

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

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

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

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

Program Outcomes – Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: PACE	This department x☐ supports ☐ does not support the change.
Comments: Support AB2M PSY - MAODL	

Program Director Signature: _____

Date: 6/4/24

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Behavioral Sciences

T partment ☐ does not support the change.

Comments: Accelerated BA in Psy to MA in Org Leadership

Department Head Signature: [signature]

Date: June 3 2024

PSYCHOLOGY, BACHELOR OF ARTS

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

The Psychology curriculum is designed to

1. prepare students for advanced study in psychology;
2. support, through electives, programs of study in other disciplines;
3. give a basis for entry into the job market;
4. arouse the curiosity of all students regarding human behavior;
5. provide opportunities for experiences outside the classroom by way of field programs and practical experiences.

Curriculum

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

Elective [2,3]		6	
	Hours	**15**	
Spring			
ANTH 1213 or ANTH 2003	Introduction to Anthropology or Cultural Anthropology	3	
Psychology Topical Core [5]		6	
Elective [2,3]		6	
	Hours	**15**	
Senior			
Fall			
Psychology Elective (3000-4000 level) [6]		6	
Elective [2,3,6], 7, 8		9	
	Hours	**15**	
Spring			
Select one of the following Capstone Courses:		3	
PSY 4003	Capstone: Advanced Research Method and Lab for Psychology [4,6]		
PSY 4103	Capstone: Advanced Psychological Science		
PSY 4203	Capstone: Psychology in the Community		
Elective [2,3,6], 7, 8		12	
	Hours	**15**	
	Total Hours	**120**	

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

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

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

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

5 **Take 15 hours from the below Topical Core courses:**
PSY 3003 Abnormal Psychology or PSY 3153 Personality Psychology;
PSY 3053 Behavioral Neuroscience or PSY 4053 Sensation and Perception;
PSY 3063 Developmental Psychology: Childhood or PSY 3183 Development Psychology: Adolescence;
PSY 3073 Psychology of Learning or PSY 4073 Cognitive Psychology;
PSY 3123 Evolutionary Psychology or PSY 4043 Social Psychology/SOC 4043 Social Psychology.

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

Learning Outcomes

Students who complete the program:

- Students will express interest in and increase participation in professional presentation and research symposiums.
- Psychology students will increase interest in seeking acceptance into graduate programs.
- Psychology students should demonstrate oral and written communication skills at an acceptable level.

7 Accelerated BA Psychology and MS Emergency management and Homeland Security

8 Accelerated BA Psychology and MS Organizational Leadership and learning

DEGREE AUDIT CHECK LIST
(BA-PSY) Psychology
~~2024-25~~ 2025-26

Date	
Grade Point	Graduation Date

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		27
Electives		
Accelerated MACOL		
OL core 6 hours		
OL Elective 6 hours		
TOTAL ELECTIVE HOURS		53

Major Requirements		Hrs
*PSY	2003**	3
*PSY/SOC	~(2053, BUAD 2053, or STAT 2163) 2063	6
PSY	3191	1
*PSY	4003 or 4103 or 4203	3
PSY	15 HRS FROM (Topical Core): (3053 or 4053) (3073 or 4073) (3003 or 3153) (3063 or 3183) (PSY/SOC 4043 or PSY 3123)	15
PSY ELEC	6 HRS UD	6
*MUST EARN C OR BETTER		
ANTH	1213 OR 2003**	3
SOC	1003**	3
**Must declare a minor or 2nd degree		
	TOTAL MAJOR HOURS	40
	TOTAL HOURS	

Final Check:

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

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

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

DEGREE AUDIT CHECK LIST

(BA-PSY) Psychology to (MS-ODL) Organizational Leadership & Learning

2025-26

Date	
Grade Point	**Graduation Date**

Student's Name	
T#	

General Education Requirements		**Hrs**
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		**27**
Electives		
12 hours maximum GR for UG		
OL Core 6 hours		
OL Elective 6 hours		
TOTAL ELECTIVE HOURS		**53**

Major Requirements		**Hrs**
***PSY**	2003**	3
***PSY/SOC**	~(2053, BUAD 2053, or STAT 2163) 2063	6
PSY	3191	1
***PSY**	4003 or 4103 or 4203	3
PSY	15 HRS FROM (Topical Core): (3053 or 4053) (3073 or 4073) (3003 or 3153) (3063 or 3183) (PSY/SOC 4043 or PSY 3123)	15
PSY ELEC	6 HRS UD	6
***MUST EARN C OR BETTER**		
ANTH	1213 OR 2003**	3
SOC	1003**	3
****Must declare a minor or 2nd degree**		
	TOTAL MAJOR HOURS	**40**
	TOTAL HOURS	

Final Check:

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

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

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	3/7/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	3/7/24
Dean Dr. Tim Carter	Tim Carter	3/26/24
Assessment Dr. Christine Austin	Christine Austin	3/27/24
Registrar Ms. Tammy Weaver	Tammy Weaver	8/6/24
Vice President for Academic Affairs Dr. Adolfo Santos		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/24/24
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

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

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

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

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

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

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

Graduate Core courses – 6 hours total.
EMHS 6063: Principles of Emergency Management
EMHS 6103: Research Design & Methods

Electives – 6 hours total.
Electives to choose from:
EMHS 5003: Principles of Disaster Relief and Recovery
EMHS 6143: Social Vulnerability
EMHS 6073: Terrorism and Counterterrorism
EMHS 6243: Intelligence in Emergency Management and Homeland Security
EMHS 6253: Information Security for Public Managers
EMHS 6033: Leadership and Management
EMHS 6513: Technology for Comprehensive Emergency Management
EMHS 6133: Ethical, Legal, Political Considerations in Emergency Management and Homeland Security
Any other approved EMHS Elective Course

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

Answer the following Assessment questions:

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

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

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

Not Applicable.

c. What is the rationale for this program change?

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

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

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

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

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

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

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

The assessment plan would not change. Please see the assessment documents provided in pages 6 and 7.

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 Sociology	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Sociology Electives or Electives: Students in the accelerated program will substitute EMHS 6063 Principles of Emergency Management and/or approved EMHS Electives. Delete: Total Hours: 15	Senior Spring Semester Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Electives: Students in the accelerated program will substitute EMHS 6103 Research Design and Methods and/or approved EMHS electives. Delete: Total Hours: 15

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

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Behavioral Sciences	This department supports the change.
Comments: "Accelerated BAs in CJ, PSY, SOC to MS Emergency Management and Homeland Security"	

Department Head Signature: _____

Date: 2/22/24

SOCIOLOGY, BACHELOR OF ARTS

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

The Sociology curriculum is designed to prepare students for employment in a range of careers or for advanced study in sociology, law, criminology, criminal justice, counseling, education, research, population, social work or other related fields. Sociology prepares majors to deal with the constant social change that is today's world.

In addition to understanding the organization of social groups and the human behaviors that comprise everyday social life, sociologists remain important contributors to the collection of data pertaining to these levels of human behavior. The undergraduate sociology major learns to identify problems, formulate appropriate questions, search for answers, analyze data, organize information, and express themselves in written and spoken communication.

The undergraduate major provides a strong liberal arts degree for entry-level positions throughout the business, social service, and government worlds.

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I [1]	3	
SCIL 1XXX	Science with Laboratory [1]	4	
SOC 1003	Introductory Sociology	3	
TECH 1001	Orientation to the University	1	
Elective [2, 3]		3	
	Hours	**14**	
Spring			
ANTH 1213 or ANTH 2003	Introduction to Anthropology or Cultural Anthropology	3	
ENGL 1023	Composition II [1]	3	
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	
MATH XXXX	Mathematics [1]	3	
Elective [2, 3]		3	
	Hours	**15**	
Sophomore			
Fall			
PSY 2003	General Psychology	3	
PSY/SOC 2053	Statistics for the Behavioral Sciences	3	
PSY/SOC 2063	Research Design for the Behavioral Sciences	3	
SCIL 1XXX	Science with Laboratory [1]	4	
SOC 2073	Classical Theories of Sociology	3	
	Hours	**16**	
Spring			
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	
SOC 2083	Contemporary Theories of Sociology	3	
USHG 1XXX	U.S. History and Government [1]	3	
Elective [2, 3]		6	
	Hours	**15**	

Junior			
Fall			
RS 2003 or CJ/SOC 2003	Introduction to Rehabilitation Science or Introduction to Criminal Justice	3	_____
Elective [2, 3]		12	
	Hours	**15**	
Spring			
SOC 3163	Introduction to Social Research	3	_____
Elective [2, 3]		12	
	Hours	**15**	
Senior			
Fall			
Sociology Elective (3000-4000 level) [4]		6	
Elective [2, 3, 4], 5, 6		9	
	Hours	**15**	
Spring			
SOC 4283	Sociology Capstone	3	_____
Sociology Elective (3000-4000 level) [4]		3	
Elective [2, 3, 4], 5, 6		9	
	Hours	**15**	
	Total Hours	**120**	

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

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

3 To be chosen in consultation with advisor. Students are strongly encouraged to pursue a foreign language. At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.

