

## **Graduate Council September 17, 2024**

### **College of Arts and Humanities - Department of English and World Languages**

1. Curriculum Revision for the Graduate Certificate in Teaching English to Speakers of Other Languages to reduce the hours from 15 hours to 12 hours.

### **College of Arts and Humanities - Department of History and Political Science**

1. Add the Graduate Certificate in History.

### **College of Education and Health - Department of Nursing**

1. Delete the Prerequisite NUR 6313: Role of the Healthcare Administrator, from NUR 6503: Organizational Behavior in Healthcare;
2. Modify the Prerequisite for NUR 6526: Nursing Administration Practicum, FROM: Prerequisite: 24 hours of core courses and NUR 6503: Organizational Behavior in Healthcare, and NUR 6513: Fiscal Management in Health Care System, TO: Prerequisite: 24 hours of core courses and NUR 6503: Organizational Behavior in Healthcare;
3. Modify the admission criteria for the Master of Science in Nursing Administration and Emergency Management; and
4. Modify the Master of Science in Nursing Administration and Emergency Management.

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

#### **Emergency Management and Homeland Security**

1. Add EMHS 6153: Disaster Films and Media;
2. Add EMHS 6163: Disaster Preparedness; and
3. Curriculum Revision to modify the Master of Science in Emergency Management and Homeland Security to reduce the hours from 36 hours to 30 hours.

#### **Organizational Studies**

1. Add OL 5353: Project Management;
2. Add OL 5363: Project Risk Analysis and Mitigation;
3. Add OL 5373: Leading Agile Projects;
4. Add OL 6003: Foundations of Adult Learning and Organizational Development;
5. Change the title for OL 5043: Ethical Leadership, TO: Ethical Decision-Making and Development, and modify the course description; and
6. Modify the Master of Arts in Organizational Development and Learning.

#### **Higher Education and Student Affairs**

1. Curriculum Revision for the Master of Science in Higher Education and Student Affairs to reduce the hours from 36 hours to 30 hours;

2. Curriculum Revision for the Graduate Certificate in Advising to reduce the hours from 15 hours to 12 hours; and
3. Add Graduate Certificate in College Athletic Advising.

### **College of Education and Health - Department of Teaching and Educational Leadership**

1. Change the course number for EDMD 5033: Introduction to Instructional Technology, TO: EDMD 6033;
2. Change the title for MTLL 6133: Basic Elements of Curriculum, TO: Elements of Curriculum;
3. Change the title for MTLL 6253: Advanced Curriculum Design Practicum for the Master Teacher, TO: Advanced Curriculum Design;
4. (a) Change the title for SPED 5013: Assessment of Children with Exceptional Learning Needs, TO: Assessment of Children with Exceptionalities;  
(b) Change the title for SPED 5023: Planning Instruction for Children with Exceptional Learning Needs, Grades K-6, TO: Planning Instruction for Children with Exceptionalities K-6;  
(c) Change the title for SPED 5053: Planning Instruction for Children with Exceptionalities, 7th - 12th Grades, TO: Planning Instruction for Children with Exceptionalities;  
(d) Change the title for SPED 5083: Supervised Practicum B-K, TO: B-K Supervised Practicum;  
(e) Change the title for SPED 6033: Working with Families of Children with Exceptional Learning Needs, TO: Working with Families of Exceptional Children;  
(f) Change the title for SPED 6063: Supervised Practicum, Grades K-12, TO: K-12 Supervised Practicum;
5. Modify the Curriculum for the Master of Arts in Teaching in Teaching Middle and Secondary;
6. Curriculum Revision for the Master of Arts in Teaching in Teaching Middle and Secondary, to create the Master of Arts in Teaching in Teaching Middle and Secondary Special Education Option;
7. Curriculum Revision for the Master of Education in Teaching, Learning, and Leadership to reduce the hours from 34 hours to 31 hours;
8. Modify the Unconditional Admission for the Master of Education in Teaching, Learning, and Leadership;
9. Curriculum Revision for the Graduate Certificate in P-12 Building Level Administration to reduce the hours from 27 hours to 24 hours;
10. Add the Graduate Certificate in Educator Development and Exploration; and
11. Add the Graduate Certificate in Instructional Technology Library Media Specialist K-12.





# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
English and World Languages	4/22/24

Title	Signature	Date
Department Head	<i>Emily Hoffman</i>	04-22-24
Dean	<i>Jeffrey Cass</i>	04/22/24
Assessment	<i>Amanda Gardner</i>	7/23/24
Registrar	<i>Yammy Weaver</i>	7/16/24
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title: <del>TESOL Certificate</del>	<i>Graduate Certificate in Teaching English to          Speakers of Other Languages</i>
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# LETTER OF NOTIFICATION

## Curriculum Revision

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

### Required Information:

1. **Current degree title: GC Teaching English to Speakers of Other Languages (TESOL)**
2. **Current degree code: 4335**
3. **Current CIP code: 13.1401**
4. **% Online (if applicable): 100% online. For students earning the certificate through participation in the ESOL Institute, it does require a face-to-face Summer Orientation program, which is a requirement of the grant, but all instruction for TESOL certificate takes place online.**

5. **Current curriculum.**

**Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)**

**The satisfactory completion of the following 15 semesters of graduate work.**

**TESL 5023 Second Language Acquisition or ENGL 5023 Second Language Acquisition**

**TESL 5703 Teaching English as a Second Language or ENGL 5703 Teaching English as a Second Language**

**TESL 5713 ESL Assessment or ENGL 5723 ESL Assessment**

**TESL 5723 Teaching People of Other Cultures or ENGL 5723 Teaching People of Other Cultures**

**TESL 6003 Linguistics for ESL Teachers**

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

**TESL 5023 Second Language Acquisition or ENGL 5023 Second Language Acquisition**

**TESL 5703 Teaching English as a Second Language or ENGL 5703 Teaching English as a Second Language**

**TESL 5713 ESL Assessment or ENGL 5723 ESL Assessment**

**TESL 5723 Teaching People of Other Cultures or ENGL 5723 Teaching People of Other Cultures**

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**7. Effective date, term, and academic year.**  
**June 1, 2025, Summer 2025, 2025-26**

**8. Reason for change.**

**To align certificate program with the ESOL Institute, so graduates receive both DESI and TESOL certificates, the latter from Arkansas Tech University. This requires a 12-hour certificate program rather than a 15-hour program.**

# TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES, GRADUATE CERTIFICATE

**Dr. Chih-Hsin Hsu, Program Director**

Witherspoon Hall, 137

(479) 968-0257

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The Graduate Certificate in TESOL is for a full range of graduate students, domestic and international, who want to advance their knowledge of and credentials in teaching English language learners in the United States or overseas.

Any student with a Bachelor's degree can apply for the program to develop knowledge and skills in TESOL. The graduate certificate in TESOL is stackable with M.A. TESOL or M.A. English with an ESL minor. Students may start with the certificate program and advance to a master's degree, such as M.A. in TESOL.

*This program may be completed entirely online.*

## Curriculum

The Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate requires ~~15~~ <sup>12</sup> credit hours as follows:

Code	Title	Hours
TESL 5023	Second Language Acquisition	3
or ENGL 5023	Second Language Acquisition	
TESL 5703	Teaching English as a Second Language	3
or ENGL 5703	Teaching English as a Second Language	
TESL 5713	ESL Assessment	3
or ENGL 5713	ESL Assessment	
TESL 5723	Teaching People of Other Cultures	3
or ENGL 5723	Teaching People of Other Cultures	
<del>TESL 6003</del>	<del>Linguistics for ESL Teachers</del>	<del>3</del>
<b>Total Hours</b>		<del>15</del> <sup>12</sup>

## Learning Outcomes

Students completing the TESOL graduate certificate should be able to

- Use and adapt various instruction methods, including appropriate technology, to address learner needs and socio-cultural contexts.
- Assess students' language levels and skills and utilize effective assessments, including classroom-based, standardized, and language proficiency assessments, to promote English language and content learning.
- Identify how cultural factors affect language learning and design a culturally relevant curriculum.
- Explain English language structures and related theory and practice in language learning and teaching.

# Teaching English to Speakers of Other Languages Graduate Certificate

~~2024-2025~~

2025-26

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

**Grade**      **Required Courses (~~15~~ <sup>12</sup> hours):**

	TESL 5023 Second Language Acquisition <b><u>OR</u></b> ENGL 5023 Second Language Acquisition
	TESL 5703 Teaching English as a Second Language <b><u>OR</u></b> ENGL 5703 Teaching English as a Second Language
	TESL 5713 ESL Assessment <b><u>OR</u></b> ENGL 5713 ESL Assessment
	TESL 5723 Teaching People of Other Cultures <b><u>OR</u></b> ENGL 5723 Teaching People of Other Cultures
	<del>TESL 6003 Linguistics for ESL Teachers</del>

Minimum hours required: ~~15~~ <sup>12</sup>

# of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_

To be completed: \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
History and Political Science	06/17/24

Title	Signature	Date
Department Head		17 June 2024
Dean		06/17/24
Assessment		07/30/24
Registrar		7/16/24
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title:  
Graduate Certificate in History

## LETTER OF NOTIFICATION

### New Certificate Program

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

#### Required Information:

1. **Proposed degree title:**  
Graduate Certificate in History
  
2. **CIP code**  
54.0101
  
3. **% online (if applicable)**  
Available 100% online, but also available in-person and hybrid modalities
  
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**  
Required: HIST 6033: Intro to Graduate Study in History+ 15 additional hours in graduate-level courses in history or related field, at the discretion of the Program Director. No more than six hours of 5000-level courses or Independent study courses will count towards the graduate certificate in History.
  
5. **Justification/need for the new program including degree program goals, objectives, student learning outcomes, and projected enrollment of new degree.**  
The graduate certificate in history will consist of 18 hours of graduate credit in history. The certificate will be available in-person, blended, or online. It will be stackable with the MA in History degree. There is a high demand for this program because 18 hours of graduate credit allows secondary educators to teach concurrent or gen. ed. college courses. Most of our new graduate students want this opportunity. Many educators would prefer to be credentialed than simply take 18 hours of graduate level coursework toward the MA and quit. The certificate allows them to pick up and complete the MA later without fear of previous credits expiring and still teach concurrent or Gen Ed college courses. The program will rely on existing courses, resources, and faculty.

Because we expect that nearly all students taking history graduate courses will want to pursue the certificate (including those who plan to complete the full 30-hour MA), we project an enrollment of twenty students.

The program learning outcomes for the Graduate Certificate in History are the same as those for the MA in History, as follows:

A recipient of the Graduate Certificate in History at Arkansas Tech University will be able to both research and communicate scholarly content in their field.

PLO 1. Produce scholarly research meeting the standards of the discipline of

history.

1.1 Analyze primary sources.

1.2 Evaluate secondary sources.

1.3 Synthesize various primary and/or secondary sources into a single narrative.

1.4 Articulate an argument supported by primary and secondary sources.

1.5 Apply Chicago Manual of Style practices in composition and citation.

PLO 2. Communicate historical content to a variety of audiences.

2.1 Organize relevant historical information for the purposes of presentation.

2.2 Apply varied methods of historical content delivery.

The certificate will be assessed in the same way that the MA degree is assessed, by applying rubrics base on the learning outcomes to student work (papers, presentations, etc.), yearly, via the Weave program. We can also develop and deploy a poll to those who complete the certificate to see how many report that the credential helped them meet their career goals.

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

N/A

**7. Effective date, term, and academic year**

06/01/2025, 2025 Summer Term, 2025-26 Academic Year





# ARKANSAS TECH UNIVERSITY

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## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Nursing	4/2/24

Title	Signature	Date
Department Head Shelly Daily	<i>Shelly Daily</i>	4-2-24
Dean Tim Carter	<i>Tim Carter</i>	4-2-24

Course Subject: (e.g., ACCT, ENGL) NUR	Course Number: (e.g., 1003) 6503
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Official Catalog Title: **Organizational Behavior**

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

**Delete the prerequisite NUR 6313 Role of Administrator from the course NUR 6503 Organizational Behavior**

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
  
- b. Explain the rationale for the cosmetic course change. **With the reduction in required credit hours for the MSN program, we are making remaining courses more flexible with regard to sequence of courses.**

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](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Nursing	4/2/24

Title	Signature	Date
Department Head <b>Shelly Daily</b>	<i>Shelly Daily</i>	4-2-24
Dean <b>Tim Carter</b>	<i>Tim Carter</i>	4-2-24

Course Subject: (e.g., ACCT, ENGL) <b>NUR</b>	Course Number: (e.g., 1003) <b>6526</b>
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Official Catalog Title: **Nursing Administration Practicum**

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

**Delete the prerequisite NUR 6513 Fiscal Management from the course NUR 6526 Nursing Administration Practicum**

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not applicable**
  
- b. Explain the rationale for the cosmetic course change. **The MSN curriculum has been revised and NUR 6513 Fiscal Management is no longer being taught.**

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](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## COSMETIC PROGRAM CHANGE

Department Initiating Proposal	Date
Nursing	4-5-24

Title	Signature	Date
Department Head Shelly Daily	<i>Shelly Daily</i>	4-5-24
Dean Tim Carter	<i>Tim Carter</i>	4-5-24

<b>PROGRAM TITLE: Master of Science in Nursing Administration and Emergency Management</b>
Outline change in program: (reorganization of courses listed in matrix, adding a footnote to a course, adding or deleting a course from a list, etc.)
<p><u>Add to the current admissions criteria in the catalog:</u>  <b>Applicants must hold an earned bachelor's degree or equivalent from a U.S. college or university accredited by a regional accrediting agency (or equivalent), or an equivalent degree from a foreign college or university. The bachelor's degree must be substantially equivalent to a bachelor's degree granted by ATU.</b></p>
<p><u>Remove the following current criteria in the catalog:</u>  <b>Applicants must have graduated from a Commission on Collegiate Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN) accredited nursing program.</b></p>
<p>Answer the following Assessment questions:</p> <ol style="list-style-type: none"> <li>If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. <b>Not applicable</b></li> <li>Explain the rationale for the cosmetic course change. <b>We now have students from international programs applying to our program who have current U.S. nursing licensure, but no policy in place for these students. This policy is similar to other U.S. nursing programs.</b></li> </ol>
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 <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Nursing	6-18-24

Title	Signature	Date
Department Head Dr. Shelly Daily	<i>Shelly Daily</i>	6/18/24
Dean Dr. Tim Carter	<i>T. Carter</i>	6/18/24
Assessment Dr. Christine Austin	<i>Chad Austin</i>	8/14/24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	8/16/24
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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:  
**Master of Science in Nursing Administration and Emergency Management**

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)

**We are deleting 1 course NUR 6213 Epidemiology and adding NUR 6313 Role of Healthcare Administrator.**

**For the Emergency Management track, at least three hours of Elective EM courses should include a practicum course. The change in the EM track should be 3 courses: (1) EM Elective, (2) EM Elective, (3) EMHS 5993 EM Practicum in Healthcare**

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

**No workload changes for deleting NUR 6213 Epidemiology and adding NUR 6313 Role of Healthcare.**

**No workload changes for the EM practicum. EMHS 5993 EM Practicum in Healthcare will be taught by the same nursing professor who teaches the nursing version of the practicum and will be taught in the same semester (spring). It is rare that we need to provide this course, but when it is needed, the expected number of students is 1. The workload for the EMHS course will be absorbed into the workload for the NUR practicum course. No space allocation changes, as this is an online program.**

Answer the following Assessment questions:

- a. How does the program change align with the university mission?  
**This change reflects what was proposed in Fall 2023, but paperwork was incorrect. There was an accidental reversal of NUR 6213 and NUR 6313 in the form submitted to ADHE, so this is an internal correction. There is no change in program hours with this program change. The program hours were changed in Fall 2023.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **The practicum for EM is mandated by ACEN, the accrediting body for the nursing program. All MSN students should have at least one practicum, even if their concentration area is not nursing.**
- c. What is the rationale for this program change?
  1. How will the program change impact learning for students enrolled in this program?
  2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

**NUR 6313 Epidemiology content is not needed for the program.**

**The addition of NUR 6313 Role of Healthcare Administrator is not a change. This was inadvertently left off the program proposal change sent to ADHE in Fall 2023. This course has always existed in the program and will continue to be taught.**

**The requirement for a practicum course in the EM track reflects the requirements of the ACEN which is the accrediting body for the department of nursing.**

- 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.