4 This program partners the Bachelor of Arts (BA) Sociology undergraduate degree with the Master of Science (MS) in Higher Education and Student Affairs. Students in this accelerated program can substitute up to 12 hours of student affairs administration courses from the following: SAA 6023 Introduction to Student Affairs Administration, SAA 6033 Student Development Theory, SAA 6043 College Students and Diversity and SAA 6073 Counseling Theories and Helping Skills for up to 9 hours of 3000-4000 level sociology electives and 3 hours of electives or up to 12 hours of electives for a maximum of 12 hours.

Learning Outcomes

Students who complete the program:

- should demonstrate oral and written communication skills at an acceptable level and express satisfaction with such abilities.
- will express interest in and increase participation in professional presentation and research symposiums.
- will increase interest in and seeking acceptance into graduate programs.

5 Accelerated BA Sociology and MS Emergency Management and Homeland Security

6 Accelerated BA Sociology and MA Organizational Leadership and Learning

DEGREE AUDIT CHECK LIST
(BA-SOC) Sociology
~~2024-25~~ 2025-26

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		27
Electives		
Accelerated MS EMHS		
EMHS 6063 6103 and		
EMHS Elective 6 hours		
TOTAL ELECTIVE HOURS		54

Major Requirements		Hrs
SOC	1003** 2073 2083 3163 4283	15
SOC/PSY	~(2053, BUAD 2053, or STAT 2163) 2063	6
SOC	(9 HRS UD)	9
ANTH	1213 or 2003**	3
PSY	2003**	3
	(RS 2003 or CJ/SOC 2003)	3
MUST COMPLETE MINOR OR 2ND DEGREE		
	TOTAL MAJOR HOURS	39
	TOTAL HOURS	

Final Check:

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

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

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

DEGREE AUDIT CHECK LIST

(BA-SOC) Sociology to (MS-EMHS) Emergency Management & Homeland Security

2025-26

Date	
Grade Point	**Graduation Date**

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		**27**

Major Requirements		Hrs
SOC	1003** 2073 2083 3163 4283	15
SOC/PSY	~(2053, BUAD 2053, or STAT 2163) 2063	6
SOC	(9 HRS UD)	9
ANTH	1213 or 2003**	3
PSY	2003**	3
	(RS 2003 or CJ/SOC 2003)	3
MUST COMPLETE MINOR OR 2ND DEGREE		
	TOTAL MAJOR HOURS	**39**
	TOTAL HOURS	

Electives	
12 hours maximium of GR for UG	
EMHS 6063 6103	
EMHS Elective 6 hours	
TOTAL ELECTIVE HOURS	**54**

Final Check:

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

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

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE	6/15/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	6/11/24
Dean Dr. Tim Carter	Tim Carter	6/13/24
Assessment Dr. Christine Austin	Christine Austin	6.18.24
Registrar Ms. Tammy Weaver	Tammy Weaver	6/28/24
Graduate College (if appropriate) ~~Dr. Sarah Gordon~~		
Vice President for Academic Affairs Dr. Adolfo Santos		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/24/24
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Accelerated BA in Sociology to MA in Organizational ~~Development and~~ Leadership and Learning

Outline change in program:

- This program partners with the BA in Sociology and allows Sociology majors to complete MA in Organizational Development and Learning in an accelerated fashion.
- A maximum of 12 graduate level credit hours can be double counted towards the BA in Sociology and the MAODL.
- Twelve credit hours from the following graduate courses can be used to replace 12 hours of upper-division undergraduate elective coursework to fulfill requirements for the BA in Sociology:
    a. Graduate Core Courses (6 hours total)
        i. OL 5043 Ethical Leadership
        ii. OL 5643 Organizational Globalization and Diversity
        iii. OL 6043 Leading Organizational Change
        iv. OL 6143 Consultation, Coaching, and Leadership Development
        v. EMHS 6103 Research Design and Methods

    b. Graduate Electives to choose from (6 hours total)
        i. OL 5143 Nonprofit Governance
        ii. OL 5343 Community Development

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

New wording for the Course Catalog:

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

What impact will the change have on staffing, on other programs and space allocation?
There is no impact on staffing or space allocation. This program would reduce enrollment in undergraduate, upper-division electives.

Answer the following Assessment questions:

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

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

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

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

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

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a

3. graduate degree during the senior year of their undergraduate degree.

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

Although there is not a similar graduate program in the state/region, programs within our institution, as well as programs across the state, have an accelerated option. Some

examples of these are: University of Arkansas, Little Rock (Department of Information Science), Arkansas State University, Jonesboro (Accounting, Agriculture, Chemistry, Computer Science, Disaster Preparedness & EM, History, Political Science, and Special Education), Saint Louis University (Leadership and Organizational Development).

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

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

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

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

MA – Organizational Development and Learning Assessment

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

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

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

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

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

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

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

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

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

Program Outcomes – Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: PACE	This department x☐ supports ☐ does not support the change.
Comments: Support AB2M SOC - MAODL.	

Program Director Signature: _____

Date: 6/4/24

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department ☒ supports ☐ does not support the change.
Comments: Accelerated BA in SOC to MA in Org Leadership.	

Department Head Signature: _____

Date: Jan 3 2024

SOCIOLOGY, BACHELOR OF ARTS

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

The Sociology curriculum is designed to prepare students for employment in a range of careers or for advanced study in sociology, law, criminology, criminal justice, counseling, education, research, population, social work or other related fields. Sociology prepares majors to deal with the constant social change that is today's world.

In addition to understanding the organization of social groups and the human behaviors that comprise everyday social life, sociologists remain important contributors to the collection of data pertaining to these levels of human behavior. The undergraduate sociology major learns to identify problems, formulate appropriate questions, search for answers, analyze data, organize information, and express themselves in written and spoken communication.

The undergraduate major provides a strong liberal arts degree for entry-level positions throughout the business, social service, and government worlds.

Curriculum

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I [1]	3	
SCIL 1XXX	Science with Laboratory [1]	4	
SOC 1003	Introductory Sociology	3	
TECH 1001	Orientation to the University	1	
Elective [2, 3]		3	
	Hours	**14**	
Spring			
ANTH 1213 or ANTH 2003	Introduction to Anthropology or Cultural Anthropology	3	
ENGL 1023	Composition II [1]	3	
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	
MATH XXXX	Mathematics [1]	3	
Elective [2, 3]		3	
	Hours	**15**	
Sophomore			
Fall			
PSY 2003	General Psychology	3	
PSY/SOC 2053	Statistics for the Behavioral Sciences	3	
PSY/SOC 2063	Research Design for the Behavioral Sciences	3	
SCIL 1XXX	Science with Laboratory [1]	4	
SOC 2073	Classical Theories of Sociology	3	
	Hours	**16**	
Spring			
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	
SOC 2083	Contemporary Theories of Sociology	3	
USHG 1XXX	U.S. History and Government [1]	3	
Elective [2, 3]		6	
	Hours	**15**	

Junior			
Fall			
RS 2003 or CJ/SOC 2003	Introduction to Rehabilitation Science or Introduction to Criminal Justice	3	
Elective [2, 3]		12	
	Hours	**15**	
Spring			
SOC 3163	Introduction to Social Research	3	
Elective [2, 3]		12	
	Hours	**15**	
Senior			
Fall			
Sociology Elective (3000-4000 level) [4]		6	
Elective [2, 3, 4], 5, 6		9	
	Hours	**15**	
Spring			
SOC 4283	Sociology Capstone	3	
Sociology Elective (3000-4000 level) [4]		3	
Elective [2, 3, 4], 5, 6		9	
	Hours	**15**	
	Total Hours	**120**	

1. See appropriate alternatives or substitutions in "General Education Requirements (https://catalog.atu.edu/undergraduate/general-education-requirements/)".
2. Complete a minor, an associate's degree or a second degree.
3. To be chosen in consultation with advisor. Students are strongly encouraged to pursue a foreign language. At least 40 of the total hours required for graduation must be 3000 - 4000 level courses.
4. This program partners the Bachelor of Arts (BA) Sociology undergraduate degree with the Master of Science (MS) in Higher Education and Student Affairs. Students in this accelerated program can substitute up to 12 hours of student affairs administration courses from the following: SAA 6023 Introduction to Student Affairs Administration, SAA 6033 Student Development Theory, SAA 6043 College Students and Diversity and SAA 6073 Counseling Theories and Helping Skills for up to 9 hours of 3000-4000 level sociology electives and 3 hours of electives or up to 12 hours of electives for a maximum of 12 hours.

Learning Outcomes

Students who complete the program:

- should demonstrate oral and written communication skills at an acceptable level and express satisfaction with such abilities.
- will express interest in and increase participation in professional presentation and research symposiums.
- will increase interest in and seeking acceptance into graduate programs.

5 Accelerated BA Sociology and MS Emergency Management and Homeland Security

6 Accelerated BA Sociology and MA Organizational Leadership and Learning

DEGREE AUDIT CHECK LIST
(BA-SOC) Sociology
~~2024-25~~ 2025-26

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		27
Electives		
Accelerated MA-OOL		
OL Core 6 hours		
OL Elective 6 hours		
TOTAL ELECTIVE HOURS		54

Major Requirements		Hrs
SOC	1003** 2073 2083 3163 4283	15
SOC/PSY	~(2053, BUAD 2053, or STAT 2163) 2063	6
SOC	(9 HRS UD)	9
ANTH	1213 or 2003**	3
PSY	2003**	3
	(RS 2003 or CJ/SOC 2003)	3
MUST COMPLETE MINOR OR 2ND DEGREE		
	TOTAL MAJOR HOURS	39
	TOTAL HOURS	

Final Check:

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

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

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

DEGREE AUDIT CHECK LIST

(BA-SOC) Sociology to (MS-EMHS) Emergency Management & Homeland Security

2025-26

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		0
TECH 1001 ♦		1
TOTAL GEN ED HOURS		27
Electives		
12 hours maximium of GR for UG		
OL Core 6 hours		
OL Elective 6 hours		
TOTAL ELECTIVE HOURS		54

Major Requirements		Hrs
SOC	1003** 2073 2083 3163 4283	15
SOC/PSY	~(2053, BUAD 2053, or STAT 2163) 2063	6
SOC	(9 HRS UD)	9
ANTH	1213 or 2003**	3
PSY	2003**	3
	(RS 2003 or CJ/SOC 2003)	3
MUST COMPLETE MINOR OR 2ND DEGREE		
	TOTAL MAJOR HOURS	39
	TOTAL HOURS	

Final Check:

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

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

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	3/10/2024

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	3-25-24
Dean Dr. Tim Carter	Tim Carter	3/26/24
Assessment Dr. Christine Austin	Christine Austin	3/27/24
Registrar Ms. Tammy Weaver	Tammy Weaver	7/2/24
Vice President for Academic Affairs Dr. Adolfo Santos		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/24/24
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Accelerated BS in Emergency Management and Homeland Security (EMHS) to MA in Organizational Leadership (OL)

Outline change in program:

- This program partners with the BS in EMHS and allows BS in EMHS majors to complete MA in OL in an accelerated fashion.
- A maximum of 12 graduate level credit hours can be double counted towards the BS in EMHS and MA in OL.
- Twelve credit hours from the following graduate courses can be used to replace 12 hours of upper-division undergraduate elective coursework to fulfill requirements for the BS in EMHS:
    a. Graduate Core Courses (6 hours total)
        i. OL 5043 Ethical Leadership
        ii. OL 5643 Organizational Globalization and Diversity
        iii. OL 6043 Leading Organizational Change
        iv. OL 6143 Consultation, Coaching, and Leadership Development
        v. EMHS 6103 Research Design and Methods

    b. Graduate Electives to choose from (6 hours total)
        i. OL 5143 Nonprofit Governance
        ii. OL 5343 Community Development

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

New wording for the Course Catalog:

Students seeking admission into the Accelerated BS in Emergency Management and Homeland Security to MA in Organizational Leadership program must have completed a minimum of 90 credit hours towards the BS in EMHS and have earned a minimum GPA of 3.0 or better in those undergraduate courses to be eligible for admission into the Accelerated Bachelor's Plus OL Master's Degree program.

What impact will the change have on staffing, on other programs and space allocation?
There is no impact on staffing or space allocation. This program would reduce enrollment in undergraduate, upper-division electives.

Answer the following Assessment questions:

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

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

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

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

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

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
There will be no change to the graduate program so the assessment plan will remain the same. This change only allows students to streamline and accelerate entry into a

3. graduate degree during the senior year of their undergraduate degree.

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

Although there is not a similar graduate program in the state/region, programs within our institution, as well as programs across the state, have an accelerated option. Some

examples of these are: University of Arkansas, Little Rock (Department of Information Science), Arkansas State University, Jonesboro (Accounting, Agriculture, Chemistry, Computer Science, Disaster Preparedness & EM, History, Political Science, and Special Education), Saint Louis University (Leadership and Organizational Development).

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

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

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

Curriculum Matrix for Catalog Curriculum in Emergency Management and Homeland Security	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of EAM Electives or Electives: Students in the accelerated program will substitute OL approved core courses /or approved OL Electives. Delete: Total Hours: 15	Senior Spring Semester Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of EAM Electives or Electives: Students in the accelerated program will substitute OL approved core courses and/or approved OL Electives. Delete: Total Hours: 15

MA – Organizational Development and Learning Assessment

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

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

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

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

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

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

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

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

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

Program Outcomes – Learning Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department ☒ supports ☐ does not support the change.
EPS	
Comments: Emergency Management supports	

Program Director Signature: James Stacy

Date: 3/24/24

EMERGENCY MANAGEMENT, BACHELOR OF SCIENCE

Interest in emergency management and its importance from the global perspective continues to increase following ever present events related to natural and technological hazards, terrorism, and other homeland security issues. In this program, students explore emergency planning and preparedness, cultural considerations and natural human behavior, appropriate responses, political and legal applications within the field, and ethical foundations for emergency management professionals. The degree is available both on campus and through distance education, which received approval as an online degree program through the Higher Learning Commission of the North Central Association of Colleges and Schools.

The program employs the comprehensive emergency management approach (four phases and all hazards) required for various careers in the private sector, non-profit, and government agencies ranging from the local to federal levels. Some of these applications include business continuity, cyber security, risk assessment, preparedness, and planning.

The curriculum requires all students to complete 57 hours of EAM courses which include 12 hours of credit for practical application experiences in which students are able to turn their classroom training into practical application. The program is designed to build a solid foundation in emergency management concepts, competencies, and demonstrated applications. Additionally, students are required to complete courses related to written and oral communications as well as a Technology Course[1].

[1] Students admitted to the Accelerated Bachelor's Plus EMHS Master's Degree Program can take up to 9 credit hours at the 5000-level and 6000-level that can count towards elective hours.

Accreditation

The program is approved by the Council for the Accreditation of Emergency Management and Homeland Security Education (CAEMHSE) (https://www.caemhse.education/).

Curriculum

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

Course	Title	Hours	Completed
Freshman			
Fall			
COMM 1003 or COMM 2003 or COMM 2173	Introduction to Communication or Public Speaking or Business and Professional Speaking	3	
EAM 1013	Aim and Scope of Emergency Management [4]	3	
ENGL 1013	Composition I [1]	3	
MATH XXXX	Mathematics [1]	3	
SS 1XXX	Social Science Courses [1]	3	
TECH 1001	Orientation to the University	1	
	Hours	**16**	
Spring			
EAM ~~3003~~ 2003	~~Developing Emergency Management Skills~~ Introduction to Homeland Security [4]	3	
ENGL 1023	Composition II [1]	3	
SCIL 1XXX	Science with Laboratory [1]	4	
SS 1XXX	Social Science Courses [1]	3	
Technology Course [3]		3	
	Hours	**16**	
Sophomore			
Fall			
~~EAM 3003~~ EAM3003	~~Emergency Management Doctrine~~ [4]	3	
ENGL 2053	Technical Writing	3	
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	
SCIL 1XXX	Science with Laboratory [1]	4	
~~Elective~~ EAM Elective		3	
	Hours	**16**	
Spring			
~~EAM 4033~~ EAM 3013	~~Emergency Management Research and Grants~~ [4]	3	
EAM Electives [2] EAM 4063		3	
~~FAH 1XXX~~	Fine Arts and Humanities Courses [1]	3	
USHG 1XXX	U.S. History and Government [1]	3	
~~Elective~~		3	
	Hours	**15**	
Junior			
Fall			
~~EAM 3013~~ EAM 4013	~~Public Policy and Politics in Emergency Management~~ [4]	3	
EAM 4023	Technology for Comprehensive Emergency Management [4]	3	
EAM Electives [2]		3	
Electives		6	
	Hours	**15**	