**Changes were made to the program in Fall 2023 to align with other nursing graduate programs which are fewer than the 39 credits required by ATU. For comparison, UCA and ASU non-practitioner master's programs require 32-36 credit hours. Our new**

**curriculum is 33 hours and the catalog for 2024-25 reflects the correct number of hours; there is simply an incorrect listing of courses in the core curriculum.**

- 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.)

**One assessment change made in the last academic year to reflect the deletion of NUR 6213 Epidemiology: Program Learning Outcome 1.3: Provide a program of study that addresses technical competencies and interpersonal skills needed to assume leadership roles in planning and coordinating emergency response solutions.**

**EMHS 6063 Principles of Emergency Management is now used to meet this learning outcome. The grade from the summative paper/project from that course is the measurement for Program Learning Outcome 1.3**

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](http://www.atu.edu/registrar/curriculum_forms.php).

**MSN Students do not go through the program as a cohort, as they are allowed to move to and from full-time and part-time as work and family needs dictate. Also, we offer spring and fall entry. So, rather than changing a set curricular matrix which we don't utilize, I have provided two samples of progression in the program which do not differ significantly from our original program.**

**\*\*No courses have been moved to a different semester with this program change.**

<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
NUR 6103	NUR 6313	NUR 6993	NUR 6993
NUR 6203	NUR 6303	<u>EMHS Elective</u>	<u>NUR 6526</u>
<u>NUR 6503</u>	<u>EMHS Elective</u>		
9 hours	9 hours	6 hours	9 hours

<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>	<u>Fall</u>	<u>Spring</u>
NUR 6103	NUR 6313	NUR 6503	<u>NUR 6526</u>	NUR 6993	<u>NUR 6993</u>
<u>NUR 6203</u>	<u>NUR 6303</u>	<u>EMHS Elect</u>		<u>EMHS Elect</u>	
6 hours	6 hours	6 hours	6 hours	6 hours	3 hours

**For students in the EM Track:**

9 hours concentration in Emergency Management:  
 3-hour EMHS Elective  
 3-hour EMHS Elective  
 EMHS 5993 EM Practicum in Healthcare



# NURSING, MASTER OF SCIENCE

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**Dr. Jennifer Helms, Program Director**

Dean Hall, 224  
(479) 498-6018  
jhelms@atu.edu

## Nursing Administration and Emergency Management

*This program may be completed online.*

The Master of Science in Nursing is designed to offer students a program of study to serve the educational needs of professional nurses actively engaged in or planning to enter professions related to emergency management administration in a variety of health care settings. The curriculum will utilize a multidisciplinary approach to integrate principles of nursing administration, including planning, organizing, directing, and evaluating, with principles of emergency management, including preparedness, response, mitigation, and recovery.

The core curriculum includes twenty-four (24) semester hours of coursework in epidemiology, research design and methods, theoretical perspectives, legal and ethical issues, current trends in healthcare, healthcare administrator role, principles of hazards and emergency management, and research thesis/project. An additional nine (9) semester credit hours will be completed in either the nursing administration or emergency management specialty concentration areas.

The objectives of the graduate program in Nursing Administration and Emergency Management (NAEM) include:

1. Preparing graduates to assume administrative roles in a variety of health care systems, including hospitals, and community, military, and government agencies.
2. Providing a program of study that addresses the technical competencies and interpersonal skills needed to assume leadership roles in planning and coordinating emergency response strategies.
3. Providing opportunities for students to formulate solutions to important problems of interest to nursing through analysis, synthesis, and application of current research.
4. Preparing graduates to be innovative leaders.

## Academic Advisors

The MSN Program Director serves as the advisor to each student admitted to the Nursing degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Additionally, the academic advisor and the Graduate College will monitor the student's progress. It remains, however, the student's responsibility to understand and to satisfy all degree requirements. RNs with a bachelor's degree in a field other than nursing will be required to complete NURN 4003 Scope of Professional Practice, NURN 4024 Population and Community Health Nursing, and NURN 4034 Leadership and Management in Professional Practice.

## Additional Admission Requirements

### Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science in Nursing degree program if they meet all the following requirements:

1. Applicants must meet the admission requirements for Graduate College. (<https://catalog.atu.edu/graduate/admission/>)
2. Applicants must hold an earned bachelor's degree or equivalent from a U.S. college or university accredited by a regional accrediting agency (or equivalent), or an equivalent degree from a foreign college or university. The bachelor's degree must be substantially equivalent to a bachelor's degree granted by ATU.
3. Applicants must have a cumulative undergraduate grade point average of 3.00.
4. Applicants must have an unencumbered U.S. license to practice as a registered nurse without a history of disciplinary action of any kind.
5. RNs with a bachelor's degree in a field other than nursing will be required to complete NURN 4003 Scope of Professional Practice, NURN 4024 Population and Community Health Nursing, and NURN 4034 Leadership and Management in Professional Practice.

### Conditional Admission

Applicants who fail to meet the above requirements may be admitted conditionally by the Graduate Admissions Committee to earn a maximum of twelve (12) graduate credit hours. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve (12) semester hours a cumulative grade point average of 3.00 or better is achieved.

## Accreditation

The Master of Science in Nursing program is approved by the Arkansas State Board of Nursing and the Arkansas Department of Higher Education. The program is accredited by the Accreditation Commission for Education in Nursing (<https://www.acenursing.org/>).

## Curriculum Degree Requirements

Thirty-three credit hours are required for completion of the Master of Science in Nursing Degree. Twenty-seven hours shall be completed in a professional core component, including three (3) hours of research methods and 3-6 hours of research thesis/project (application). Nine (9) hours shall be completed in one of two specialty concentration areas: Nursing Administration (including six [6] hours of practicum) or Emergency Management (including three [3] hours of practice).

Code	Title	Hours
<b>CORE CURRICULUM</b>		
NUR 6103	Theoretical Perspectives	3
NUR 6203	Research Design and Methods	3
<del>NUR 6213</del> <b>NUR 6313</b>	<del>Epidemiology</del> <b>Role of Healthcare Administrator</b>	3
NUR 6303	Law, Ethics, and Policy in Healthcare	3
EMHS 6063	Principles of Emergency Management	3
Three hours of 5000-6000 Level EMHS Electives		3
Select one of the following options:		6
Option 1		
NUR 6403	Non-Thesis Project	
Three hours of Electives		
Option 2		
NUR 6993	Research Thesis	
NUR 6993	Research Thesis	
Select one of the following concentration areas:		9
<b>NURSING ADMINISTRATION CONCENTRATION AREA</b>		
NUR 6503	Organizational Behavior in Healthcare	
NUR 6526	Nursing Administration Practicum	
<b>EMERGENCY MANAGEMENT CONCENTRATION AREA</b>		
<del>Nine</del> <b>6</b> hours of EMHS 5000-6000 Electives <b>Special Problems and Topics</b>		
<b>Total Hours</b>	<b>EMHS 5993 EM Practicum in Healthcare</b>	<b>33</b>

- Twenty-Seven hours of graduate work must be taken while in residence at Arkansas Tech University.

## Learning Outcomes

Students who complete the program will be able to do the following:

1. Assume administrative roles in a variety of healthcare settings, including hospitals, and community, military, and government agencies.
2. Address technical competencies and interpersonal skills needed to assume leadership roles in planning and coordinating emergency responses.
3. Formulate solutions to important problems of interest to nursing through analysis, synthesis, and application of current research.
4. Demonstrate ability as an innovative leader.



# Master of Science in Nursing in Nursing and Administration & Emergency Management

~~2024-2025~~

2025-26

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

**Grade Required Core Courses (18 hours):**

NUR 6103 Theoretical Perspectives
NUR 6203 Research Design and Methods
<del>NUR 6213 Epidemiology</del> NUR 6313 Role of Healthcare Administrator
NUR 6303 Law, Ethics, and Policy in Healthcare
EMHS 6063 Principles of Emergency Management
EMHS Electives – Three (3) hours (5000-6000 Level)

**Grade Plus Courses (6 hours):**

NUR 6403 Non-thesis project <u>AND</u>
Three (3) hours of Electives

-Or-

NUR 6993 Research Thesis
NUR 6993 Research Thesis

**Grade Nursing Administration Concentration Area (9 hours):**

NUR 6503 Organizational Behavior in Healthcare
NUR 6526 Nursing Administration Practicum

-Or-

**Grade Emergency Management Concentration Area (9 hours):**

EMHS 5000-6000 Elective
EMHS 5000-6000 Elective special Problems and Topics
<del>EMHS 5000-6000 Elective</del> EMHS 5993 EM Practicum in Healthcare

**\*Twenty-seven (27) hours of graduate work must be taken while in residence at Arkansas Tech University**

Minimum hours required: **33**

# of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_

To be completed: \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
School of Professional and Community Education	6/11/24

Title	Signature	Date
Department Head Dr. Rene Couture	<i>Rene Couture</i>	6/11/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	6/17/24
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.18.24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	6/28/24
Graduate Dean (Graduate Proposals Only) <del>Dr. Sarah Gordon</del>		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL) <b>EMHS</b>	Course Number: (e.g., 1003) <b>6153</b>	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Disaster Films and Media</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Disaster Films and Media</b>		

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

Yes  No

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

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

- |   |   |   |
|---|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory   | <input type="radio"/> 03 Laboratory only                        |
| <input type="radio"/> 05 Practice Teaching  | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship              |
| <input type="radio"/> 08 Independent Study  | <input type="radio"/> 09 Readings             | <input type="radio"/> 10 Special Topics                         |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction  | <input type="radio"/> 16 Studio Course                          |
| <input type="radio"/> 17 Dissertation       | <input type="radio"/> 18 Activity Course      | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

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

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

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not Applicable.
- If this course is required for the major or minor, complete the following.
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course?

The EMHS required courses do not provide full understanding of human responses to disasters This course (EMHS 6153: Disaster Films and Media) analyzes disaster myths and realities and particularly concentrates on human responses portrayed in films and media. Students compare cinematic recreations with the actual disaster events and discuss accuracies and discrepancies.

What evidence demonstrates this need?

This course helps students understand the importance of integrating research-based evidence in emergency management practice, specifically on human responses to disaster, which is crucial for effective disaster management. Also, many EMHS students have indicated that they are interested in taking a class that focuses on human responses, and the role of media and films in emergency management.

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

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

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

**EMHS 6153: Disaster Films and Media****Course Description**

This course will improve students understanding of human responses to disasters by analyzing disaster myths and realities. During the semester students will examine human responses portrayed in films and media. Students will examine concepts related to myths sources, disaster myths and realities. Students will compare cinematic recreations with the actual events and discuss accuracies and discrepancies. The course emphasizes the importance of integrating research-based evidence in emergency management practice.

<b>Program Learning Outcome</b>	<b>I/R/M</b>	<b>Course Objectives</b>	<b>Assessment Measure</b>
Possess Critical Thinking	Reinforce	Compare cinematic recreations of emergency management related films with the actual events and discuss accuracies and discrepancies.	Written Assignment #2: Response Paper
Operates within the EM framework, principles, and body of Knowledge	Reinforce	Assess application of EM theories and phases to emergency management related films.	Written Assignment #1: Relation to EM
Disaster Risk Management	Reinforce	Evaluate knowledge of films and critical perspectives as well as the application of analytical skills within the context of emergency management.	Final Project: Film Proposal

**Success Measure:** At least 75% of students will get at least 80% in all the assessment measures.

## Course Syllabus

**COURSE NUMBER:**

EMHS 6153

**COURSE TITLE:**

Disaster Films and Media

**COURSE TIME:**

Online 7-Weeks

**INSTRUCTOR:**

Dr. Rejina Manandhar  
Office Location: Dean Hall 107 A  
Phone: 479-356-2014  
Email: [rmanandhar@atu.edu](mailto:rmanandhar@atu.edu)

**OFFICE HOURS:** Monday: 10 a.m. to 2 p.m.; Wednesday: 10 a.m. to 12 p.m.  
or By Appointment (Email me to schedule an appointment).

\*Office hours are subject to change; changes will be posted on the Blackboard.

**CATALOG DESCRIPTION:**

A study of films related to emergency management with particular attention to the analyses of the causes, characteristics, nature, and effects of natural and technological hazards.

**REQUIRED TEXTS:**

None; however, you will be required to view all movies which may require out-of-pocket expenses to rent or purchase.

**SUPPLEMENTAL READING LIST:**

No specific text is required for this course rather material will be drawn from numerous resources. These resources will be made available to the students via Blackboard under the Content section of Blackboard. Students should use APA 7<sup>th</sup> edition format for references to the materials. You will also be required to view all movies which may require out-of-pocket expenses to rent or purchase.

**JUSTIFICATION:**

This course will improve students understanding of human responses to disasters by analyzing disaster myths and realities. During the semester students will examine human responses portrayed in films and media. Students will examine concepts related to myths sources, disaster myths and realities. Students will compare cinematic recreations with the actual events and discuss accuracies and discrepancies. The course emphasizes the importance of integrating research-based evidence in emergency management practice.

**COURSE OBJECTIVES:**

By the end of this course, the student will:

- Compare cinematic recreations of emergency management related films with the actual events and discuss accuracies and discrepancies.
- Assess application of EM theories and phases to emergency management related films.
- Evaluate knowledge of films and critical perspectives as well as the application of analytical skills.

## COURSE ASSESSMENT:

Students will be graded based on assignments (discussion and participation), one exam, and a final term paper. Please note the following breakdown of points:

Point Accumulation		Grade Scale		
Assignments	Points	Accumulated Points	Percent	Grade
Discussion Boards (6 x 50 pts)	300	900- 1000	90-100	A
Assignments (5 x 100 pts)	500	800 - 899	80-89	B
Final Project (Film Proposal)	200	700 - 799	70-79	C
<b>Total Points</b>	<b>1000</b>	600 - 699	60-69	D
		< 599	0-59	F

## COURSE CONTENT:

### Topics to Cover Include (but are not limited to)

- Disaster myths and realities
- Risk amplification
- Written and oral communication
- The impact of pop culture on disaster management
- Comparison of cinematic movies to actual events

### Readings

All the required readings will be made available on the Blackboard. Students are also encouraged to keep up to date with current disaster events by reading local and national newspapers as well as online sources. Some useful links include: <http://www.nytimes.com>, <http://www.washingtonpost.com>, <http://www.cnn.com>, <http://www.fema.gov>.

### Discussion Boards

Each unit will consist of readings as indicated under the appropriate assignment tab in the Blackboard. Upon completion of the readings, you should provide **reflections** (NOT summaries) of the main points of the readings and why you think these are meaningful or challenging topic for emergency management along with examples and evidences to support it (**provide your opinion on the readings and/or concepts**). At the end of the reflection, student should also provide three discussion questions pertaining to the readings under the indicated assignment forum on the Discussion Board. You will then answer/discuss the discussion questions provided by another student under his/her discussion posting (*Response Post*). You can include an outside reference or link if you feel it would add to or enhance the discussion, along with the citation of the readings covered. (See sample format)

Weekly assignment completion will consist of the following steps:

- Complete the readings as assigned for each unit.
- Complete a discussion posting in relation to the assigned readings. (min. **500** words excluding references). Citation(s) required.
- Respond to **at least** one other student's one discussion question. (min. **200** words). Citation(s) encouraged.

The responses to another student's posting will consist of appropriate comments, thoughts or related ideas branching from that posting. The sample format for the weekly posting is



shown in Assignment Discussion Format on page 8. The sample can be used as a guide.

Steps to make an assignment posting are:

- Click on Discussion Board in the Navigation Panel on the left
- Click on the unit assignment number. For example: Unit 1 Assignment
- Click on Add New Thread
- Type Unit number and your name in the Subject box
- Type or copy and paste your assignment into the Message box

The grading rubric for weekly assignments is listed below:

<b>Assignment Grading (80 Points Total)</b>	
Discussion Board Posting/ Readings Reflection (P1) (Short or Inflated Word Count)	50 points  (- 20 points)
Response to Student #1 Discussion Question (R1) (Short or Inflated Word Count)	20 points  (- 10 points)
Citation, Sentence Structure and Grammar	10 points

Satisfactory work/participation is equal to a “65/B”. Doing more than the minimum requirement will likely earn a higher grade.

### Assignments

Students will complete four assignments for the class. These include response papers evaluating a film or other media portrayal of disaster or emergency management that we consider for the course. The response paper should analyze the subject about the themes included in course work, such as: representation of disaster myths; depiction of emergency management procedures; scientific content; relevance to current events; or educational potential.

### Final Project (Disaster Film Proposal)

Students are required to develop a film proposal for the class. Further instruction will be provided on the Blackboard course shell.

### Subject to Change

The course content is subject to change should the instructor determine, such change would better meet the student’s educational needs.

### Effort and Substance

The effort put forth by the student and the substance of the student’s answers will be considered in all work submitted for the course.

If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

## **COURSE POLICIES:**



### Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor. Any new assignment will be posted on **Blackboard** under a **numbered Unit tab** on the day the assignment is given. **Assignment due dates are shown at the top of each assignment.** You must cite your sources in all the assignments using APA 7<sup>th</sup> edition format.

### Late Work

Assignments must be received by the due date and time as given by the instructor. If you have not made arrangements **prior** to the due date, late assignments will be given a reduction in points as set out in the chart below. Any assignment that is more than one week late will not be accepted.

Late Assignment Policy	
30 mins. – 1 day	10 % reduction
2 days – 4 days	25% points reduction
5 days – 1 week	50% points reduction
> 1 week	0% -- NO CREDIT

### E-Mail Correspondence

In all e-mails to the instructor, **list the course number and section number.** And, if applicable, **list the name or number of the assignment** in the **“Subject Line” of the e-mail.** Also, be sure your name is somewhere on the email and on any attached assignment.

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

### Excessive Unexcused Absences

If, at any time during the semester, you have unexcused absences or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an “WN” for excessive absences or non-performance. It is your responsibility to contact the instructor directly when you cannot attend class; however, excused absence is not guaranteed.

Campus policy outlines the dates for dropping a course with a “W”. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F.”

You are responsible for explaining to the instructor the reason for absences due to sickness, accident, or death in the family. The instructor is entitled to request verification. For absences which make it difficult for you to contact the instructor, such as an emergency, you should contact the Dean of Students office, Doc Bryan Student Services Center, Room 233, (479-968-0407) to have the instructor notified.

### Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students

that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Department, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom and/or Blackboard. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

**Please note** - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom and/or Blackboard, from the course, and from the program entirely.

### Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

1. Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.
2. Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized. Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Course, Department, and University policies will be followed in handling academic dishonesty.

At a minimum, the student (and any student caught assisting in the dishonesty) will be given an **automatic "F"** for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an "F" for the course. If the student continues to engage in any academic dishonesty, he or she will be removed from the program entirely.

In addition, any student who aids another student in academic dishonesty (e.g., answers or provides a paper or a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply.

Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.

### Professionalism, Communication, & Respect

It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all of their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views. The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

### **STATEMENT OF NON-DISCRIMINATION and ACCESS**

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>.

### **TECHNICAL ASSISTANCE:**

Technical support, including Blackboard support, is available online, via email, or by phone: Telephone Support: (479) 968-0646; 1-866-400-8022; Email Support: [campussupport@atu.edu](mailto:campussupport@atu.edu)  
Additional information may be found at: <https://ois.atu.edu/>

## **Assignment Discussion Format**

### **Reflection Post**

The readings for this week focused on ..... Some of the important ideas presented were "A", "B", and "C" ..... I think "A" is an important/challenge topic in emergency management because..... For example, ..... (*Provide examples and evidences to support your statements. Also provide citations to support your statements. If your statements are based on the readings, then provide appropriate in-text citation and references at the end*).

Discussion Questions:

- 1).....?
- 2).....?
- 3).....?

References

.....  
.....

Word count: 500+ ( should be at least 500 words, Make sure you include word count)  
**References can also be links/URLs to material that are relevant to the topic of study which you feel will enhance the discussion, or that you think might interest other students.**



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
School of Professional and Community Education	6/10/24

Title	Signature	Date
Department Head Dr. Rene Couture	<i>Rene Couture</i>	6/10/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	6/17/24
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.18.24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	6/28/24
Graduate Dean (Graduate Proposals Only) <del>Dr. Sarah Gordon</del>		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Course Subject: (e.g., ACCT, ENGL) <b>EMHS</b>	Course Number: (e.g., 1003) <b>6163</b>	Effective Term: <input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Disaster Preparedness</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>Disaster Preparedness</b>		

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

Yes  No

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

If so, list course subject and number.  Yes  No

Is this course repeatable for additional earned hours?  Yes  No How many total hours? \_\_\_\_\_

Grading:  Standard Letter  P/F  Other \_\_\_\_\_

Mode of Instruction (check appropriate box):

- |   |   |   |
|---|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory   | <input type="radio"/> 03 Laboratory only                        |
| <input type="radio"/> 05 Practice Teaching  | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship              |
| <input type="radio"/> 08 Independent Study  | <input type="radio"/> 09 Readings             | <input type="radio"/> 10 Special Topics                         |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction  | <input type="radio"/> 16 Studio Course                          |
| <input type="radio"/> 17 Dissertation       | <input type="radio"/> 18 Activity Course      | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

Does this course require a fee?  Yes  No How Much? \_\_\_\_\_ Select Fee Type \_\_\_\_\_

If selected other list fee type: \_\_\_\_\_

Elective  Major  Minor

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

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

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

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- If this course is required for the major or minor, complete the following.
  - Provide the program level learning outcome(s) it addresses.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- What is the rationale for adding this course? What evidence demonstrates this need?  
Preparedness is one of the most important phases of emergency management. Preparedness not only enhances response activities but also enables a community to be disaster resilient. Although, the EMHS required courses cover some components of preparedness, there is not a specific course that focuses on preparedness in a detail manner. This course (EMHS 6163: Preparedness) enables students to understand and apply evidence based best practices to preparedness activities and further provides detail understanding on individual, organizational, and community levels preparedness.

What evidence demonstrates this need?

By understanding various preparedness strategies at individual, organizational, and community levels and the challenges related to it, EMHS professionals will be able to better serve their communities during disasters. Furthermore, many students in the EMHS program have shown their interest to take a course that focuses on disaster preparedness.

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

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

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

**EMHS 6163: Disaster Preparedness****Course Description**

Preparedness issues are studied in regard to relationships with ethical, medical, economic and environmental considerations. Preparedness activities and strategies at individual, organizational and community levels are examined by using evidence-based best practices.

<b>Program Learning Outcome</b>	<b>I/R/M</b>	<b>Course Objectives</b>	<b>Assessment Measure</b>
Operates within the EM framework, principles, and body of Knowledge	Reinforce	Describe and apply theories/perspectives that can be used to guide disaster preparedness promotion among multiple constituencies.	Discussion Board 1: Disaster Preparedness Theories and Activities
Disaster Risk Management	Reinforce	Describe current federal policies, resources, and programs for disaster preparedness and demonstrate how these policies, resources, and programs intersect.	National Incident Management System (NIMS) Assignment
Systems Learning	Reinforce	Identify the varying dimensions of holistic community preparedness and how they intersect. Dimensions will include individuals, households, private sector, non-governmental, and governmental organizations; and communities.	Discussion Board 2: Disaster Preparedness at different levels
Possess Critical Thinking	Reinforce	Determine an organization or community's preparedness needs and develop the appropriate systems to effectively accommodate those needs.	Written Assignment: Risk and Vulnerability Assessment
Sociocultural Literacy	Introduce	Appreciate the needs for and implement methods to provide inclusive emergency management with all stakeholders.	Written Assignment: Preparedness Initiatives

**Success Measure:** At least 75% of students will get at least 80% in all the assessment measures.



## Course Syllabus

**COURSE NUMBER:**

EMHS 6163

**COURSE TITLE:**

Disaster Preparedness

**COURSE TIME:**

Online

**INSTRUCTOR:**

Rejina Manandhar, PhD  
107 A Dean Hall  
479-356-2014  
rmanandhar@atu.edu

**OFFICE HOURS:**

MW: 9 a.m. to 12 p.m.

**CATALOG DESCRIPTION:**

Prerequisites or Co-requisites: EMHS 6063 or consent of the instructor

Preparedness issues are studied in regard to relationships with ethical, medical, economic and environmental considerations. Preparedness activities and strategies at individual, organizational, and community levels are examined by using evidence-based best practices.

**REQUIRED TEXTS:**

None

**SUPPLEMENTAL EDUCATIONAL MATERIALS:**

No specific text is required for this course rather material will be drawn from numerous resources. These resources will be made available to the students via Blackboard under the Content section of Blackboard. Students should use APA 7<sup>th</sup> edition format for references to the materials.

**JUSTIFICATION:**

Preparedness, along with response, is the most studied phase of the disaster cycle. However, many researchers and practitioners argue our understanding of preparedness for extreme events is woefully misunderstood and has been based on false assumptions. A substantial amount of work has been done in an attempt to address these concerns. As the number and severity of extreme events continues to increase, it is essential that emergency management professionals understand the principles of preparedness for the individuals, households, organizations, private entities, and communities they serve. This course is designed to introduce students to the practice of applying evidence-based best practices to preparedness processes and policy. In this course students will look at preparedness in many contexts: the practice of emergency management, the community for whom professionals serve—including the political, private business, and nonprofit sectors—and the network of intergovernmental relationships in which emergency managers must operate. Additionally, this course is designed to introduce students to the doctrine, empirical research, and foundational philosophies in which preparedness is promoted.

**COURSE OBJECTIVES: Following completion of this course, students will be able to**

- Describe and apply theories/perspectives that can be used to guide preparedness promotion among multiple constituencies.
- Describe current federal policies, resources, and programs for disaster preparedness and demonstrate how these policies, resources, and programs intersect.
- Identify the varying dimensions of holistic community preparedness and how they intersect. Dimensions will include individuals, households, private sector, non-governmental, and governmental organizations; and communities.
- Determine an organization or community's preparedness needs and develop the appropriate systems to effectively accommodate those needs.
- Appreciate the needs for and implement methods to provide inclusive emergency management with all stakeholders.

**COURSE ASSESSMENT:**

Point Accumulation		Grade Scale		
Assignments	Points	Accumulated Points	Percent	Grade
Discussion Boards (5 x 60 pts)	300	900-1000	90-100	A
Written Assignments (5 x 100 pts)	500	800-899	80-89	B
Term Paper	200	700-799	70-79	C
<b>Total Points</b>	<b>1000</b>	<600	0-59	F

**COURSE CONTENT:**

Topics to Cover Include (but are not limited to)

- Household, organizational, and community preparedness
- Local, state and federal preparedness
- Inclusive and holistic preparedness promotion and strategies
- Collaborative Approach to preparedness
- Sociological, psychological, political, economic, and environmental concerns and considerations in preparedness for an extreme event

**Readings**

All of the required readings will be made available on the Blackboard. Students are also encouraged to keep up to date with current disaster events by reading local and national newspapers as well as online sources. Some useful links include: <http://www.nytimes.com/> , <http://www.washingtonpost.com> , <http://www.cnn.com> , <http://www.fema.gov/>.

**Discussion Board Assignments**

Each unit will consist of readings as indicated under the appropriate assignment tab in the Blackboard. Upon completion of the readings, you should provide **reflections** (NOT summaries) of the main points of the readings and why you think these are meaningful or challenging topic for disaster preparedness along with examples and evidences to support it (provide your opinion on the readings and/or concepts along with *supporting citations*). At the end of the reflection, student should also *provide three discussion questions* pertaining to the readings under the indicated assignment forum on the Discussion Board. You will then answer/discuss the discussion questions provided by another student under his/her discussion posting (*Response Post*). You can include an outside reference or link if you feel it would add to or enhance the discussion, along with the citation of the readings covered. (See sample format)

Discussion Board assignment completion will consist of the following steps:

- Complete the readings as assigned for each unit.
- Complete a discussion posting in relation to the assigned readings. (min. 500 words excluding references). **Citation(s) required.**
- Respond to **at least** one other student's one discussion question. (min. 200 words). Citation(s) encouraged.

The responses to another student's posting will consist of appropriate comments, thoughts or related ideas branching from that posting. The sample format for the discussion board posting is shown on [page 9](#) of the syllabus. The sample can be used as a guide. Steps to make an assignment posting are:

- Click on Discussion Board in the Navigation Panel on the left
- Click on the unit assignment number. For example: Unit 1 Assignment
- Click on Add New Thread
- Type Unit number and your name in the Subject box
- Type or copy and paste your assignment into the Message box

The grading rubric for discussion board assignments is listed below:

<b>Assignment Grading (80 Points Total)</b>	
Discussion Board Posting/ Readings Reflection (Short or Inflated Word Count)	50 points (- 20 points)
Response to Classmate's Discussion Question (Short or Inflated Word Count)	20 points (- 10 points)
Citation, Sentence Structure and Grammar	10 points

**Satisfactory work/participation is equal to a "65/B". Doing more than the minimum requirement will likely earn a higher grade.**

### **Written Assignments**

Students will be required to complete written assignments for this class. Detail assignment instruction and grading rubric will be provided to you for each written assignment.

### **Subject to Change**

The course content is subject to change should the instructor determine such change would better meet the student's educational needs.

### **Effort and Substance**

The effort put forth by the student and the substance of the student's answers will be considered in all work submitted for the course.

If you find that a question cannot be answered straight from the assigned reading material, the intent is for you to take what you have learned from the reading and extrapolate from it. The question may be answered based on a concept from the reading rather than a verbatim example, or it may require some outside research.

The purpose is for the student to develop thinking skills – intellectual activity versus memorization or regurgitation. Throughout the course the student will be asked to use critical, practical, and creative thinking, which will be significantly more beneficial than memorizing or copying material and forgetting it shortly thereafter.

## **COURSE POLICIES:**

### Assignment Completion

Students must complete their assignment within the timeframe specified by the instructor. Any new assignment will be posted on **Blackboard** under a **numbered Learning Module/Units** on the day the assignment is given. Assignment due dates are shown in the **Course Schedule**. You must cite your sources in all the assignments using APA 7<sup>th</sup> edition format.

### Late Work

Assignments must be received by the due date and time as given by the instructor. If you have not made arrangements **prior** to the due date, late assignments will be given a reduction in points as set out in the chart below. Any assignment that is more than one week late will not be accepted.

Late Assignment Policy	
30 mins. – 1 day	10 % reduction
2 days – 4 days	25% points reduction
5 days – 1 week	50% points reduction
> 1 week	0% -- NO CREDIT

### E-Mail Correspondence

In all e-mails to the instructor, **list the course number and section number**. And, if applicable, **list the name or number of the assignment** in the **“Subject Line” of the e-mail**. Also, be sure your name is somewhere on the email and on any attached assignment.

All students must give prompt attention to communications from faculty and staff members of the University. Most communications will be sent to your official Tech e-mail address. University policy dictates that electronic communications to your instructor must be sent from your official Tech e-mail address.

### Abandoning the Class

If, at any time during the semester, you abandon the class or fail to complete and submit assignments, you may be referred to the Tech Early Warning Program. If you are unresponsive to contact attempts, you may be dropped from the course by your instructor with an “WN” for abandoning the class or non-performance. It is your responsibility to contact the instructor directly when you cannot complete your class work on time.

Campus policy outlines the dates for dropping a course with a “W”. If you have a failing score and do not drop before the stated deadline, you will receive an “F” on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a “W” rather than remaining in the course and receiving an “F.”

You are responsible for explaining to the instructor the reason for not completing your assignments due to sickness, accident, or death in the family. The instructor is entitled to request verification. For excuses, which make it difficult for you to contact the instructor, such as an emergency, you should contact the Dean of Students office, Doc Bryan Student Services Center, Room 233, (479-968-0407) to have the instructor notified.