Spring		
~~EAM 3089~~ EAM 3063	~~Principles of Preparedness and Response~~[4]	3
~~EAM 3053~~ EAM 4033	~~Introduction to Ethical and Legal Issues in Emergency Management~~	3
~~EAM 4013~~	~~Resilience and Continuity~~[4]	~~3~~
EAM Electives[2], Electives 6		3 ~~6~~ 6
	Hours	15
Senior		
Fall		
~~EAM 4003~~ EAM 3053	~~Principles of Mitigation and Recovery~~[4,5]	~~3~~ 3
EAM 3023		3
EAM Electives[5], Electives[5] 6		~~6~~ 3 6
~~EAM 4603~~ EAM 4203		
	Hours	15
Spring		
~~EAM 4106~~ 4506	Internship/ Practicum[4]	~~3~~ 6
~~EAM 4606~~	~~Capstone~~[4]	~~3~~
	Hours	12
	Total Hours	120

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

[2] 15 hours of EAM electives from the following: EAM 1003 Living in a Hazardous Environment, EAM 2033 Citizen/Family/Community Disaster Preparedness Education, EAM 2413 UAVs in Emergency Management, EAM 2881 Special Topics, EAM 2882 Special Topics, or EAM 2883 Special Topics, EAM 2991 Special Problems, EAM 2992 Special Problems, or EAM 2993 Special Problems, EAM 3033 The Social Dimension of Disaster, EAM 3073 Safety Standards for Emergency Managers, EAM 3123 Public Information Skills for Emergency Managers, EAM 3143 The Economics of Disaster, EAM 3243 Terrorism and Counterterrorism, EAM 3903 Public Health Emergency Management, EAM 4043 Disaster and Emergency Management Ethics, EAM 4053 Community Management of Hazardous Materials, EAM 4063 Leadership, EAM 4083 Legal Issues in Emergency Management, EAM 4093 Grants, EAM 4103 Critical Infrastructure, EAM 4881 Advanced Special Topics, EAM 4882 Advanced Special Topics, or EAM 4883 Advanced Special Topics, EAM 4951 Undergraduate Research in Emergency Administration and Management, EAM 4952 Undergraduate Research in Emergency Administration and Management, EAM 4953 Undergraduate Research in Emergency Administration and Management, or EAM 4954 Undergraduate Research in Emergency Administration and Management, EAM 4991 Special Problems, EAM 4992 Special Problems, or EAM 4993 Special Problems[2] Three (3) hour Technology Course requirement from the following: BUAD 2003 Business Information Systems; any course with the course subjects COMS, CSEC, BST, or CIS; or GEOG 2833 Introduction to Geographic Information Systems/FW 2833 Introduction to Geographic Information Systems update list

[3] Three (3) hour Technology Course requirement from the following: BUAD 2003 Business Information Systems; any course with the course subjects COMS, CSEC, BST, or CIS; or GEOG 2833 Introduction to Geographic Information Systems/FW 2833 Introduction to Geographic Information Systems

[4] Must earn a grade of "C" or better.

[5] Students admitted to the Accelerated Bachelor's Plus EMHS Master's Degree Program may take:

- EMHS 5003 Principles of Mitigation and Recovery instead of EAM 4003 Principles of Mitigation and Recovery.
- 9 credit hours in EMHS at the 5000-level that can count towards elective hours.

Learning Outcomes

Students who complete the program will demonstrate:

- Communication: Student will demonstrate competency in public presentation and written communication skills.
- Research: Student will apply empirical research to recommend relevant strategies for solving problems.
- Leadership/Critical Thinking: Student will assume a leadership role in identifying and addressing issues in a real-world environment.
- Project Management: Student will create, plan, and implement relevant strategies needed to develop a business proposal.

6. The program partners the BS Emergency Management and Homeland Security and MA Organizational Leadership and Learning.

DEGREE AUDIT CHECK LIST
(BS-EAM) Emergency Management

~~2024-25~~ 2025-26

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
	18	24
TOTAL ELECTIVE HOURS		21

Major Requirements		Hrs
*EAM	1013 3003 3013 3023 3053 3063 4013 4003 4023 4033 ~~4106 4600~~ 4600 2003 4203	~~42~~ 39
EAM	(15 HRS)	
	1003 2033 2413 2881-3 2991-3 3033 3073	
	3123 3143 3243 3903 4043 4053 4063 4083	
	4093 4103 4881-3 4951-4 4991-3	
		15
EAM	4503 - 4506	6
Techno Course	BUAD 1023, BUAD 2003, GEOG/FW 2833	
	Any course in COMS, CSEC, BST, or CIS	3
ENGL	2053	3
	*MUST EARN C OR BETTER	
	TOTAL MAJOR HOURS	~~63~~ 66
	TOTAL HOURS	

Final Check:

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

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

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

DEGREE AUDIT CHECK LIST
(BS-EAM) Emergency Management

~~2024-25~~ 2025-26

Date	
Grade Point	Graduation Date

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
Accelerated MAOLL		
OL Core 6 hours		
OL Elective 6 hours		
18		24
TOTAL ELECTIVE HOURS		~~21~~

Major Requirements		Hrs
*EAM	1013 3003 3013 3023 3053 3063 4013 4003 4023 4033 ~~4106~~ ~~4606~~ 4603 2003 4203	~~42~~ 39
EAM	(15 HRS)	
	1003 2033 2413 2881-3 2991-3 3033 3073	
	3123 3143 3243 3903 4043 4053 4063 4083	
	4093 4103 4881-3 4951-4 4991-3	
		15
EAM	4503 - 4506	6
Techno Course	BUAD 1023, BUAD 2003, GEOG/FW 2833	
	Any course in COMS, CSEC, BST, or CIS	3
ENGL	2053	3
	*MUST EARN C OR BETTER	
	TOTAL MAJOR HOURS	~~63~~ 66
	TOTAL HOURS	

Final Check:

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

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

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

DEGREE AUDIT CHECK LIST
(BS-EAM) Emergency Management
2025-26

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		36
Electives		
TOTAL ELECTIVE HOURS		18

Major Requirements		Hrs
*EAM	1013 2003 3003 3013 3023 3053 3063 4003 4013 4023 4033 4203 4603	39
EAM	4503 4503 or 4506	6
EAM	(15 HRS)	
	1003 2033 2413 2881-3 2991-3 3033 3073	
	3123 3143 3243 3903 4043 4053 4063 4083	
	4093 4103 4881-3 4951-4 4991-3	15
Techno Course	BUAD 1023, BUAD 2003, GEOG/FW 2833 Any course in COMS, CSEC, BST, or CIS	3
ENGL	2053	3
	*MUST EARN C OR BETTER	
	TOTAL MAJOR HOURS	66
	TOTAL HOURS	

Final Check:

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

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

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

ARKANSAS TECH UNIVERSITY

COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
PACE	9/16/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	9/16/24
Dean Dr. Tim Carter	Tim Carter	9/27/24

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

Official Catalog Title:
Student Affairs Administration Capstone Seminar

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

a. Change title to: Capstone Seminar
b. Modify course description to read: This capstone seminar is designed to provide graduating ~~college student personnel~~ students with the opportunity to discuss current issues in higher education and student affairs practice with the goal of preparing them as new professionals in the field.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   n/a
b. Explain the rationale for the cosmetic course change.
   -The current course description is using old language and we are adding the "higher education" portion.

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
PACE	9/16/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	9/16/24
Dean Dr. Tim Carter	Tim Carter	9/27/24

Course Subject: (e.g., ACCT, ENGL) **SAA**	Course Number: (e.g., 1003) **6083**

Official Catalog Title: Practicum I in Student Affairs Administration

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

a. Change title to: Practicum I in HESA
b. Remove the prerequisite.
c. Modify course description to read: This course provides students the opportunity to participate in a supervised professional experience. The student will process, discuss, and share experiences gained during the practical internship to integrate the experiences ~~with the student development theory~~. Students will log a minimum of 100 clock hours in an approved site.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   n/a
b. Explain the rationale for the cosmetic course change.
   -Updating to reflect our program to Higher Education & Student Affairs (HESA) and adding information on number of required hours for practicum.

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
PACE	9/16/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	9/16/24
Dean Dr. Tim Carter	Tim Carter	9/27/24

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

Official Catalog Title: Practicum II in Student Affairs Administration

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

a. Change title to: Practicum II in HESA
b. Prerequisite: Successful completion of SAA 6083 or SAA 6283.
c. Modify course description to read: ~~A practical, applied course where students will participate actively in a supervised professional experience. The student is expected to process, discuss, and share experiences gained during the professional experience and to integrate those experiences with the student development theory.~~ This course provides students the opportunity to participate in a second supervised professional experience. The student will process, discuss, and share experiences gained during the practical internship to integrate the experience. ~~with the student development theory~~ Students will log a minimum of 100 clock hours in an approved site.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   n/a
b. Explain the rationale for the cosmetic course change.