### Academic Misconduct

Academic misconduct concerns a student's inappropriate behavior in a class regardless of the class format and delivery. Such behavior includes interacting with the professor

and other students in a manner that disrupts the learning environment of a class. Examples include but are not limited to: a) engaging in a discussion with other students that is not beneficial to the class or acceptable to the professor; b) interrupting class unnecessarily; c) attempting to monopolize the professor's time and attention; d) being chronically late to the class; and e) failing to engage in a class in a manner that is required by the professor, such as chronically late submission of assignments. Misconduct also covers verbal or nonverbal harassment and threats in relation to classes. Student behavior must not infringe on the rights of other students or faculty during a class, including the online environment.

Course, Department, and University policies will be followed in handling academic misconduct.

A student will be notified when his or her conduct is inappropriate. If the student does not respond to the notification and/or the inappropriate conduct continues, the student will be removed from the classroom and/or Blackboard. If the student subsequently engages in misconduct, the student will be removed from the course. If the student continues to engage in misconduct, he or she may be removed from the program entirely; and the professor may begin university procedures for removal from the university.

**Please note** - In egregious cases of misconduct, such as verbal or written abuse or threats, the student may immediately be removed from the classroom and/or Blackboard, from the course, and from the program entirely.

### Academic Dishonesty

Academic dishonesty refers to the various categories of cheating and plagiarism in a class, regardless of the class format and delivery.

Cheating on an examination, quiz, or homework assignment involves any of several categories of dishonest activity. Examples include but are not limited to: a) copying from an examination, quiz, or any other assignment of another student; b) utilizing notes, messages, or crib sheets in any format which gives the student extra help on an exam or quiz, and which were not approved by the professor of the class; c) obtaining advance copies of exams or quizzes by any means; d) hiring a substitute to take an exam or bribing any other individual to obtain exam or quiz questions; e) buying term papers or other assignments from the Internet or any other source; and f) using the same paper to fulfill requirements in several classes without the consent of the professors teaching those classes.

Plagiarism is stealing the ideas or writing of another person and using them as one's own. This includes not only passages, but also sentences and phrases that are incorporated in the student's written or oral work without acknowledgement to the true author. Any assignment, including but not limited to lab work, report, paper, presentation, or discussion board, written by copying or cutting and pasting from the Internet or any other source is plagiarized. Slight modifications in wording do not change the fact the sentence or phrase is plagiarized.

Acknowledgment of the source of ideas must be made through a recognized footnoting or citation format. Plagiarism includes recasting the phrase or passage in the student's own words of another's ideas that are not considered common knowledge. Acknowledgement of source must be made in this case as well.

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

Course, Department, College, and University policies will be followed in handling academic dishonesty.

At a minimum, the student (and any student caught assisting in the dishonesty) will be given an **automatic** "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism or cheating will result in a minimum of one letter grade course reduction for each incident or an "F" for the course. If the student continues to engage in any academic dishonesty, he or she will be removed from the program entirely.

In addition, any student who aids another student in academic dishonesty (e.g., answers or provides a paper or a completed homework assignment to another student for submission) will be treated as also being involved in the dishonesty and appropriate penalties will apply.

Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course. THIS MEANS NO COPYING & PASTING IN ANY ASSIGNMENT.

### Professionalism, Communication, & Respect

It is the policy and expectation of the Department of Emergency Management that students will conduct themselves in a professional manner that is guided by respect, collegiality, honesty, and ethical behavior in all their interactions and communication with university faculty, staff, each other, and the community. Students are expected to maintain the highest ideals of academic and social conduct and are responsible for knowing the published policies and standards. Students also are expected to respect the views and personal dignity of other members of the university community, though this does not require that you must agree with others' views. The purposes of this policy are to promote excellence and integrity in all of our activities; to ensure that all persons are treated with respect, dignity, and courtesy; and to promote constructive communication and collaborative teamwork.

### **STATEMENT OF NON-DISCRIMINATION and ACCESS:**

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

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

### **STUDENT NEEDS STATEMENT**

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

**TECHNICAL ASSISTANCE:**

Technical support, including Blackboard support, is available online, via email, or by phone:

Telephone Support: (479) 968-0646; 1-866-400-8022; Email Support: [campussupport@atu.edu](mailto:campussupport@atu.edu)

Additional information may be found at: <https://ois.atu.edu/>





# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
School of Professional and Community Education	6/11/24

Title	Signature	Date
Department Head Dr. Rene Couture	<i>Rene Couture</i>	6/11/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	6/17/24
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.18.24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	6/28/24
Graduate College (if appropriate) <del>Dr. Sarah Gordon</del>		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:  
Master of Science in Emergency Management and Homeland Security

# LETTER OF NOTIFICATION

## Curriculum Revision

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

### Required Information:

**1. Current degree title**

Master of Science in Emergency Management and Homeland Security

**2. Current degree code**

6490

**3. Current CIP code**

42.2899

**4. % online (if applicable)**

100% online

**5. Current curriculum.**

Degree Requirements

The completion of 36 semester hours of graduate work is required, of which 18 semester hours must be at the 6000 level.

Required Courses (18 hours)

EMHS 6033 Leadership and Management

EMHS 6063 Principles of Emergency Management

EMHS 6093 Principles of Homeland Security

EMHS 6103 Research Design and Methods

EMHS 6133 Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security

EMHS 5023 Technology for Comprehensive Emergency Management

EMHS Electives (9 hours)

Elective EMHS or non-EMHS graduate courses tailored to each student's interests and career objectives.

Comprehensive Examination Option (9 hours)

EMHS 6933 Research I

EMHS 6413 Capstone

EMHS Elective - three (3) hours

Thesis Option (9 hours)

EMHS 6933 Research I  
EMHS 6123 Applied Data Analysis  
EMHS 6943 Master's Thesis

Practicum Option (9 hours)  
EMHS 6933 Research I  
EMHS 6423 Professional Practical Experience and Project Development  
EMHS 6413 Capstone

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

Delete EMHS 6933 Research I and 3 hours of EMHS Electives.

**Degree Requirements**

The completion of 30 semester hours of graduate work is required, of which 18 semester hours must be at the 6000 level.

**Required Courses (18 hours)**

EMHS 6033 Leadership and Management  
EMHS 6063 Principles of Emergency Management  
EMHS 6093 Principles of Homeland Security  
EMHS 6103 Research Design and Methods  
EMHS 6133 Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security  
EMHS 5023 Technology for Comprehensive Emergency Management

**EMHS Electives (6 hours)**

Elective EMHS or non-EMHS graduate courses tailored to each student's interests and career objectives.

**Comprehensive Examination Option (6 hours)**

EMHS 6413 Capstone  
EMHS Elective - three (3) hours

**Thesis Option (6 hours)**

EMHS 6123 Applied Data Analysis  
EMHS 6943 Master's Thesis

**Practicum Option (6 hours)**

EMHS 6423 Professional Practical Experience and Project Development  
EMHS 6413 Capstone

**7. Effective date, term, and academic year.**

June 1, 2025, Summer 2025, 2024-25

**8. Reason for change.**

The EMHS program intends to change the required program hours from 36 hrs. to 30 hrs. based on the feedback received from the EM Advisory Board members and to align the EMHS program with other graduate programs at ATU. It is expected that this change will make the program more marketable to potential students and will help in student recruitment and retention.

# EMERGENCY MANAGEMENT AND HOMELAND SECURITY, MASTER OF SCIENCE

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

The School of Professional and Community Education (PACE) at Arkansas Tech University offers advanced study in the disciplines of Emergency Management and Homeland Security (EMHS). Students will have the opportunity to study the emerging technology as well as the social, political, legal, ethical, and leadership aspects of EMHS from the perspective of a practitioner as well as a scholar. Graduates from the program are well-prepared to meet the growing demand for educated EMHS professionals in the private business sector, education, non-governmental organizations, and various government agencies and organizations at all levels-local, state, regional, national, and international.

*This program may be completed online.*

This degree offers a specialized program both for existing career professionals in the field, those seeking the academic foundation on which to build a career, and others who look to the Master's Degree as the first step towards the eventual pursuit of a doctorate.

The curriculum reflects the latest research and practical applications in the fields of Emergency Management and Homeland Security. Associated emerging technologies and areas of concentration are integrated into the curriculum. The EMHS Program Director acts as faculty advisor to each student admitted to the EMHS degree program.

## Additional Admission Requirements Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science degree program in Emergency Management and Homeland Security (EMHS) if they meet all of the following requirements. Additionally, all application credentials are examined by the Graduate Program Director and the Graduate Program Admission Committee when determining admission status.

1. Applicants must meet the admission requirements for the Graduate College (<https://catalog.atu.edu/graduate/admission/>).
2. Applicants must have a minimum undergraduate or graduate cumulative grade point average of 3.00.
3. Applicants must provide a statement of intent which addresses career goals, interests in graduate education, emergency management, and research interests. (300 word minimum).
4. Applicants must provide a resume or vitae.
5. Approval from the Program Director.

## Conditional Admission

Conditional admission may be possible when the grade point average is between 2.5 and 3.0. In addition, all application credentials are examined by a faculty committee from the EMHS to determine admission status. If a student was admitted conditionally based on grade point average, the

condition will be met if upon completion of twelve (12) semester hours a cumulative grade point average of 3.00 or better is achieved.

## Late Admission

Priority deadline date for fall admission is March 1 and spring admission is October 1. Any student requesting admission for any academic term must have their documentation material processed for admission to the program as required by the School of Professional and Community Education (PACE) by the first day of the term requested. Documentation includes undergraduate transcript(s), a Statement of Intent and either a Resume or a Vitae. If processing cannot be completed, and approval given by the Program Director, the student will be rejected for admission for that term and must wait to enter the next academic term.

## Curriculum Degree Requirements

1. The completion of ~~36~~<sup>30</sup> semester hours of graduate work is required, of which ~~18~~ semester hours must be at the 6000 level.

Code	Title	Hours
<b>Required Courses</b>		
EMHS 5023	Technology for Comprehensive Emergency Management	3
EMHS 6033	Leadership and Management	3
EMHS 6063	Principles of Emergency Management	3
EMHS 6093	Principles of Homeland Security	3
EMHS 6103	Research Design and Methods	3
EMHS 6133	Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security	3

### EMHS Electives

Elective EMHS or non-EMHS graduate courses tailored to each student's interests and career objectives 9 - 6

### Options

Select one of the following Options: 9 - 6

#### Comprehensive Examination Option:

~~EMHS 6933~~ Research I

EMHS 6413 Capstone

EMHS Elective

#### Thesis Option:

~~EMHS 6933~~ Research I

EMHS 6123 Applied Data Analysis

EMHS 6943 Master's Thesis

#### Practicum Option:

~~EMHS 6933~~ Research I

EMHS 6423 Professional Practical Experience and Project Development

EMHS 6413 Capstone

**Total Hours**

~~36~~ **30**

2. After completion of the Research I course, students choose to pursue either an original research thesis, a practicum research project, or the comprehensive exam. Students selecting the comprehensive exam will take an additional three (3) hour elective; student pursuing a thesis or practicum research project, will select a chair to guide their research work and either engage with the data collection and analysis (thesis) or professional practice (practicum) before completing



their research work. EMHS faculty advisors will assist students in designing a curriculum of study leading to the fulfillment of degree requirements. Additionally, the Program Director and the Graduate College will monitor the students' progress. Ultimately, it remains the students' responsibility to understand and to satisfy all degree requirements.

## Learning Outcomes

Students who complete the program will demonstrate:

### Specialized Knowledge

#### Emergency Management Framework/Principles/Body of Knowledge

- Apply appropriate theories, concepts, policies, and emergency management measures to multiple emergency and disaster context.
- Summarize and apply the idea of extremism and the role it plays.
- Identify a research topic area and develop a feasible research question.
- Develop an empirically based introduction and literature review in support of selected research topic and question.
- Apply theoretical knowledge of social science methodology to conduct scientific research with practical application in the field.
- Apply the systematic process of scientific data collection and analysis to a personal research project supported by the EMHS body of knowledge.

#### Disaster and Homeland Security Risk Management

- Examine the future challenges and opportunities pertaining to the emergency management field.
- Effectively define terrorism
- Apply the systematic process of scientific research to a personal research project.
- Explain clearly the interactions of political, economic, social, built and physical environmental systems as disaster risk triggers; apply risk management principles to a specific situation; and assessing shifts in risk due to changing vulnerability utilizing a risk management framework.
- Apply the systematic process of scientific information collection and analysis to a personal research project to meet a need within the practical field and supported by the EMHS body of knowledge.
- Apply the systematic process of scientific data collection and analysis to a personal research project supported by the EMHS body of knowledge.

### Broad and Integrative Knowledge

#### Scientific Literacy

- Apply the systematic process of scientific research to a personal research project.
- Evaluate how information technologies may be effectively applied in all phases of emergency management.
- Synthesize research and theoretical literature related to an EM topic to produce a new body of knowledge.
- Analyze needs of practical environment and develop a product to address an identified need using appropriate techniques supported by the EMHS body of knowledge.

- Collect and analyze data using appropriate software and techniques supported by the EMHS body of knowledge.

#### Geographic Literacy

- Have a working knowledge of terrorism and its history.
- Apply systematic and spatial reasoning to a community risk reduction problem.
- Develop in-depth understanding of fundamental geospatial concepts, including geospatial data collection, mapping, and spatial analysis.
- Evaluate the value of their project and the resulting product and identify the communities and geographical regions to which their findings apply.
- Evaluate the value of their study and identify the communities and geographical regions to which their findings apply.

#### Sociocultural Literacy

- Apply appropriate theories, concepts, policies, and emergency management measures to multiple emergency and disaster context.
- Distinguish among the many organizations and communities involved in the multiple aspects of emergency management.
- Explain how political and legal processes can impact disaster preparedness, mitigation, response, and recovery.
- Demonstrate fairness and respect toward people with different customs, backgrounds, and beliefs within the community.
- Evaluate the value of their project and the resulting product and identify the communities and geographical regions to which their findings apply.
- Evaluate the quality and meaning of their study. Demonstrate the place within EMHS systems in which their research impacts.

#### Technological Literacy

- Apply Geographic Information Systems to hazard processes and risk assessment.

### Intellectual Skills

#### Critical Thinking

- Differentiate effective emergency management leadership within daily operations from leadership in a complex crisis.
- Analyze and evaluate quality peer-reviewed research articles. Differentiate scientific research from other forms of publications.
- Develop and complete a research project related to hazard analysis using geospatial technology beginning with problem identification and concluding with results documentation and presentation.
- Apply scientific skills and methods of social science research, including the gathering, analysis, interpreting, and updating the data; and articulate policy implications from the data.
- Evaluate the quality and implementation of their developed product. Apply these findings within the EMHS framework and body of knowledge.
- Evaluate the quality and meaning provided by the data analysis. Apply these findings within the EMHS framework and body of knowledge.

#### Professional Ethics

- Examine the social and ethical responsibilities of leadership in EMHS.
- Be able to interpret the governmental homeland security.

- Apply research ethics to research process and the use of human subjects.
- Differentiate various ethical and legal principles and theories.
- Introduce ethical and legal considerations into a stakeholder discussion.
- Demonstrate professional ethics by conducting an inquiry in a professional manner by following APA guidelines.
- Apply research ethics to research process and the use of human subjects.

### **Applied & Collaborative Learning**

#### Systems Literacy

- Articulate the opportunities and challenges of EMHS leadership in an interconnected and interdependent world.
- 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.
- Effectively apply knowledge to border security, immigration and customs enforcement.
- Evaluate the quality and meaning of their project and product. Demonstrate the place within EMHS systems in which their product impacts.
- Evaluate and recommend future research and practical applications at the final stage of their thesis study.

#### Leadership

- Compare and contrast leadership and management characteristics.
- Differentiate effective emergency management leadership within daily operations from leadership in a complex crisis.
- Apply appropriate theories, concepts, policies, and emergency management measures to multiple emergency and disaster context.
- Demonstrate respect for diversity of thought.

### **Civic & Global Learning**

#### Continual Learning

- Generate strategic ideas to promote organizational learning as applied to EMHS policies and operations.
- Analyze and evaluate quality peer-reviewed research articles. Differentiate scientific research from other forms of publications.
- Demonstrate graduate collegiate writing skills and apply APA 7 formatting to all written work with appropriate in-text citations, empirical support, and no plagiarism.
- Conduct a collaborative inquiry in a group project;
- Review and assess research journal articles to ascertain support for research finding and what that means for decision making in practice.
- Evaluate and recommend future research and practical applications as the final stage of their practical project.
- Demonstrate graduate collegiate writing skills to support dissemination of findings to the EMHS academic and practitioner communities. Apply APA 7 formatting to all written work with appropriate in-text citations, empirical support, and no plagiarism.

#### Community Engagement

- Distinguish among the many organizations and communities involved in the multiple aspects of emergency management.

- Maintain communication and engagement with existing community stakeholders.
- Demonstrate graduate collegiate writing skills to support dissemination of findings to the EMHS academic and practitioner communities. Apply APA 7 formatting to all written work with appropriate in-text citations, empirical support, and no plagiarism.

#### Governance and Civics

- Be able to interpret the governmental homeland security.
- Maintain communication and engagement with existing community stakeholders.
- Simulate bringing a wide range of stakeholders together to address a disaster risk issue.

# Master of Science Emergency Management and Homeland Security ~~2024-2025~~

2025-2026

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

### Grade **Required Courses (18 hours)**

EMHS 5023 Technology for Comprehensive Emergency Management
EMHS 6033 Leadership and Management
EMHS 6063 Principles of Emergency Management
EMHS 6093 Principles of Homeland Security
EMHS 6103 Research Design and Methods <i>or</i> SAA 6113 Research Design and Analysis
EMHS 6133 Ethical, Legal, and Political Considerations in Emergency Management and Homeland Security

6

### Grade **EMHS Electives (9 hours)**


### Grade **Comprehensive Exam Option (9 hours)**

4

<del>EMHS 6933 Research I</del>
EMHS 6413 Capstone
EMHS Elective - three (3) hours
Comprehensive Exam

### Grade **Thesis Option (9 hours)**

6

<del>EMHS 6933 Research I</del>
EMHS 6123 Applied Data Analysis
EMHS 6943 Master's Thesis
Thesis Completion

### Grade **Practicum Option (9 hours)**

4

<del>EMHS 6933 Research I</del>
EMHS 6423 Professional Practical Experience and Project Development
EMHS 6413 Capstone
Practicum Completion

30

Minimum hours required: ~~36~~

# of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_

To be completed: \_\_\_\_\_





# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
PACE	5-29-2024

Title	Signature	Date
Department Head Dr. Couture	<i>Rene Couture</i>	6/11/24
Dean Dr. Carter	<i>Jim Carter</i>	6/17/24
Assessment Dr. Austin	<i>Paul Austin</i>	6.18.24
Registrar Mrs. Weaver	<i>Sammy Weaver</i>	6/28/24
Graduate Dean (Graduate Proposals Only) <del>Dr. Gordon</del>		
Vice President for Academic Affairs Dr. Santos		

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

Course Subject: (e.g., ACCT, ENGL) OL	Course Number: (e.g., 1003) 5353	Effective Term: Summer 2025
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Project Management		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) PROJECT MANAGEMENT		

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

BAS 4353: Project Management

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

If so, list course subject and number.  Yes  No

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

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- |   |   |   |
|---|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory   | <input type="radio"/> 03 Laboratory only                        |
| <input type="radio"/> 05 Practice Teaching  | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship              |
| <input type="radio"/> 08 Independent Study  | <input type="radio"/> 09 Readings             | <input type="radio"/> 10 Special Topics                         |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction  | <input type="radio"/> 16 Studio Course                          |
| <input type="radio"/> 17 Dissertation       | <input type="radio"/> 18 Activity Course      | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

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

If selected other list fee type:

Elective  Major  Minor

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

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

Every fall term, spring and/or summer as needed.

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

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? HyFlex classroom.

Answer the following Assessment questions:

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

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

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

Project Management Principles - Students will apply project management principles to effectively: apply project management methodologies such as Agile, Scrum, Lean, Waterfall, Phase/Gate, etc.; create detailed project plans including schedules, timelines, resource allocation, and milestones; identify risks, assess impact, and develop mitigation strategies to handle uncertainties effectively; develop, manage, and control project budgets to ensure project completion within financial constraints; apply leadership principles to motivate project teams, manage conflict, and ensure collaboration.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) Student learning will be measured using standardized assessment via rubric items used across courses associated with the PM

program outcome to assess performance in discussion forums, project-based learning, tests/quizzes, application assignments, etc. For example, PM items are included in rubrics assessing communication, organizational change readiness, risk mitigation, etc., in OL 6063: Leading Organizational Change, OL 5353: Project Management, OL 5363: Project Risk Analysis and Mitigation, OL 5373: Leading Agile Projects, and OL 6093: Capstone. An example is attached to this proposal.

- c. What is the rationale for adding this course? What evidence demonstrates this need? MGMT 5203: Project Management, a required course in the MAODL program, is a spring term only course offering. The addition of OL 5353 as an option in the MAODL program will increase student access to program requirements as OL 5353 will be offered in the fall term. This course will also be open to MBA students, so it increases availability of PM instruction across multiple programs. MGMT 5203 was not offered in Spring 2024, which required MAODL students to take a substituted course to stay on track for program completion. This substituted course included some coverage of project management principles, but not enough of the requisite knowledge to meet desired program outcomes. Offering a cross-listed undergraduate/graduate course in Project Management will ensure that MAODL students have access to a project management course during either the fall or spring term. Additionally, a cross-listed undergraduate/graduate course is more likely to reach enrollment minimums. According to the U.S. Bureau of Labor Statistics, employment of project management specialists is expected to grow by 6% over the next decade. A study commissioned by the Project Management Institute points to growth of approximately 33% in project management-oriented roles, but that talent shortages in the profession are a real concern (<https://www.pmi.org/learning/careers/job-growth>). The proposed course, along with other proposed graduate-level PM courses (OL 5363: Project Risk Analysis and Mitigation, OL 5373: Leading Agile Projects) creates an opportunity to offer a graduate-level certificate in project management.

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

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

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

**Arkansas Tech University  
OL 5353 Project Management**

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**Instructor:**

**Office:**

**Phone:**

**Email:**

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**CRITICAL DATES**

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Attendance Accounting:

Fall Break:

Last day to withdraw or change to audit:

**Course Description:**

OL 5353 Project Management is a three-credit-hour course designed to prepare students to manage projects across multiple business functions, including marketing, human resources, logistics, and information technology projects. In addition, the course prepares the student to pursue the Certified Associate in Project Management (CAPM) credential offered by the Project Management Institute (PMI). The CAPM is designed for those with less project experience and tests a candidate's fundamental knowledge, terminology, and effective project management processes. Future leaders apply project management approaches and strategies to MS Project case study scenarios.

**Required Text:**

Larson, E., & Gray, C. (2024). *Project management: The managerial process* (8<sup>th</sup> ed.).

McGraw-Hill

**Recommended Text:**

Available in a digital format from the ATU Library.

Project Management Institute (PMI). (2021). [A Guide to the Project Management Body of Knowledge \(7th Ed.\)](#). Philadelphia, PA: Project Management Institute. ISBN: 978-1628256642

**Prerequisite Knowledge:** This course does not require any prior knowledge for success.

**Cross-Listed Course:** OL 5353 Project Management (graduate-level) is cross-listed with BAS 4353 Project Management (undergraduate-level); however, graduate students have the additional requirement of a semester-length case study utilizing MS Project.

**Justification for the Course**

The Certified Associate in Project Management (CAPM) is designed to equip students with technical and applied management skills, enabling them to enhance productivity and efficiency in multiple industrial, manufacturing, and technological domains.

**Course Learning Objectives (CLOs):**

After this course, you should be able to:

- CLO 1: Apply effective project management techniques in planning and administering projects of various sizes.
- CLO 2: Deploy the principles, concepts, and tools for successful project management to a case study utilizing MS Project.
- CLO 3: Demonstrate an effective project manager's required roles and responsibilities.
- CLO 4: Evaluate cost and risk control procedures.
- CLO 5: Develop and apply scheduling techniques and policies to ensure successful project completion.
- CLO 6: Conduct progress measurements and evaluations to determine project status.
- CLO 7: Evaluate case studies, scenarios, or current events regarding professional and ethical responsibilities.

**How the Course Meets the General Education Requirements**

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and develop individuals' capacity to expand that knowledge over their lifetime. The University has identified broad goals for students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Think critically

Develop ethical perspectives

Communicate effectively

## **Methodology**

Students will achieve course objectives through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, online discussions, exercises, team assignments, and individual assignments.

## **Technology Competencies**

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

### **Essential Technical Skills for Success**

- Using Blackboard (and seeking assistance as soon as possible)
- Using email to communicate with your instructor (include course section)
- Creating and submitting files in Word or a similar format
- Submitting written assignments in Word to Blackboard
- Asking for help. (I cannot stress this enough to you)

## **Technology Requirements for Success**

Click [here](#) to view recommended Blackboard technology compatibility.

### **1. Determine if you are a good fit for an online class.**

Ask yourself and those around you who know you very well, such as parents, siblings, good friends, or a teacher or mentor who you respect, to tell you if you are:

- a. A self-motivated, self-driven person who wants to learn and is willing to make it a priority
- b. Willing to initiate conversation and communication with new people you have just met
- c. Someone who possesses effective time management and is rarely known to procrastinate
- d. Someone who doesn't give up easily under pressure is persistent and perseveres through challenges
- e. Willing to admit "I don't know" and ask for help

### **2. Research the status of your devices for accessing online learning environments.**

What devices do you have to access the online learning environment and complete your online assignments? Which one of them is your primary device?

### **3. Know your limitations regarding literacy with media and digital skills.**

More than having a computer and knowing how to use it is required to ensure success in online learning. Today, digital literacy is the primary way to gather information. You must be

able to find, access, manage, evaluate, analyze, synthesize, utilize, share, and create new knowledge and content using information technologies and the Internet.

**4. Identify your primary connection to the Internet and backup connection.**

- a. Do you have reliable internet access?
- b. How close are you to a public library with computers, internet access, and Wi-Fi access?
- c. How close are you to other public places with internet access, such as Starbucks, Panera, Whole Food Markets, Target, etc.?
- d. What are your alternative plans for internet access?
- e. In addition to Wi-Fi, do you have the ability to connect to the internet directly at home?
- f. If you are also working, does your workplace allow you to use the internet and Wi-Fi to do your school assignments before and after work?

**5. Talk to other students who have taken courses online to get information about the online learning platform.**

Getting information about the online learning platform by talking to students who have taken courses online is very useful for any student considering online courses. You can learn a lot from a recent student about personal characteristics that you must have to succeed in the online learning environment. You will also learn about the digital skills required using the interface and the available support systems.

**6. Find a mentor.**

Colleges and universities provide students with mentors and advisors through the Student Services and Advising departments. Students who take advantage of this opportunity perform better in their online classes.

## **Course Structure**

The course structure includes 14 individual modules. The module structure is as follows:

- Start Here! Module
- Module 1: Introduction to Project Management
- Module 2: Strategy
- Module 3: Introduction to MS Project
- Module 4: Organizational Structure and Culture
- Module 5: Defining the Project
- Module 6: MS Project Case Study Phase 1
- Module 7: Estimating Project Time and Costs
- Module 8: Develop a Project Schedule
- Module 9: Scheduling Resources and Costs
- Module 10: MS Project Case Study Phase II
- Module 11: Reducing Project Duration
- Module 12: Being an Effective Project Manager
- Module 13: Managing a Project Team
- Module 14: MS Project Case Study Presentation
- Final Examination

## *Assignments*



Throughout the course, assignments reinforce students' understanding of the course material and apply different leadership concepts. Your instructor will post all assignments in Blackboard's "Course Content" tab. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the Course Schedule available in the Start Here folder. Students must submit all assignments through Blackboard to receive credit.

### *Participation/Discussion Board*

Points will be deducted for each posting that is not submitted. To earn the total points for the discussion board, you must answer the post and reply to another student's post in the class. Your answers should be relevant to the discussion topic and demonstrate your understanding of the subject. Participation is assessed on the extent to which you reply to my questions and how you communicate with your other classmates regarding their posts. Remember, you will get what you put into the discussion boards out of the discussion boards. Please refer to the discussion board participation and expectation guidance in the Course Information folder.

### *Case Studies*

The term case study refers to a method of analysis and a specific research design for examining a problem. It is used in most circumstances to generalize across populations.

A case study research paper examines a person, place, event, phenomenon, or other type of subject. It extrapolates critical themes and results that help predict future trends, illuminates previously hidden issues that can be applied to practice, and provides a means for understanding a significant research problem with greater clarity. A case study paper usually examines a single subject. Still, case study papers can also be designed as a parallel investigation showing relationships between two or more topics.

Graduate students deploy MS Project to a case study scenario to empower collaboration and management of a project.

### *Exercises*

In this course, exercises involve assessment and problem-solving related to a brief situation or scenario or require the development of a formulaic answer or visual presentation.

### *Individual and Team Assignments/Exercises*

Each module identifies the assignments and exercises as individual or team efforts. Individual projects and activities require you to complete the work independently; however, you may seek the instructor's or your peers' guidance. Team assignments are designed as collaborative work within a group of students. Each member may submit the same result (as expected, to collaborate to discern your solutions). How each team allocates the work within the assignments is within the purview of the team members.

### *Rubrics*

Each learning activity and assessment item above is evaluated by a rubric designed for each. The rubric for each type of assignment may be found in every module containing an assignment. You must read and review the rubric before initiating (and submitting) a learning activity or assessment.

### **Netiquette**

Netiquette (net + etiquette) is the code of conduct for virtual online spaces. It is dictated by common sense rules (manners) and social conventions.

Source: [Educational Technology and Mobile Learning](#)

- Before posting your question on a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts, or pictures.
- Don't type in ALL CAPS! If you do, it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a classmate's question, ensure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas, but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you are referring to.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger them about it—just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Please include the section number of your course in the subject line when sending your instructor an email.

This course is online; therefore, most conversations will be via email and discussion board. Please use common sense (no slang, correct grammar, etc.) when sending emails and posting

on discussion boards. This endeavor is a senior-level course, and I expect you to be on a college-student level with your postings and emails. I do not expect you to be a perfectionist, but I hope you will be courteous and respectful.

To avoid sending emails into my junk file, you should use your ATU e-mail account for ALL communications. In most cases, I will respond to your emails within 24 hours.

### **Returning of Assignments**

I will return graded assignments to you within seven working days. Working days are Monday through Friday, with no weekends or holidays.

### **Make-Up Policy/Late Work**

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

*Assignments, Exercises, Blogs, and Quizzes:* Any work not submitted by the due date can still be submitted for up to 75% credit up to **ONE WEEK** past the due date. Assignments will not be accepted more than a week past the due date.

### **Course Schedule**

A comprehensive course schedule is located on Blackboard under the Start Here module. The course schedule is subject to change at the discretion of the instructor.

### **Grading Summary**

The module identifies all required OL 5353 Project Management activities in the Course Schedule. The Course Schedule is available to you in the Start Here folder.

Your final grade is determined by the percentage of total points you earn during the course duration. For example, as noted below, 1,400 points are available in the course. Therefore, to achieve a final grade of an A for the course, you must earn a minimum of 1,260 points ( $1,400 \times 0.90 = 900$ ).

### **Grading Scale (as a percentage of total points)**

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

### **Course Policies**

#### *Artificial Intelligence*

**AI Policy: Not Permitted in this Course**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek assistance from Generative AI Tools like ChatGPT. Using a Generative AI Tool to complete an assignment constitutes academic dishonesty.

### *Academic Integrity*

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires the highest standards of academic integrity and conduct from all students. Students at Arkansas Tech University will refrain from committing any of the violations of academic integrity as detailed below. Further, Arkansas Tech University expects that all classes maintain an academic and courteous atmosphere. The classroom is under the control of the professor who will give students a statement of his or her classroom expectations and policies in a syllabus at the beginning of the semester.