-Updating to reflect our program to Higher Education & Student Affairs (HESA) and adding information on number of required hours for practicum. -adding SAA 6283 (Advising Practicum) as a suitable prerequisite.
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
PACE	9/16/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	9/16/24
Dean Dr. Tim Carter	Tim Carter	9/27/24

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
SAA	**6143**
Official Catalog Title: Administration in Student Affairs	

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

a. Updating course title to: Administration in HESA
b. Modify course description to: ~~Administration in Student Affairs is a required course for the Masters of Science in Student Affairs Administration degree.~~ The course provides an overview of the relevant theories in the management, organization, and leadership of institutions of higher education, particularly in areas of student affairs administration. Emphasis will be placed on the application of theory and knowledge to administrative practices of human resource management, financial and budgeting, and facilities management. Students will also examine student affairs units in their functional contexts, including, but not limited to, such areas as admissions, financial aid, orientation, counseling, academic advising, support services, residence life, judicial services, campus activities, Greek life, multicultural and international student affairs, disability services, service learning, religious programs, and commuter and non-traditional student services.

-Updating to reflect our program to Higher Education & Student Affairs (HESA) and adding information on number of required hours for practicum. -adding SAA 6283 (Advising Practicum) as a suitable prerequisite.
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
PACE	9/16/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	9/16/24
Dean Dr. Tim Carter	Tim Carter	9/27/24

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
SAA	**6143**
Official Catalog Title: Administration in Student Affairs	

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

a. Updating course title to: Administration in HESA
b. Modify course description to: ~~Administration in Student Affairs is a required course for the Masters of Science in Student Affairs Administration degree.~~ The course provides an overview of the relevant theories in the management, organization, and leadership of institutions of higher education, particularly in areas of student affairs administration. Emphasis will be placed on the application of theory and knowledge to administrative practices of human resource management, financial and budgeting, and facilities management. Students will also examine student affairs units in their functional contexts, including, but not limited to, such areas as admissions, financial aid, orientation, counseling, academic advising, support services, residence life, judicial services, campus activities, Greek life, multicultural and international student affairs, disability services, service learning, religious programs, and commuter and non-traditional student services.

Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. n/a b. Explain the rationale for the cosmetic course change. -updating course title to reflect move to HESA -removing the sentence about "required" because it is unnecessary.
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
PACE	9/16/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	9/16/24
Dean Dr. Tim Carter	Tim Carter	9/27/24

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
SAA	**6173**
Official Catalog Title: Career Advising	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) -Modify the course description to read: This ~~elective SAA~~ course will provide an overview of the foundations of career advising. Students will learn career development theories, career advising interventions	

Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. n/a b. Explain the rationale for the cosmetic course change. -updating course title to reflect move to HESA -removing the sentence about "required" because it is unnecessary.
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
PACE	9/16/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	9/16/24
Dean Dr. Tim Carter	Tim Carter	9/27/24

Course Subject: (e.g., ACCT, ENGL) **SAA**	Course Number: (e.g., 1003) **6173**
Official Catalog Title: Career Advising	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) -Modify the course description to read: This ~~elective SAA~~ course will provide an overview of the foundations of career advising. Students will learn career development theories, career advising interventions	

and practices, career assessment and planning tools, and sources of career information and technology designed to assist individuals and groups in lifelong career and lifestyle planning.
Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. n/a b. Explain the rationale for the cosmetic course change. -this is the only course description that contained "elective SAA" in it and is unnecessary.
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
PACE	9/16/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	9/16/24
Dean Dr. Tim Carter	Tim Carter	9/27/24

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
SAA	**6283**
Official Catalog Title: Advising Practicum	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) -Delete the prerequisite.	

and practices, career assessment and planning tools, and sources of career information and technology designed to assist individuals and groups in lifelong career and lifestyle planning.
Answer the following Assessment questions: a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. n/a b. Explain the rationale for the cosmetic course change. -this is the only course description that contained "elective SAA" in it and is unnecessary.
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
PACE	9/16/24

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	9/16/24
Dean Dr. Tim Carter	Tim Carter	9/27/24

Course Subject: (e.g., ACCT, ENGL) **SAA**	Course Number: (e.g., 1003) **6283**
Official Catalog Title: Advising Practicum	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) -Delete the prerequisite.	

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
   n/a
b. Explain the rationale for the cosmetic course change.
   -We need to delete the prerequisite to permit students to take this course who are enrolled in our graduate certificates.

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Emergency Management, Professional Studies, and Student Affairs Administration	3-15-2024

Title	Signature	Date
Department Head Dr. Rene Couture	Rene Couture	3-25-24
Dean Dr. Tim Carter	Tim Carter	3/26/24
Assessment Dr. Christine Austin	Christine Austin	3/27/24
Registrar Ms. Tammy Weaver	Tammy Weaver	8/6/24
Vice President for Academic Affairs Dr. Adolfo Santos		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	9/24/24
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:
Accelerated BA in Organizational Leadership Inter-College (BAOL-IC) to MS Emergency Management and Homeland Security (EMHS)

Outline change in program: Accelerated BA in Organizational Leadership Inter-College (BAOL-IC) to MS Emergency Management and Homeland Security (EMHS)

This program change would allow BAOL-IC majors to complete a Master's degree in EMHS in accelerated fashion.

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

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

Graduate Core courses – 6 hours total.
EMHS 6063: Principles of Emergency Management
EMHS 6103: Research Design & Methods

Electives – 6 hours total.
Electives to choose from:
EMHS 5003: Principles of Disaster Relief and Recovery
EMHS 6143: Social Vulnerability
EMHS 6073: Terrorism and Counterterrorism
EMHS 6243: Intelligence in Emergency Management and Homeland Security
EMHS 6253: Information Security for Public Managers
EMHS 6033: Leadership and Management
EMHS 6513: Technology for Comprehensive Emergency Management
EMHS 6133: Ethical, Legal, Political Considerations in Emergency Management and Homeland Security
Any other approved EMHS Elective Course

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

Answer the following Assessment questions:

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

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

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

Not Applicable.

c. What is the rationale for this program change?

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

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

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

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

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

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

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

The assessment plan would not change. Please see the assessment documents provided in pages 6 and 7.

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 OL-IC	
Freshman Fall Semester Add/Change: Delete: Total Hours:	Freshman Spring Semester Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: Delete: Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Delete: Total Hours:
Senior Fall Semester Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of BA OL-IC Electives or Electives: Students in the accelerated program will substitute EMHS 6063 Principles of Emergency Management and/or approved EMHS Electives. Delete: Total Hours: 15	Senior Spring Semester Add/Change: Add the Accelerated Bachelor's to Master's Footnote to 6 hours of Electives: Students in the accelerated program will substitute EMHS 6103 Research Design and Methods and/or approved EMHS Electives Delete: Total Hours: 15

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

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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Bachelor of Arts in Org Leadership	☒ supports ☐ does not support the change.
Comments:	
We support the BAOL-IC to MSEMHS AB2M degree pathway.	

Program Director Signature: _____

Date:_3-15-2024__

ORGANIZATIONAL LEADERSHIP, BACHELOR OF ARTS - INTER-COLLEGE CONCENTRATION

Curriculum

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

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I [1]	3	
SCIL 1XXX	Science with Laboratory [1]	4	
SS 1XXX	Social Science Courses [1]	3	
TECH 1001	Orientation to the University	1	
Electives [2]		6	
	Hours	17	
Spring			
ENGL 1023	Composition II [1]	3	
MATH XXXX	Mathematics [1]	3	
SCIL 1XXX	Science with Laboratory [1]	4	
Electives [2]		6	
	Hours	16	
Sophomore			
Fall			
COMM 1003 or COMM 2003 or COMM 2173	Introduction to Communicatic or Public Speaking or Business and Profession Speaking	3	
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	
Elective [2]		9	
	Hours	15	
Spring SS1XXX		3	
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	
LEAD 1003 or LEAD 3003	Introduction to Leadership	3	
USHG 1XXX	U.S. History and Government [1]	3	
Electives [2]		-3	
	Hours	15	
Junior			
Fall			
OL 3133	Principles of Personnel Management	3	
Electives [2]		12	
	Hours	15	
Spring Organizational Leadership Elective		9	
~~BAG 4050~~	~~Project Management~~	~~3~~	
~~BAG 4450~~	~~Root Cause Analysis~~	~~3~~	
OL 3023	Professional Communicatic	3	
~~OL 4243~~	~~Adult Learning in Organizations~~	~~3~~	
	Hours	12	
Senior			
Fall			
OL 4443	Professional Leadership [4]	3	
OL 4543	Workplace Supervision [4]	3	
OL 4643	Organizational Globalization and Diversity [4]	3	
Electives [2], 5		6	
	Hours	15	
Spring Organizational Leadership Elective		9	
~~Select one of the following:~~		~~3~~	
~~OL 3233~~	~~Volunteer Leadership and Development~~		
~~OL 4053~~	~~Philanthropy and Fundraising~~		
~~OL 4143~~	~~Nonprofit Organizations~~ [4]		
~~OL 4243~~	~~Community Development~~		
OL 4043 or LEAD 2003	Ethical Leadership [4] or Ethics in Leadership	3	
~~OL 4743~~	~~Organizational Change~~ [4]	~~3~~	
~~OL 4843~~	~~Training and Organizational Development~~ [4]	~~3~~	
OL 4963	Organizational Leadership Capstone [3]	3	
	Hours	15	
	Total Hours	120	