A violation of academic integrity refers to various categories of inappropriate academic behavior with respect to a course. Students must refrain from cheating, plagiarism, fabrication, impersonation, forgery, collusion and/or other dishonest practices.

Arkansas Tech University respects the right of the instructor of record for the course to determine and apply all academic sanctions for violations of academic integrity. The classroom (to include online and hybrid courses) is under the control of the instructor, who will give students a statement of his/her classroom expectations and policies in a syllabus at the beginning of the semester. Typical penalties *can include but are not limited to* giving an 'F' on a particular quiz or exam, giving an 'F' on a term paper or other written work, or giving the student an 'F' or 'W' for the course. Instructors may also have different penalties depending on the number and severity of violations.

As an institution, Arkansas Tech University may deem it necessary to apply additional sanctions beyond the academic penalties imposed through the course. Examples of the types of penalties Arkansas Tech may choose to apply *include but are not limited to* required completion of academic integrity training, as well as disciplinary probation, suspension or expulsion from the university. Any institutional penalties that may be applied will vary Oled on the number and severity of violations.

### *Academic Misconduct*

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

apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

#### *Excessive Unexcused Absences/Missed Assignments*

If at any time during the semester you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive to the following two class sessions, your instructor will drop you from the course with a "WN" for excessive absences or non-performance. You are responsible for contacting the instructor when you are having a problem completing an assignment.

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

You may access current student policies in the [Arkansas Tech University Student Handbook](#).

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

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act to prevent barriers to academic accessibility. If you need accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>.

**University Testing and Disability Services-** <http://www.atu.edu/disabilities/>

If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, they should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by the

ADA may include learning, psychiatric, physical, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if unsure whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

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

<p>Blackboard Module &amp; Due Date</p>	<p>OL 5353 Project Management Course Schedule (Term) (Details in each respective module)</p>
<p><b>Start Here!</b> <b>Module</b></p> <p>Start:</p> <p>Due:</p> <p>(30 points) / 30</p>	<ul style="list-style-type: none"> <li>✓ Course Introduction Scavenger Hunt (10 points)</li> <li>✓ Course Introduction Forum (10 points)</li> <li>✓ PMBOK Access Assignment (10 points)</li> <li>✓ Read the Syllabus</li> <li>✓ Review the Course Schedule</li> <li>✓ Validate remote or local access to MS Project</li> </ul>
<p><b>Module 1</b> <b>Introduction</b></p> <p>Start:</p> <p>Due:</p> <p>(80 points) / 110</p>	<ul style="list-style-type: none"> <li>✓ Module 1 Discussion Forum (Kaltura) (10 points)</li> <li>✓ Module 1 Content Quiz (20 points)</li> <li>✓ Module 1 Case Study: The Hokies Lunch Group (50 points)</li> </ul>
<p><b>Module 2</b> <b>Strategy</b></p> <p>Start:</p> <p>Due:</p> <p>(80 points) / 190</p>	<ul style="list-style-type: none"> <li>✓ Establish Peer Support Teams</li> <li>✓ Module 2 Content Quiz (20 points)</li> <li>✓ Matrix Assignment (20 points)</li> <li>✓ Net Present Value Assignment (Team) (40 points)</li> </ul>



Blackboard Module & Due Date	OL 5353 Project Management Course Schedule (Term) (Details in each respective module)
<p><b>Module 3</b></p> <p><b>Introduction to MS Project</b></p> <p>Start:</p> <p>Due:</p> <p>(50 points)/ 240</p>	<ul style="list-style-type: none"> <li>✓ MS Project Introductory Task Assignment (50 points) <ul style="list-style-type: none"> <li>a. Add tasks</li> <li>b. Outline tasks</li> <li>c. Link tasks</li> <li>d. Change MS Project View</li> <li>e. Preparation for viewing and printing</li> </ul> </li> </ul>
<p><b>Module 4</b></p> <p><b>Organizational Structure and Culture</b></p> <p>Start:</p> <p>Due:</p> <p>(80 points) / 320</p>	<ul style="list-style-type: none"> <li>✓ Module 3 Discussion: Snapshot from Practice (10 points)</li> <li>✓ Module 3 Content Quiz (20 points)</li> <li>✓ Organizational Culture Exercise #4 p. 94 (50 points)</li> </ul>
<p><b>Module 5</b></p> <p><b>Defining the Project</b></p> <p>Start:</p> <p>Due:</p> <p>(80 points) / 400</p>	<ul style="list-style-type: none"> <li>✓ Module 4 Content Quiz (20 points)</li> <li>✓ Priority Assignment #2 p. 128 (Individual) (20 points)</li> <li>✓ WBS Assignment “Celebration of Colors” p. 130 (Team) (40 points)</li> </ul>

<p>Blackboard Module &amp; Due Date</p>	<p>OL 5353 Project Management Course Schedule (Term) (Details in each respective module)</p>
<p><b>Module 6</b> <b>MS Project Case Study Phase 1</b></p> <p>Start:</p> <p>Due:</p> <p>(100 point) / 500</p>	<ul style="list-style-type: none"> <li>✓ MS Project Case Study Phase 1 Assignment (100 points) <ul style="list-style-type: none"> <li>a. Project Scope Statement</li> <li>b. Project Priority Matrix</li> <li>c. Initial Work Breakdown Structure (WBS) development</li> <li>d. Work Breakdown Structure coding</li> <li>e. Initial Project Communication Plan</li> </ul> </li> </ul>
<p><b>Module 7</b> <b>Estimating Project Time and Costs</b></p> <p>Start:</p> <p>Due:</p> <p>(100 points) / 600</p>	<ul style="list-style-type: none"> <li>✓ Module 5 Content Quiz (20 points)</li> <li>✓ Module 5 Discussion: Snapshot from Practice (p. 159) (10 points)</li> <li>✓ Exercise Assignment (1-5, p. 159) (20 points)</li> <li>✓ Learning Curves for Estimating Appendix 5.1 (Team) (50 points)</li> </ul>
<p><b>Module 8</b> <b>Develop a Project Schedule</b> <b>Part 1</b></p> <p>Start:</p> <p>Due:</p> <p>(38 points) / 638</p>	<ul style="list-style-type: none"> <li>✓ Module 6 Content Quiz (20 points)</li> <li>✓ Chapter 6 Exercises (2,6 and 7) (18 points)</li> </ul>

<p>Blackboard Module &amp; Due Date</p>	<p>OL 5353 Project Management Course Schedule (Term) (Details in each respective module)</p>
<p><b>Module 8 Part 2</b> <b>Develop a Project Schedule</b></p> <p>Start</p> <p>End</p> <p>(62 points) / 700</p>	<ul style="list-style-type: none"> <li>✓ Chapter 6 Exercise 14 and Exercise 15 (12 points)</li> <li>✓ Network Schedule and Critical Path: Ventura Baseball Stadium (Team) (50 points)</li> </ul>
<p><b>Module 9</b> <b>Scheduling Resources and Costs Part 1</b></p> <p>Start:</p> <p>Due:</p> <p>(50 points) / 750</p>	<ul style="list-style-type: none"> <li>✓ Chapter 8 Review Question (18 points)</li> <li>✓ Module 7 Content Quiz (20 points)</li> <li>✓ Blue Mountain Cabin Case 8.1 (12 points)</li> </ul>
<p><b>Module 9</b> <b>Scheduling Resources and Costs Part 2</b></p> <p>Start:</p> <p>Due:</p> <p>(70 points) / 820</p>	<ul style="list-style-type: none"> <li>✓ Chapter 8 Exercise 14 (25 points)</li> <li>✓ Chapter 8 Exercise 15 (25 points)</li> <li>✓ Tham Luang Cave Rescue Assignment (Individual) (20 points)</li> </ul>

<p>Blackboard Module &amp; Due Date</p>	<p>OL 5353 Project Management Course Schedule (Term) (Details in each respective module)</p>
<p><b>Module 10</b> <b>MS Project Case Study Phase II</b></p> <p>Start:</p> <p>Due:</p> <p>100 points / 920</p>	<p>✓ MS Project Case Study Phase II Assignment (100 points)</p> <ul style="list-style-type: none"> <li>a. Project start date schedule impact</li> <li>b. Task links (dependencies)</li> <li>c. Constraints impact on the project schedule</li> <li>d. Effort-driven scheduling</li> <li>e. Impact of float (or slack) on the project schedule</li> </ul>
<p><b>Module 11</b> <b>Reducing Project Duration</b></p> <p>Start:</p> <p>Due:</p> <p>160 points / 1080</p>	<ul style="list-style-type: none"> <li>✓ Module 8 Content Quiz (20 points)</li> <li>✓ Module 8 Assignment (80 points)</li> <li>✓ Exercises 1-6 (Team) (60 points)</li> </ul>

<p>Blackboard Module &amp; Due Date</p>	<p>OL 5353 Project Management Course Schedule (Term) (Details in each respective module)</p>
<p><b>Module 12</b> <b>Being an Effective Project Manager</b></p> <p>Start:</p> <p>Due:</p> <p>(60 points) / 1140</p>	<ul style="list-style-type: none"> <li>✓ Module 9 Content Quiz (20 points)</li> <li>✓ Snapshots from Practice (Individual) (20 points)</li> <li>✓ Exercises 1 &amp; 2 (Individual) (20 points)</li> </ul>
<p><b>Module 13</b> <b>Managing a Project Team</b></p> <p>Start:</p> <p>Due:</p> <p>(60 points) / 1200</p>	<ul style="list-style-type: none"> <li>✓ Module 10 Assignment (Snapshots from Practice) (50 points)</li> <li>✓ Self-Assessment Learning Reflection (10 points)</li> </ul>
<p><b>Final Examination</b></p> <p>Start:</p> <p>Due:</p> <p>(200 points)</p> <p>1400 Total Points</p>	<ul style="list-style-type: none"> <li>✓ Final Examination / Assignment (100 points)</li> <li>✓ MS Project Presentation (100 points)</li> </ul>

MA – Organizational Development and Learning Assessment  
2024

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

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

COURSE	PO1	PO2	PO3	PO4	PO5
OL 5043: Ethical Decision-Making and Development	I	I	I	I	R
OL 5353: Project Management	R				I
OL 5643: Organizational Globalization and Diversity	R	R	R	I	
OL 6043: Leadership in Organizational Change	R	R	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R	R	R	R	
OL 6093: ODL Capstone	M	M	M	M	M

I= Introduce; R = Reinforce; M = Mastery

Program Outcomes

1. Adult Learning, Leadership, and Organizational Development Theory and Practice  
Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
  - a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
  - b. identifies evidence-based practices in leadership, followership, and leadership ethics
  - c. evaluates the application of theory in various organizational and/or cultural contexts
  - d. articulates the links between effective leadership and lifelong learning
  - e. develops theory-based plans for strategic training, human development, and organizational change
2. Ethical and Cultural Competency, Global Understanding, and Social Responsibility  
Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
  - a. apply ethical leadership, social justice, and service mindset to decision-making, team building, and conflict resolution within teams and organizations
  - b. articulate insights into own cultural rules and biases and effectively recognize and respond to cultural biases
  - c. analyze and apply the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices in organizational culture
  - d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
  - e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

3. Strategic Verbal and Written Communication in Leadership  
Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.
  - a. apply basic communication theory, the communication process, and organizational models to leadership, motivation, and change
  - b. apply principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
  - c. develop strategies for use of storytelling and other communication techniques to motivate and/or gain compliance
  - d. create strategic communication plans to influence organizational culture, direction, and change
4. Human Resources, Personnel Development, and Change  
Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.
  - a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
  - b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions
  - c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI
  - d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change
  - e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices
5. Project Management Principles  
Students will apply project management principles to effectively
  - a. apply project management methodologies such as Agile, Scrum, Lean, Waterfall, Phase/Gate, etc
  - b. create detailed project plans including schedules, timelines, resource allocation, and milestones
  - c. identify risks, assess impact, and develop mitigation strategies to handle uncertainties effectively
  - d. develop, manage, and control project budgets to ensure project completion within financial constraints
  - e. apply leadership principles to motivate project teams, manage conflict, and ensure collaboration



PM Rubric Items for PLO 5

<b>OL 5353: Project Management – Organizational Culture Exercise</b>	
Organizational Culture Exercise	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence decision-making, project management processes, team dynamics, and overall project success.
<b>OL 5353: Project Management – Initial Project Communication Plan</b>	
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.
<b>OL 5353: Project Management – MS Project Case Study Phase II Assignment</b>	
Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering constraints (time, scope, budget).
<b>OL 5363: Project Risk Analysis and Mitigation – Analysis Assignment: Critical Risk Factors in Project Risk Management</b>	
Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering constraints (time, scope, budget).
<b>OL 5363: Project Risk Analysis and Mitigation – Analysis Assignment: Stakeholders in Risk Management</b>	
Sponsors/Stakeholders	Articulate the responsibilities and importance of change sponsors in project initiatives, including resource allocation (financial, human, etc), stakeholder engagement, leadership support, etc.
<b>OL 5373: Leading Agile Projects – Module 8 Guided Reading (testing)</b>	

Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering constraints (time, scope, budget).
<b>OL 5373: Leading Agile Projects – Module 11 Guided Reading (PM Role)</b>	
Organizational Culture	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence decision-making, project management processes, team dynamics, and overall project success.
Change Leadership	Articulate the role of leadership in successful change, including leadership roles and responsibilities, vision and goals, motivation, and building a cohesive and high-performing teams.
<b>OL 5373: Leading Agile Projects – Module 13 Guided Reading</b>	
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.
<b>OL 6063: Leading Organizational Change – Final Change Project Rubric</b>	
<b>Criteria</b>	<b>Description</b>
Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering resource constraints.

Sponsors/Stakeholders	Articulate the responsibilities and importance of change sponsors in project initiatives, including resource allocation (financial, human, etc), stakeholder engagement, leadership support, etc.
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.
Organizational Culture Analysis – Change Readiness	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence readiness for change; formulate strategies to improve change readiness.
Change Leadership	Articulate the role of leadership in successful change, including leadership roles and responsibilities, vision and goals, motivation, and building a cohesive and high-performing change project team.
<b>OL 6093: Capstone – Applied Project Rubric</b>	
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.
Change Leadership	Articulate the role of leadership in successful change, including leadership roles and responsibilities, vision and goals, motivation, and building a cohesive and high-performing teams.
Organizational Culture	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence decision-making, project management processes, team dynamics, and overall project success.



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
PACE	5-29-24

Title	Signature	Date
Department Head Dr. Couture	<i>Rene Couture</i>	6/11/24
Dean Dr. Carter	<i>Jim Carter</i>	6/17/24
Assessment Dr. Austin	<i>Mark Austin</i>	6.18.24
Registrar Mrs. Weaver	<i>Sammy Weaver</i>	6/28/24
Graduate Dean (Graduate Proposals Only) <del>Dr. Gordon</del>		
Vice President for Academic Affairs Dr. Santos		

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

Course Subject: (e.g., ACCT, ENGL) <b>OL</b>	Course Number: (e.g., 1003) <b>5363</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Project Risk Analysis and Mitigation</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>PROJECT RISK AND MITIGATION</b>		

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

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

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

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory	<input type="radio"/> 03 Laboratory only
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings	<input type="radio"/> 10 Special Topics
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction	<input type="radio"/> 16 Studio Course
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course	<input type="radio"/> 19 Seminar <input type="radio"/> 98 Other

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

If selected other list fee type:

Elective  Major  Minor

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? HyFlex classroom.

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
- If this course is required for the major or minor, complete the following.
  - Provide the program level learning outcome(s) it addresses.  
 Project Management Principles - Students will apply project management principles to effectively: apply project management methodologies such as Agile, Scrum, Lean, Waterfall, Phase/Gate, etc.; create detailed project plans including schedules, timelines, resource allocation, and milestones; identify risks, assess impact, and develop mitigation strategies to handle uncertainties effectively; develop, manage, and control project budgets to ensure project completion within financial constraints; apply leadership principles to motivate project teams, manage conflict, and ensure collaboration.
  - Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) Student learning will be measured using standardized assessment via rubric items used across courses associated with the PM

program outcome to assess performance in discussion forums, project-based learning, tests/quizzes, application assignments, etc. For example, PM items are included in rubrics assessing communication, organizational change readiness, risk mitigation, etc., in OL 6063: Leading Organizational Change, OL 5353: Project Management, OL 5363: Project Risk Analysis and Mitigation, OL 5373: Leading Agile Projects, and OL 6093: Capstone. An example is attached to this proposal.

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

The addition of OL 5363 as an elective option in the MAODL program will increase student access to program requirements. This course will also be open to non-MAODL students, so it increases availability of PM instruction across multiple programs. Offering a cross-listed undergraduate/graduate course in project management will increase availability of project management instruction to students across all graduate programs as cross-listed courses are more likely to reach enrollment minimums. According to the U.S. Bureau of Labor Statistics, employment of project management specialists is expected to grow by 6% over the next decade. A study commissioned by the Project Management Institute points to growth of approximately 33% in project management-oriented roles, but that talent shortages in the profession are a real concern (<https://www.pmi.org/learning/careers/job-growth>). The proposed course, along with other proposed graduate-level PM courses (OL 5353: Project Management, OL 5373: Leading Agile Projects) creates an opportunity to offer a graduate-level certificate in project management.

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

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

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



**Arkansas Tech University**  
**OL 5363 Project Risk Analysis and Mitigation**  
**(Term)**

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Instructor:

Phone:

Office:

E-mail:

Office Hours:

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**CRITICAL DATES**

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

**Course Description**

OL 5363 Project Risk Analysis and Mitigation explores the essential process of risk management mitigation in defined projects. Students assess the failures of risk management to deliver expected risk mitigation results, apply a risk management process focusing on achieving efficacy, and implement risk management to various types of projects in organizations (nonprofit, governmental, and for-profit) and individual endeavors. The Active Threat and Opportunity Management (ATOM) process is designed to meet the need for a simple, scalable risk management process applicable to all projects. Graduate students engage in contemporary scholarship review and submit a semester-length case study analysis and mitigation project.

**Prerequisite Knowledge**

Undergraduate - BAS 4353 Project Management or instructor consent.

Graduate – OL 5353 Project Management or instructor consent.

**Required Course Text**

Simon, P., & Hillson, D. (2020). *Practical project risk management* (3<sup>rd</sup> ed.) Management Conceptions.

## MA – Organizational Development and Learning Assessment

2024

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

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

COURSE	PO1	PO2	PO3	PO4	PO5
OL 5043: Ethical Decision-Making and Development	I	I	I	I	R
OL 5353: Project Management	R				I
OL 5643: Organizational Globalization and Diversity	R	R	R	I	
OL 6043: Leadership in Organizational Change	R	R	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R	R	R	R	
OL 6093: ODL Capstone	M	M	M	M	M

I= Introduce; R = Reinforce; M = Mastery

### Program Outcomes

1. **Adult Learning, Leadership, and Organizational Development Theory and Practice**  
Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
  - a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
  - b. identifies evidence-based practices in leadership, followership, and leadership ethics
  - c. evaluates the application of theory in various organizational and/or cultural contexts
  - d. articulates the links between effective leadership and lifelong learning
  - e. develops theory-based plans for strategic training, human development, and organizational change
2. **Ethical and Cultural Competency, Global Understanding, and Social Responsibility**  
Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
  - a. apply ethical leadership, social justice, and service mindset to decision-making, team building, and conflict resolution within teams and organizations
  - b. articulate insights into own cultural rules and biases and

- effectively recognize and respond to cultural biases
- c. analyze and apply the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices in organizational culture
- d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
- e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

### 3. Strategic Verbal and Written Communication in Leadership

Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.

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

### 4. Human Resources, Personnel Development, and Change

Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.

- a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
- b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions
- c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI
- d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change
- e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

### 5. Project Management Principles

Students will apply project management principles to effectively

- a. apply project management methodologies such as Agile, Scrum, Lean,

Waterfall, Phase/Gate, etc

- b. create detailed project plans including schedules, timelines, resource allocation, and milestones
- c. identify risks, assess impact, and develop mitigation strategies to handle uncertainties effectively
- d. develop, manage, and control project budgets to ensure project completion within financial constraints
- e. apply leadership principles to motivate project teams, manage conflict, and ensure collaboration

### **Course Objectives**

1. Analyze project risks (uncertainties and unknowns) in the defining, planning, executing, and delivering stages.
2. Integrate the Active Threat and Opportunity Management (ATOM) methodology with risk assessment and mitigation design.
3. Apply Active Threat and Opportunity Management (ATOM) stages (Initiation, Identification, Assessment, Response Planning, Reporting, Implementation, Major Review, Minor Reviews, and Post-Project Review) to the project life cycle.
4. Analyze project role and scope to deploy appropriate ATOM risk mitigation methodology variations.
5. Assess the aim and scope of risk (strategic, technical, environmental, or personal) in a program or project.
6. Implement the nine-step ATOM process in analyzing a comprehensive risk mitigation case study supported by the current academic literature.

### **Course Justification**

Risk, a situation involving exposure to danger or a negative outcome, is an inherent and ever-present factor in organizations, projects, and activities of daily living. Risk cannot be eliminated, but it can be mitigated. When integrated into a project or process, implementing effective risk management protocols should deliver benefits to the organization or the individual. Risk management protects the three critical constraints to achieving successful outcomes in projects and processes: time, material, and people.

### **How Course Meets General Education Requirements**

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Communicate effectively

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

### **Methodology**

The objectives will be achieved through readings, supplemental readings, on-line discussions boards, individual assignments, case study, video lectures and a group exercise. Students are required to post on the discussion board as assigned and provide feedback to peers based on the week's assignment to create an interactive dialogue. The group project requires students to collaborate on a project through the use of technology to reflect real world application.

### **Technology Competencies**

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

### **Basic Technical Skills for Success**

- Using Blackboard (and seeking assistance as soon as possible)
- Using email to communicate with your instructor (include course section)
- Creating and submitting files in Word or a similar format
- Submitting written assignments in Word to Blackboard
- Asking for help. (I cannot stress this enough to you)

### **Technology Requirements for Success**

Click [here](#) to view recommended Blackboard technology compatibility.

#### **1. Determine if you are a good fit for an online class.**

Ask yourself and those around you who know you very well, such as parents, siblings, good friends, or a teacher or mentor who you respect, to tell you if you are:

- a. A self-motivated, self-driven person who wants to learn, and is willing to make it a priority
- b. Willing to initiate conversation and communication with new people whom you have just met
- c. Someone who possesses effective time management and is rarely known to procrastinate
- d. Someone who doesn't give up easily under pressure, is persistent, and perseveres through challenges
- e. Willing to admit "I don't know," and ask for help

**2. Research the status of your devices for accessing online learning environments.**

What type of devices do you have for accessing the online learning environment and completing your online assignments? Which one of them is your primary device?

**3. Know your limitations with regards to literacy with media and digital skills.**

Having a computer and knowing how to use it is not enough to ensure success in the online learning environment. Today, digital literacy is the primary way to gather information. You must have the ability to find, access, manage, evaluate, analyze, synthesize, utilize, share and create new knowledge and content using information technologies and the Internet.

**4. Identify your primary connection to the Internet and backup connection.**

- a. Do you have reliable internet access?
- b. How close are you to a public library with computers, internet access, and Wi-Fi access?
- c. How close are you to other public places that have internet access such as Starbucks, Panera, Whole Food Markets, Target, etc.?
- d. What are your alternative plans for internet access?
- e. In addition to Wi-Fi, do you have the possibility to connect to the internet at home directly?
- f. If you are also working, does your workplace allow you to use the internet and Wi-Fi access to do your school assignments before and after work?

**5. Talk to other students who have taken courses online to get information about the online learning platform.**

Getting information about the online learning platform by talking to those students that have taken courses online is very useful for any student who is thinking of taking online courses. You can learn a lot from a recent student about the kind of personal characteristics that you must have to succeed in the online learning environment. Also, you will learn about the types of digital skills that will be required using the interface and the support systems that are available.

**6. Find a mentor.**

Colleges and universities provide students with mentors and advisors through the Student Services and Advising departments. Students who take advantage of this opportunity perform better in their online classes.

**Class Assignments**

Unless noted otherwise, class assignments will be posted every Tuesday by 12 p.m. CST. Class assignments can be located on Blackboard under the “Content” tab.

**Assessments**

*Discussion Boards*

Discussion board posts regarding the assigned reading will be required from each student, as well as providing feedback to a post of at least two peers to create a dynamic, intellectual exchange. All discussion board posts will be due by 11:59 p.m. CST on the due date specified in the “Course Schedule” section of the syllabus. All assignments must be submitted through Blackboard in order to receive credit.

### *Case Studies*

The term case study refers to both a method of analysis and a specific research design for examining a problem, both of which are used in most circumstances to generalize across populations. This tab focuses on the latter--how to design and organize a research paper in the social sciences that analyzes a specific case.

A case study research paper examines a person, place, event, phenomenon, or another type of subject of analysis in order to extrapolate critical themes and results that help predict future trends, illuminate previously hidden issues that can be applied to practice, and/or provide a means for understanding an critical research problem with greater clarity. A case study paper usually examines a single subject of analysis, but case study papers can also be designed as a parallel investigation that shows relationships between two or among more than two topics.

### *Analysis Assignments*

In conjunction with the reading assignments, students must complete the identified assignments for each module as assigned in Blackboard. The materials and background information for each exercise will be located in the Course Material section on Blackboard, if required.

### *Quizzes*

Quizzes are associated with each module and are designed to assess a student’s mastery of the materials presented in a respective module. A final exam will be administered over the course material. Examinations will be timed once you begin the examination.

### *Rubrics*

Each learning activity and assessment item above is evaluated by a rubric designed for each. The rubric for each type of assignment may be found in every module containing an assignment. You should read and review the rubric before initiating (and submitting) a learning activity or assessment.

### **E-mail/Discussion Board Decorum**

This is a Hyflex course, meaning you may participate in person, synchronously online, or asynchronously; therefore, most conversations will occur through messages on Blackboard and the assignment discussion boards. Please use common sense (no slang, correct grammar, etc.) when sending messages and posting to discussion boards. This is a graduate-level course, and I expect you to be on a graduate-student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful. I will deduct points for poor grammar, lack of punctuation, and spelling.



## **Netiquette**

Netiquette (net + etiquette) is the code of proper conduct applied to virtual online spaces. This system is dictated by common sense rules (manners) and social conventions.

Source: Educational Technology and Mobile Learning

- Before posting your question on a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts or pictures.
- Don't type in ALL CAPS! If you do, it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you are referring.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Please include the section number of your course in the subject line when sending your instructor an email.

## **Course Schedule Outline**

Start Here! Module (Course Introduction) The Challenge of Managing Risk

Module 1 Critical Success Factors for Risk Management

Module 2 Active Threat and Opportunity Management

Module 3 Start at the Beginning: Initiation

Module 4 Exposing Challenges: Identification

- Module 5 Understanding the Risk Exposure: Assessment
- Module 6 Options and Actions (Response Planning)
- Module 7 Spread the Word (Reporting)
- Module 8 Just Do It (Implementation)
- Module 9 Keep it Alive (Major and Minor Reviews)
- Module 10 Learn from Experience (Post-Project Review)
- Module 11 ATOM for Small Projects / Large Projects
- Module 12 Black Swan Events
- Module 13 Quantitative Risk Analysis
- Module 14 Monte Carlo Simulation and Decision Tree Analysis
- Final Examination

**Grading Summary**

Total Points Available: 1,100 points

- A 990 points – 1,100 points
- B 880 points – 989 points
- C 770 points – 879 points
- D 660 points – 769 points
- F 659 points and below

Syllabus Scavenger Hunt	10 points
Chapter Quizzes	100 points
Discussion Forums	90 points
Analysis Assignments	670 points
Terminology Assignment	20 points
Final Examination	60 points
Case Study Discussion Forums	50 points
Case Study Project	100 points

## **Grading of Assignments**

As noted above, individual numerical points are not given for any assignment in this course. You will receive written feedback on each assignment, indicating areas of strength and potential improvement. Multiple check-in opportunities are provided during the term. Guidance and feedback as to your standing in the course are always available through communication with your professor. A key component to your self-assessment and your instructor's assessment is demonstrating improvement throughout the course and accepting the guidance provided by your professor.

## **Make-Up Policy/Late Work**

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

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

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

## **Course Policies**

### *Artificial Intelligence (AI) Policy*

**AI Policy: Not Permitted in this Course** In this course, all submitted work is expected to be produced by the students, individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT. Impermissible use of a Generative AI Tool to complete course deliverables constitutes academic dishonesty. Artificial intelligence may be used for exploratory purposes but must not be used to generate any academic assignment.

### *Academic Misconduct*

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

### *Academic Integrity*

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires the highest standards of academic integrity and conduct from all students. Students at Arkansas Tech University will refrain from committing any of the violations of academic integrity as detailed below. Further, Arkansas Tech University expects that all classes maintain an academic and courteous atmosphere. The classroom is under the control of the professor who will give students a statement of his or her classroom expectations and policies in a syllabus at the beginning of the semester.

A violation of academic integrity refers to various categories of inappropriate academic behavior with respect to a course. Students must refrain from cheating, plagiarism, fabrication, impersonation, forgery, collusion and/or other dishonest practices.

Arkansas Tech University respects the right of the instructor of record for the course to determine and apply all academic sanctions for violations of academic integrity. The classroom (to include online and hybrid courses) is under the control of the instructor, who will give students a statement of his/her classroom expectations and policies in a syllabus at the beginning of the semester. Typical penalties *can include, but are not limited to* giving an 'F' on a particular quiz or exam, giving an 'F' on a term paper or other written work, or giving the student an 'F' or 'W' for the course. Instructors may also have different penalties depending on the number and severity of violations.

As an institution, Arkansas Tech University may deem it necessary to apply additional sanctions beyond the academic penalties imposed through the course. Examples of the types of penalties Arkansas Tech may choose to apply *include but are not limited to* required completion of academic integrity training, as well as disciplinary probation, suspension or expulsion from the university. Any institutional penalties that may be applied will vary based on the number and severity of violations.

#### *Academic Misconduct*

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

#### *Excessive Unexcused Absences/Missed Assignments*

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with a "WN" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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

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

Every effort is made to respond to students in 24 hours.