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

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

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

[4] This program partners the Organizational Leadership undergraduate degree with the Master of Arts (MA) Organizational Leadership and Learning degree. A maximum of twelve (12) graduate level credit hours can be counted towards both the Bachelor of Arts degree in Organizational Leadership and the MA Organizational Leadership and Learning degree. Four graduate level courses can be used to replace four upper-division undergraduate courses as follows:

- OL 5043 Ethical Leadership can replace OL 4043 Ethical Leadership
- OL 5143 Nonprofit Organizations can replace OL 4143 Nonprofit Organizations
- OL 5343 Community Development can replace OL 4343 Community Development
- OL 5643 Organizational Globalization and Diversity can replace OL 4643 Organizational Globalization and Diversity
- OL 6043 Leadership in Organizational Change can replace OL 4743 Organizational Change
- OL 6143 Consultation, Coaching, and Leadership Development can replace OL 4843 Training and Organizational Development
- OL 6883 Special Problems in Organizational Development and Learning can replace one of the following: OL 4243 Adult Learning in Organizations, OL 4443 Professional Leadership, OL 4543 Workplace Supervision, OL 4993 Special Problems in Organizational Leadership

[5] Accelerated BA OL IC and MS EMHS

Learning Outcomes

Learning Outcomes

DEGREE AUDIT CHECK LIST

(BA-OLIC) Organizational Leadership - Inter-College Program Conc.

~~2024-25~~ 2025-26

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		~~3~~ 0
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		~~33~~ 36
Electives		
		42
TOTAL ELECTIVE HOURS		~~45~~

Major Requirements		Hrs
	Professional Core	
LEAD	1003* ~~or~~ 3003	3
	LEAD 2003 OR OL 4043	3
OL	3023 3133 ~~4243~~ 4443	
	4543 4643 ~~4743~~ ~~4843~~	18 ~~27~~
	4963*	~~3~~
	~~3233 4053~~ 4143 4343	~~6~~
~~BAS~~	~~4353 4453~~	18
OL		
	*Must earn C or better	
	TOTAL HOURS	42

Final Check:

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

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

**** Satisfying Gen Ed**

◆ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

DEGREE AUDIT CHECK LIST

(BA-OLIC) Organizational Leadership - Inter-College Program Conc.

2025-26

Date	
Grade Point	**Graduation Date**

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		**36**
Electives		
TOTAL ELECTIVE HOURS		**42**

Major Requirements		Hrs
	Professional Core	
LEAD	1003** OR 3003	3
	LEAD 2003 OR OL 4043	3
OL	3023 3133 4443 4543 4643 4963*	18
OL		18
	*Must earn C or better	
	TOTAL HOURS	**42**

Final Check:

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

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

**** Satisfying Gen Ed**

♦ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

DEGREE AUDIT CHECK LIST

(BA-OLIC) Organizational Leadership - Inter-College Program to (MS-EMHS) Emergency Mgmt Homeland Security

2025-26

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

General Education Requirements		**Hrs**
ENGL #	1013/1043 & 1023/1053	6
MATH #		3
SCIENCE		4
SCIENCE		4
US HIST/GOVT		3
SOC SCI		3
SOC SCI		3
FINE ART/HUM		3
FINE ART/HUM		3
COMM		3
TECH 1001 ♦		1
TOTAL GEN ED HOURS		**36**
Electives		
Accelerated MS EMHS		
EMHS 6063 6103		
EMHS 6 hours Elective		
TOTAL ELECTIVE HOURS		**42**

Major Requirements		**Hrs**
	Professional Core	
LEAD	1003 OR 3003	3
	LEAD 2003 OR OL 4043	3
OL	3023 3133 4443 4543 4643 4963*	18
OL		18
	*Must earn C or better	
	TOTAL HOURS	**42**

Final Check:

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

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

**** Satisfying Gen Ed**

◆ Satisfying Institutional Requirement

 # C or better must be earned for Gen Ed

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Mathematical and Physical Sciences	6/20/2024

Title	Signature	Date
Department Head		6/20/2024
Dean		6/21/24
Assessment Ms. Amanda Gardner	Amanda Gardner	7/23/24
Registrar Ms. Tammy Weaver	Tammy Weaver	7/15/24
Graduate College (if appropriate)		
Executive Vice President for Academic Affairs and Provost Dr. Adolfo Santos		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	8/19/24
Faculty Senate (Undergraduate Proposals Only)	9/10/24
Graduate Council (Graduate Proposals Only)	

Program Title:
Bachelor of Science in Physics and Accelerated Bachelor of Science in Physics to Master of Arts in Teaching

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)

BS Physics

(1) Delete the following courses: CHEM 2130 General Chemistry II Lab, CHEM 2134 General Chemistry II, ELEG 2113 Electric Circuits II, ELEG 2111 Electric Circuits Laboratory, MATH 4003 Linear Algebra I, and PHYS 4213 Advanced Topics in Physics and Astronomy or upper division mathematics; and
(2) Add 14 hours of electives

Accelerated BS Physics to MAT Master of Arts in Teaching

a. This program would allow students seeking the BS in Physics to substitute 12 hours of graduate MAT coursework for 12 hours of undergraduate requirements during the fall and spring semesters of the senior year. Students can select from the following: EDFD 6003 Educational Research, MAMS 5333 Teaching Literacy in the Content Areas, MTLL 6123 Instructional Leadership for the Master Teacher, and MTLL 6133 Basic Elements of Curriculum;
b. Admission criteria include completing 90 hours toward the bachelor's degree with an earned grade point average of 3.2 or higher at the time of application to the accelerated program. If the student is enrolled in one of these courses at the time of application, the student may be conditionally admitted until grades are submitted for the semester. If a B or better is earned, the student may begin the program. If not, the admission will be deferred until the required grade is obtained; and
c. Applications must be submitted to the MAT Graduate Program Director no later than October 15 or March 15 of the semester prior to the beginning of the program.

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

Answer the following Assessment questions:

a. How does the program change align with the university mission?
The proposed changes to the BS physics curriculum align closely with the Arkansas Tech University mission, which emphasizes student success, access, and excellence through a responsive campus community. By introducing a more flexible degree structure, this program change directly supports student success by allowing students to tailor their educational pathways according to their individual goals and interests. This flexibility enhances access to education by enabling students to stack existing certificates and associate degrees with the BS in physics, thus providing a more personalized and efficient route to degree completion.

The creation of an accelerated Bachelor to Master's in Teaching (MAT) degree pathway not only prepares students for careers in teaching but also addresses the growing need for qualified physics educators in Arkansas.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable
c. What is the rationale for this program change?
    1. How will the program change impact learning for students enrolled in this program?

These curriculum changes will not affect student learning outcomes for the BS Physics or MAT programs. However, it is anticipated that integrating existing certificates and associate degrees into the BS physics curriculum will allow students to build a solid interdisciplinary foundation, fostering critical thinking, problem-solving, and analytical skills essential for success in various professional contexts. Additionally, these changes will enhance the employability of our graduates by equipping them with a broader skill set and more diverse qualifications. Whether they pursue careers in physics, education, or other related fields, our graduates will be better prepared to meet the demands of a competitive job market.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
   The decision to implement the proposed changes to the BS physics curriculum is primarily driven by the goal of enhancing students' employability and career readiness.

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

How the Proposed Curriculum Fits in the Current State of the Discipline:

The field of physics is diverse and ever-evolving. To meet students' diverse career goals, including preparation for medical school, industry roles, and graduate studies, physics programs increasingly emphasize flexibility in accommodating these varied pathways. By allowing students to tailor their curriculum, the program aligns with this trend and ensures our graduates are well-prepared for their chosen careers.

There are no programs in Arkansas that offer an AB2M program that allows students to earn a BS in physics and a MAT in five years. The requirements for teacher certification have recently changed in the state of Arkansas. The new requirement and institutional restrictions make offering a BS in Physics Education that leads to physics teacher licensure impossible. Offering students the option to complete a BS in Physics and a MAT in 5 years will put ATU in the position to produce graduates highly qualified for a career in secondary education teaching physics.

Arkansas Institutional Comparisons:

1. University of Arkansas, Fayetteville: Physics B.S. majors must complete all the requirements for one of seven available concentration areas. All concentrations consist of 16 credit hours except for the Geophysics concentration, which requires 24. With an additional 11-19 hours of general electives. U of A Fayetteville offers concentrations not as interdisciplinary as ATU can provide with these changes. The U of A concentration areas include astronomy, biophysics, computational, electronic, geophysics, optics, and professional. University of Arkansas offers a MAT but not an accelerated BS physics to MAT program.
2. University of Central Arkansas: Physics B.S. students choose from one of the following tracks: traditional, Biophysics, Chemical Physics, Mathematical Physics, or Physical Science. UCA offers a MAT but not an accelerated BS physics to MAT program.
3. Other institutions in Arkansas, such as Arkansas State University, Hendrix, and the University of Arkansas at Little Rock, do not advertise different BS physics tracks or specializations but leave many hours of electives that would allow students to tailor their degrees, as proposed here.

The examples above indicate the direction the field is moving, with increasingly flexible career and post-bachelorette preparation physics programs.

Regional Institutional Comparisons (AB2M BS Physics + MAT):
There are no Arkansas or regional institutional comparisons for an accelerated BS Physics to MAT program.

e. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) These proposed curriculum changes will not affect the physics BS or MAT assessment plans.

Learning Outcomes for the MAT

Upon completion of the program, students will be able to:

- understand and utilize instructional planning and design learning
- use a variety of instructional strategies to encourage student's development of critical thinking, problem-solving, and performance skills
- understand individual and group motivation and behavior and student's developmental levels, and will create learning environments that encourage positive social interaction, active engagement in learning, intrinsic motivation, and self-esteem
- plan effective teaching and learning for diverse learners.
- understand and apply various forms of formal and informal assessment strategies
- demonstrate effective integration of technology
- apply effective teaching and learning experiences during clinical practice (Internship) in their specific teaching/licensure field

Learning Outcomes for the BS in Physics

Students who complete the program will demonstrate:

1. **Problem solving Skills - An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline**
2. **Design - An ability to formulate or design a system, process, procedure or program to meet desired needs.**
3. **Communication - An ability to communicate effectively with a range of audiences.**
4. **Ethics - An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts.**
5. **Teamwork - An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.**

6. **Experiment - An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.**

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__BS Physics _____ (enter title for program changing)	
Freshman Fall Semester Add/Change: No change Delete: Total Hours: 16	Freshman Spring Semester Add/Change: 4 hours elective Delete: CHEM 2134 General Chemistry II and CHEM 2130 General Chemistry II Lab Total Hours: 16
Sophomore Fall Semester Add/Change: No change Delete: Total Hours: 14	Sophomore Spring Semester Add/Change: No change Delete: Total Hours: 16
Junior Fall Semester Add/Change: 4 hours elective Delete: ELEG 2113 Electric Circuits II and ELEG 2111 Electric Circuits Laboratory Total Hours: 16	Junior Spring Semester Add/Change: 3 hours (3000-4000 level) elective Delete: PHYS 4213 Advanced Topics in Physics and Astronomy or an upper-division mathematics course. NOTE: Should read "3 hours (3000-4000 level) elective or PHYS 4003 Thermodynamics and Statistical Mechanics" (PHYS 4003 offered spring odd) Total Hours: 14
*Senior Fall Semester Add/Change: 3 hours elective (3000-4000) Delete: MATH 4003 Linear Algebra	**Senior Spring Semester Add/Change: 3 hours (3000-4000 level) elective Delete: PHYS 4213 Advanced Topics in Physics and Astronomy or an upper-division mathematics course

Total Hours: 15 *Students that plan to complete the accelerated BS physics to MAT program should take MTLL 6123 Instructional Leadership and EDFD 6003 Educational and Action Research to satisfy the 6 hours of electives this semester.	NOTE: Should read "3 hours (3000-4000 level) elective or PHYS 4003 Thermodynamics and Statistical Mechanics" (PHYS 4003 offered spring odd) Total Hours: 13 **Students that plan to complete the accelerated BS physics to MAT program should take MTLL 6133 Elements of Curriculum and MAMS 5333 Teaching Reading and Study Strategies in the Content Area to satisfy the 6 hours of electives this semester.

Students seeking a BS in Physics may wish to double major, earn a certificate, or an associate's degree. By choosing electives that count towards these additional conditionals, students can do so with little to no additional credit hours required. The proposed curriculum will have 23 hours of electives for students to tailor their degree. Figure 1 illustrates possible career paths for different options. Table 1 lists the hours required to fulfill each credential not already earned toward the BS in Physics.

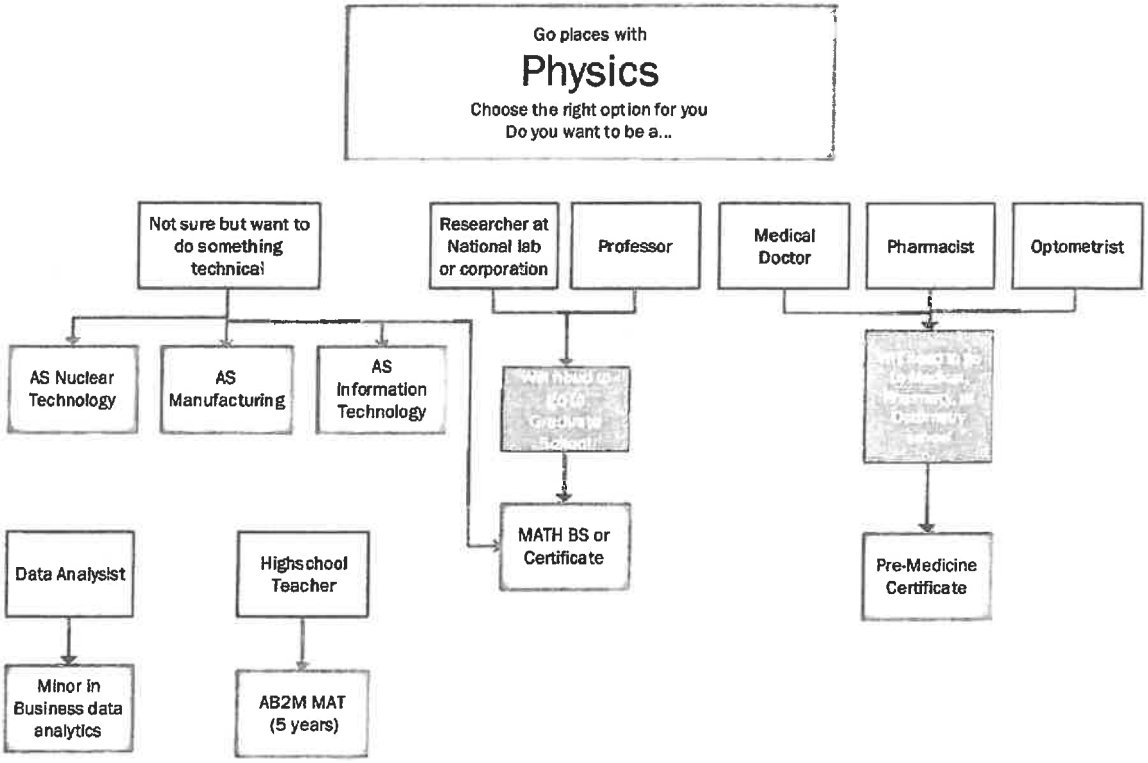

Figure 1: Flow chart showing possible career paths and credentials stackable with the BS in Physics.

Credential	Additional hours
BS in Mathematics	25
Certificate of Proficiency in Mathematics	5
Pre-Health Profession Advanced Certificate in Biology	23
Associate of Science in Nuclear Technology	18
Associate of Science in Information Technology	21
Associate of Science in Manufacturing Engineering	20
Minor in Business Data Analytics	18
MAT	33 hours total. 12 hours may be taken during senior year. Students will be eligible for nontraditional licensure and can be working as a teacher while they complete the remaining requirements for the MAT.

Table 1: Hours required beyond the courses required to earn a BS in Physics to earn various credentials

PHYSICS, BACHELOR OF SCIENCE

The physics curriculum is designed to serve the needs of students in the fields of engineering, medicine, and other sciences. The junior and senior courses are tailored for students who desire a concentration in physics for a bachelor of science degree in physical science and/or wish to pursue graduate study in areas such as physics, meteorology, and astronomy. Also, with obtaining proper licensure, physics graduates can teach at high schools.

To qualify for a bachelor of science degree in physical science, the student must take eight (8) hours in chemistry, nine (9) hours in computer and information science, at least twenty-one (21) hours in mathematics and statistics, and at least thirty-six (36) hours in physics.

Curriculum

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

Course	Title	Hours	Completed
Freshman			
Fall			
ENGL 1013	Composition I [1]	3	
CHEM 2124 & CHEM 2120	General Chemistry I and General Chemistry I Lab	4	
COMS 1011 & COMS 1013	Programming Foundations I Lab and Programming Foundations I	4	
MATH 2914	Calculus I	4	
PHSC 1001	Orientation to Physical Science	1	
	Hours	**16**	
Spring Elective		4	
~~CHEM 2134 & CHEM 2130~~	~~General Chemistry II and General Chemistry II Lab~~	~~4~~ 1	
ENGL 1023	Composition II [1]	3	
MATH 2924	Calculus II	4	
PHSC 1011	Orientation to Physical Science II	1	
PHYS 2114 & PHYS 2000	Calculus-Based Physics I and Physics Laboratory I	4	
	Hours	**16**	
Sophomore			
Fall			
COMS 2203	Programming Foundations II	3	
MATH 2934	Calculus III	4	
PHYS 2124 & PHYS 2010	Calculus-Based Physics II and Physics Laboratory II	4	
SS 1XXX	Social Science Courses [1]	3	
	Hours	**14**	
Spring			
BIOL XXXX	Biological Science with Laboratory [1]	4	
ELEG 2103	Electric Circuits I	3	
MATH 3243	Differential Equations I	3	
PHYS 3213	Modern Physics	3	
USHG 1XXX	U.S. History and Government [1]	3	
	Hours	**16**	
Junior			
Fall Elective		4	
COMS 2323	Programming in Python	3	
~~ELEG 2111~~	~~Electric Circuits Laboratory~~	~~1~~	
~~ELEG 2113~~	~~Electric Circuits II~~	~~3~~	
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	
PHYS 3023 or PHYS 4013	Mechanics or Quantum Mechanics	3	
PHYS 3133 or PHYS 4023	Theory of Electricity and Magnetism or Computational Physics	3	
	Hours	**16**	
Spring			
FAH 1XXX	Fine Arts and Humanities Courses [1]	3	
PHYS 3003 or PHYS 4113	Optics or Advanced Physics Laboratory	3	
~~PHYS 4213~~ ~~or~~ PHYS 4003 or Elective (3000-4000)	~~Advanced Topics in Physics and Astronomy (or an upper division Mathematics course)~~ or Thermodynamics and Statistical Mechanics	3	

STAT 3153	Applied Statistics	3	
Electives [2]		2	
	Hours	**14**	
Senior			
Fall			
~~MATH 4063~~	~~Linear Algebra~~ [1]	~~3~~	
PHYS 3023 or PHYS 4013	Mechanics or Quantum Mechanics	3	
PHYS 3133 or PHYS 4023	Theory of Electricity and Magnetism or Computational Physics	3	
SS 1XXX	Social Science Courses [1]	3	
Elective (3000-4000 level) [2] 3		~~3~~ 6	
	Hours	**15**	
Spring			
PHYS 3003 or PHYS 4113	Optics or Advanced Physics Laboratory	3	
~~PHYS 4213 or PHYS 4003~~ Elective (3000-4000) 3 or PHYS 4003	~~Advanced Topics in Physics and Astronomy (or an upper division Mathematics course) or Thermodynamics and Statistical Mechanics~~	3	
PHYS 4951	Physics or Engineering Physics Capstone	1	
SFHS 1XXX	Social Sciences/ Fine Arts/ Humanities/ Communicatic Courses [1]	3	
Electives (3000-4000 level) [2] 3		3 ~~3~~	
	Hours	**13**	
	Total Hours	**120**	

[1] See appropriate alternatives or substitutions in "General Education Requirements (https://catalog.atu.edu/undergraduate/general-education-requirements/)". A specific general education core course does not have to be taken in the semester listed, any other part of the general education core at any time is acceptable as well.

[2] Seven hours of electives must be from physical sciences, biology, engineering, computer science. Excluding MATH 3003 Foundations of Advanced Mathematics, MATH 3033 Methods of Teaching Elementary Mathematics, and MATH 4113 History of Mathematics.

Must complete both the PHYS 4113 Advanced Physics Laboratory and 3 hours PHYS electives (PHYS course offered in alternating years).

Learning Outcomes

Students who complete the program will demonstrate:

1. Problem-solving skills: An ability to identify, formulate, and solve broadly-defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline.
2. Design: An ability to formulate or design a system, process, procedure or program to meet desired needs.
3. Communication: An ability to communicate effectively with a range of audiences.
4. Ethics: An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts.
5. Teamwork: An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.
6. Experiment: An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.

3 Accelerated BS Physics to MAT Master of Arts in Teaching

MTLL 6123
EDFO 6003

MTLL 6133
MAMS 5333

DEGREE AUDIT CHECK LIST
(BS-PHYS) - Physics
~~2024-25~~ 2025-26

Date		Student's Name	
Grade Point	Graduation Date	T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
TOTAL GEN ED HOURS		24
Electives		
		16
TOTAL ELECTIVE HOURS		~~2~~

Major Requirements		Hrs
PHYS	2000 2010 2114 2124 3003 3023	
	3133 3213 4003 4013 4023 4113	
PHYS	4951	
	~~PHYS 4213 or 3 hrs UD MATH~~	33 ~~36~~
	*exclude Math 3003, 3033, 4113	
BIOL		4
CHEM	2124 2120 ~~2134~~ ~~2130~~	4 ~~8~~
COMS	1011 1013 2203 2323	10
ELEG	2103 ~~2111~~ ~~2113~~	3 ~~7~~
MATH	2914##** 2924 2934 3243 ~~4003~~	15 ~~18~~
PHSC	1001♦ 1011	2
STAT	3153	3
ELEC	BIOL, CHEM, COMS, ELEG, GEOL, MCEG, PHSC, PHYS	6
		80
	TOTAL MAJOR HOURS	~~94~~
	TOTAL HOURS	

Final Check:

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

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

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

DEGREE AUDIT CHECK LIST
(BS-PHYS) - Physics
2025-26

Date	
Grade Point	**Graduation Date**

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
TOTAL GEN ED HOURS		**24**
Electives		
TOTAL ELECTIVE HOURS		**16**

Major Requirements		Hrs
PHYS	2000 2010 2114 2124 3003 3023	
	3133 3213 4003 4013 4023 4113	
PHYS	4951	33
	*exclude Math 3003, 3033, 4113	
BIOL		4
CHEM	2124 2120	4
COMS	1011 1013 2203 2323	10
ELEG	2103	3
MATH	2914##** 2924 2934 3243	15
PHSC	1001♦ 1011	2
STAT	3153	3
ELEC	BIOL, CHEM, COMS, ELEG, GEOL, MCEG, PHSC, PHYS	6
	TOTAL MAJOR HOURS	**80**
	TOTAL HOURS	

Final Check:

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

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

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

DEGREE AUDIT CHECK LIST
(BS-PHYS) - Physics to (MAT) Teaching Middle/Secondary
2025-26

Date	
Grade Point	**Graduation Date**

Student's Name	
T#	

General Education Requirements		Hrs
ENGL #	1013/1043 & 1023/1053	6
MATH #		0
SCIENCE		0
US HIST/GOVT		3
SOC SCI	(6-9)	
SOC SCI		
SOC SCI		
FINE ART/HUM	(6-9)	
FINE ART/HUM		
FINE ART/HUM		
COMM	(0-3)	15
TECH 1001 ♦		0
TOTAL GEN ED HOURS		**24**
Electives		
Maximum 12 hours GR for UG		
EDFD 6003 MAMS 5303		
MTLL 6123 6133		
TOTAL ELECTIVE HOURS		**16**

Major Requirements		Hrs
PHYS	2000 2010 2114 2124 3003 3023	
	3133 3213 4003 4013 4023 4113	
PHYS	4951	33
	*exclude Math 3003, 3033, 4113	
BIOL		4
CHEM	2124 2120	4
COMS	1011 1013 2203 2323	10
ELEG	2103	3
MATH	2914##** 2924 2934 3243	15
PHSC	1001♦ 1011	2
STAT	3153	3
ELEC	BIOL, CHEM, COMS, ELEG, GEOL, MCEG, PHSC, PHYS	6
	TOTAL MAJOR HOURS	**80**
	TOTAL HOURS	

Final Check:

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

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

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