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>

**University Testing and Disability Services-** <http://www.atu.edu/disabilities/>

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

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

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

Begins 7:00 a.m.	Bb Module	OL 5363 Project Risk Analysis and Mitigation Module Requirements and Recommended Order of Work	Due 11:59 p.m.
<p><b>All items in the Course Schedule are presented in the order in which you should work. Use the Course Schedule as a checklist for each module.</b></p>			
Opens	<p><b>Start Here! Module</b></p> <p><b>The Challenge of Managing Risk</b></p> <p><b>(20 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>First Task: View this Presentation</i></li> <li><input type="checkbox"/> Read <i>BAS 4363 Syllabus</i></li> <li><input type="checkbox"/> Review <i>BAS 4363 Course Schedule</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Syllabus and Schedule Scavenger Hunt (Three attempts) (10 points)</i></li> <li><input type="checkbox"/> Locate the <i>Ask the Class!</i> Discussion Forum (Hint: Course Content)</li> <li><input type="checkbox"/> Read <i>Chapter 1 (Hillson &amp; Simon, pp. 3-11)</i></li> <li><input type="checkbox"/> Read <i>Impact on Attitude on Risk, Opportunity, and Performance of Construction Projects (Introduction &amp; Literature Review)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Course Introduction Discussion Forum (10 points)</i></li> </ul>	Closes
	<p><b>Module 1</b></p> <p><b>Critical Success Factors for Managing Risk</b></p> <p><b>(60 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Module 1 Order of Work</i></li> <li><input type="checkbox"/> Read <i>Chapter 2 (Hillson &amp; Simon, pp. 12-26)</i></li> <li><input type="checkbox"/> Read <i>PMBOK 11.1 Plan Risk Management (pp. 395-408)</i></li> <li><input type="checkbox"/> View <i>What is Agile Project Management? (7 minutes)</i></li> <li><input type="checkbox"/> View <i>What is Agile Project Management [Benefits + Pitfalls (11 minutes)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Discussion Forum: Agile &amp; Project Risk Management (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Analysis Assignment: Critical Risk Factors in Project Risk Management (50 points)</i></li> </ul>	
	<p><b>Module 2</b></p> <p><b>Active Threat and Opportunity Management (ATOM)</b></p> <p><b>(70 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Module 2 Order of Work</i></li> <li><input type="checkbox"/> Read <i>Chapter 3 (Hillson &amp; Simon, pp. 27 – 44)</i></li> <li><input type="checkbox"/> Read <i>The Honicker Corporation Case Study</i></li> <li><input type="checkbox"/> View <i>What is “Overall Project Risk?” (9 minutes)</i></li> <li><input type="checkbox"/> View <i>The Black Swan Theory (13 minutes)</i></li> <li><input type="checkbox"/> Review <i>ATOM Project Sizing Tool (Excel file)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Discussion Forum: Black Swans and Risk Analysis (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Analysis Assignment: ATOM Project Sizing Tool (50 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Graduate Case Study Discussion Forum #1 (10 points)</i></li> </ul>	
	<p><b>Module 3</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Stakeholders in Risk Management (7 minutes)</i></li> <li><input type="checkbox"/> Read <i>Practical Project Risk Management Chapter 4 (pp. 45 - 64)</i></li> </ul>	

	<p><b>Start at the Beginning: Initiation</b></p> <p><b>70 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>The Denver International Airport Case Study</i> (pp. 101 - 110)</li> <li><input type="checkbox"/> Review <i>Project Stakeholder Analysis Map</i> (template)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 3 Quiz: Chapter 4 in Hillson &amp; Simon</i> (20 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Analysis Assignment: Stakeholders in Risk Management</i> (50 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Optional Bonus Assignment</i></li> </ul>	
	<p><b>Module 4</b></p> <p><b>Exposing the Challenge: Identification</b></p> <p><b>90 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Chapter 5 in Hillson and Simon</i></li> <li><input type="checkbox"/> Read <i>Denver International Airport (DIA) Case Study</i> (pp. 112-115)</li> <li><input type="checkbox"/> View <i>Dr. Hillson: Most Important Steps in the Risk Process</i> (5 minutes)</li> <li><input type="checkbox"/> View <i>Dr. Hillson: Describe Risks Clearly and Unambiguously</i> (4 minutes)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 4 Quiz</i> (20 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 4 Discussion Forum: Risk Metalanguage</i> (10 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 4 Analysis Assignment</i> (50 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Graduate Case Study Discussion Forum #2</i> (10 points)</li> </ul>	
	<p><b>Module 5</b></p> <p><b>Understand the Exposure: Assessment</b></p> <p><b>50 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Chapter 5 in Hillson and Simon</i> (pp. 78-91)</li> <li><input type="checkbox"/> Review <i>Module 5 Analysis Assignment Guidance</i></li> <li><input type="checkbox"/> Review <i>Module 5 Analysis Assignment template</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 5 Analysis Assignment</i> (50 points)</li> </ul>	
	<p><b>Module 6</b></p> <p><b>Options and Actions: Response Planning</b></p> <p><b>80 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Chapter 7 in Hillson and Simon</i> (pp. 92-102)</li> <li><input type="checkbox"/> View <i>What risk response strategies are available</i> (7 minutes)</li> <li><input type="checkbox"/> View <i>How do we choose the best risk response strategy</i> (7 minutes)</li> <li><input type="checkbox"/> View <i>Risk Strategy Responses</i> (15 minutes)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 6 Reading Quiz (Chapter 7)</i> (20 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 6 Discussion Board</i> (10 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 6 Analysis Assignment</i> (50 points)</li> </ul>	
	<p><b>Module 7</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Chapter 8 in Hillson and Simon</i> (pp. 103-109)</li> </ul>	



	<p><b>Spread the Word: Reporting</b></p> <p><b>120 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Reporting Risk Information to Stakeholders</i> (4 minutes)</li> <li><input type="checkbox"/> View <i>Does Thinking About Failure Make People Risk Adverse?</i> (5 minutes)</li> <li><input type="checkbox"/> Review <i>Risk Report template</i> (critical information)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 7 Discussion Forum</i> (10 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 7 Analysis Assignment</i> (50 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Graduate Case Study Analysis (Phase 1)</i> (50 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Graduate Case Study Discussion Forum #3</i> (10 points)</li> </ul>	
	<p><b>Module 8</b></p> <p><b>Just Do It: Implementation</b></p> <p><b>80 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Chapter 9 in Hillson and Simon</i> (pp. 110-116)</li> <li><input type="checkbox"/> Read <i>Chapter 3: The Failure of Risk Management</i> (Hubbard, 2020)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 8 Discussion Forum</i> (10 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 8 Terminology Definition</i> (20 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 8 Analysis Assignment</i> (50 points)</li> </ul>	
	<p><b>Module 9</b></p> <p><b>Keep It Alive: Major and Minor Reviews</b></p> <p><b>90 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Hillson and Simon Chapter 10</i> (pp. 117-126)</li> <li><input type="checkbox"/> Read <i>Hillson and Simon Chapter 11</i> (pp. 127-134)</li> <li><input type="checkbox"/> Read <i>Hubbard: The "Four Horseman of Risk Management"</i></li> <li><input type="checkbox"/> View <i>Dr. Hillson: How often should an organization review top risks</i> (5 minutes)</li> <li><input type="checkbox"/> View <i>Dr. Hillson: Should managing risk be delegated to risk professionals?</i> (3 minutes)</li> <li><input type="checkbox"/> View <i>Dr. Hillson: What is risk culture</i> (8 minutes)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 9 Reading Quiz</i> (20 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 9 Discussion Forum</i> (20 points)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 9 Analysis Assignment</i> (50 points)</li> </ul>	
	<p><b>Module 10</b></p> <p><b>Learn from Experience: Post-Project Review</b></p> <p><b>50 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Hillson and Simon Chapter 12</i> (pp. 135-144)</li> <li><input type="checkbox"/> Read <i>The Art and Science of Post-Project Reviews</i> (Illyas et al., 2014)</li> <li><input type="checkbox"/> Read <i>Guide to the After Action Review (AAR)</i></li> <li><input type="checkbox"/> View <i>How to Conduct a Project-Post Mortem</i> (12 minutes)</li> <li><input type="checkbox"/> View <i>Lessons Learned Meeting: How to Make it Excellent</i> (13 minutes)</li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 10 Analysis Assignment</i> (50 points)</li> </ul>	

	<p><b>Module 11</b></p> <p><b>ATOM for Small Projects &amp; Large Projects</b></p> <p><b>70 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Hillson and Simon Chapter 13 (pp. 145-160)</i></li> <li><input type="checkbox"/> Read <i>Hillson and Simon Chapter 14 (pp. 161-185)</i></li> <li><input type="checkbox"/> View <i>How to Manage the Risks You Didn't Know You were Taking (Dr. Hillson, 30 minutes)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 11 Analysis Assignment (50 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 11 Discussion Forum (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Graduate Case Study Discussion Forum 4 (10 points)</i></li> </ul>	
	<p><b>Module 12</b></p> <p><b>Black Swan Events</b></p> <p><b>50 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>The Black Swan Event: Why Don't We Learn that We Don't Learn (pp. 1-13)</i></li> <li><input type="checkbox"/> Read <i>The Black Swan – Knowing the Unknown in Projects</i></li> <li><input type="checkbox"/> View <i>Black Swan Hunting (Dr. Hillson) (37 minutes)</i></li> <li><input type="checkbox"/> View <i>The Corona Virus is not a Black Swan Event (Dr. Taleb) (7 minutes)</i></li> <li><input type="checkbox"/> View <i>Black Sky (13 minutes)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 12 Analysis Assignment (50 points)</i></li> </ul>	
	<p><b>Module 13</b></p> <p><b>Quantitative Risk Analysis</b></p> <p><b>70 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Chapter 15 in Hillson and Simon (pp. 186-209)</i></li> <li><input type="checkbox"/> Read <i>PMBOK: Perform Quantitative Risk Analysis (pp. 428-436)</i></li> <li><input type="checkbox"/> Read <i>PMI Practice Standard for Project Risk Management Chapter 7 (pp. 35-42)</i></li> <li><input type="checkbox"/> View <i>When and why should we use quantitative risk analysis (Dr. Hillson) (3 minutes)</i></li> <li><input type="checkbox"/> View <i>Perform Quantitative Risk Analysis (5 minutes)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 13 Quiz (20 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 13 Analysis Assignment (50 points)</i></li> </ul>	
	<p><b>Module 14</b></p> <p><b>Monte Carlo Simulation &amp; Decision Tree Analysis</b></p> <p><b>(30 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>What is a Monte Carlo Simulation (4 pages)</i></li> <li><input type="checkbox"/> View <i>What is a Monte Carlo Simulation (3 minutes)</i></li> <li><input type="checkbox"/> View <i>What is a Monte Carlo Simulation (Dr. Clayton) (8 minutes)</i></li> <li><input type="checkbox"/> View <i>Decision Tree Analysis (2 minutes)</i></li> <li><input type="checkbox"/> View <i>How to Make a Decision Tree Analysis (12 minutes)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Graduate Case Study Discussion Forum 5 (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 14 Analysis Assignment (20 points)</i></li> </ul>	
	<p><b>Final Examination</b></p> <p><b>110 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Submit</b> <i>BAS 4363 Culminating Assignment (60 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Graduate Case Study Analysis (50 points)</i></li> </ul>	

PM Rubric Items for PLO 5

<b>OL 5353: Project Management – Organizational Culture Exercise</b>	
Organizational Culture Exercise	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence decision-making, project management processes, team dynamics, and overall project success.
<b>OL 5353: Project Management – Initial Project Communication Plan</b>	
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.
<b>OL 5353: Project Management – MS Project Case Study Phase II Assignment</b>	
Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering constraints (time, scope, budget).
<b>OL 5363: Project Risk Analysis and Mitigation – Analysis Assignment: Critical Risk Factors in Project Risk Management</b>	
Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering constraints (time, scope, budget).
<b>OL 5363: Project Risk Analysis and Mitigation – Analysis Assignment: Stakeholders in Risk Management</b>	
Sponsors/Stakeholders	Articulate the responsibilities and importance of change sponsors in project initiatives, including resource allocation (financial, human, etc), stakeholder engagement, leadership support, etc.
<b>OL 5373: Leading Agile Projects – Module 8 Guided Reading (testing)</b>	
Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering constraints (time, scope, budget).

<b>OL 5373: Leading Agile Projects – Module 11 Guided Reading (PM Role)</b>	
Organizational Culture	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence decision-making, project management processes, team dynamics, and overall project success.
Change Leadership	Articulate the role of leadership in successful change, including leadership roles and responsibilities, vision and goals, motivation, and building a cohesive and high-performing teams.
<b>OL 5373: Leading Agile Projects – Module 13 Guided Reading</b>	
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.
<b>OL 6063: Leading Organizational Change – Final Change Project Rubric</b>	
<b>Criteria</b>	<b>Description</b>
Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering resource constraints.
Sponsors/Stakeholders	Articulate the responsibilities and importance of change sponsors in project initiatives, including resource allocation (financial, human, etc), stakeholder engagement, leadership support, etc.
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.

Organizational Culture Analysis – Change Readiness	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence readiness for change; formulate strategies to improve change readiness.
Change Leadership	Articulate the role of leadership in successful change, including leadership roles and responsibilities, vision and goals, motivation, and building a cohesive and high-performing change project team.
<b>OL 6093: Capstone – Applied Project Rubric</b>	
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.
Change Leadership	Articulate the role of leadership in successful change, including leadership roles and responsibilities, vision and goals, motivation, and building a cohesive and high-performing teams.
Organizational Culture	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence decision-making, project management processes, team dynamics, and overall project success.



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
PACE	5/29/24

Title	Signature	Date
Department Head Dr. Couture	<i>Rene Couture</i>	6/11/24
Dean Dr. Carter	<i>Tim Carter</i>	6/17/24
Assessment Dr. Austin	<i>Phil Austin</i>	6/18/24
Registrar Ms. Weaver	<i>Tommy Weaver</i>	6/28/24
Graduate Dean (Graduate Proposals Only) <del>Dr. Gordon</del>		
Vice President for Academic Affairs Dr. Santos		

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

Course Subject: (e.g., ACCT, ENGL) <b>OL</b>	Course Number: (e.g., 1003) <b>5373</b>	Effective Term: <input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) <b>Leading Agile Projects</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) <b>LEADING AGILE PROJECTS</b>		

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

Yes  No

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

If so, list course subject and number.  Yes  No

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

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- |   |   |   |
|---|---|---|
| <input checked="" type="radio"/> 01 Lecture | <input type="radio"/> 02 Lecture/Laboratory   | <input type="radio"/> 03 Laboratory only                        |
| <input type="radio"/> 05 Practice Teaching  | <input type="radio"/> 06 Internship/Practicum | <input type="radio"/> 07 Apprenticeship/Externship              |
| <input type="radio"/> 08 Independent Study  | <input type="radio"/> 09 Readings             | <input type="radio"/> 10 Special Topics                         |
| <input type="radio"/> 12 Individual Lessons | <input type="radio"/> 13 Applied Instruction  | <input type="radio"/> 16 Studio Course                          |
| <input type="radio"/> 17 Dissertation       | <input type="radio"/> 18 Activity Course      | <input type="radio"/> 19 Seminar <input type="radio"/> 98 Other |

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

If selected other list fee type:

Elective  Major  Minor

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.?

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? HyFlex classroom.

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.
- b. If this course is required for the major or minor, complete the following.
  1. Provide the program level learning outcome(s) it addresses.  
Project Management Principles - Students will apply project management principles to effectively: apply project management methodologies such as Agile, Scrum, Lean, Waterfall, Phase/Gate, etc.; create detailed project plans including schedules, timelines, resource allocation, and milestones; identify risks, assess impact, and develop mitigation strategies to handle uncertainties effectively; develop, manage, and control project budgets to ensure project completion within financial constraints; apply leadership principles to motivate project teams, manage conflict, and ensure collaboration.
  2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) Student learning will be measured using standardized assessment via rubric items used across courses associated with the PM program outcome to assess performance in discussion forums, project-based learning,



tests/quizzes, application assignments, etc. For example, PM items are included in rubrics assessing communication, organizational change readiness, risk mitigation, etc in OL 6063: Leading Organizational Change, OL 5353: Project Management, OL 5363: Project Risk Analysis and Mitigation, OL 5373: Leading Agile Projects, and OL 6093: Capstone. An example is attached to this proposal.

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

The addition of OL 5373 as an elective option in the MAODL program will increase student access to program requirements. This course will also be open to non-MAODL students, so it increases availability of PM instruction across multiple programs. Offering a cross-listed undergraduate/graduate course in project management will increase availability of project management instruction to students across all graduate programs as cross-listed courses are more likely to reach enrollment minimums. According to the U.S. Bureau of Labor Statistics, employment of project management specialists is expected to grow by 6% over the next decade. A study commissioned by the Project Management Institute points to growth of approximately 33% in project management-oriented roles, but that talent shortages in the profession are a real concern (<https://www.pmi.org/learning/careers/job-growth>). The proposed course, along with other proposed graduate-level PM courses (OL 5353: Project Management, OL 5363: Project Risk Analysis and Mitigation) creates an opportunity to offer a graduate-level certificate in project management.

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

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

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

**Arkansas Tech University**  
**OL 5373 Leading Agile Projects**  
**(Term)**

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Instructor:

Phone:

Office:

E-mail:

Office Hours:

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**CRITICAL DATES**

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

**Course Description**

Project management is multi-faceted. In this course, students enhance their knowledge and application of project management by mastering the fundamentals of agile project management. Mastery includes the mechanics of how one employs agile project based on Scrum, the impact of agile on the project management profession, and how agile project management broadens and expands project management skills to deploy an integrated approach.

**Prerequisite Knowledge**

Undergraduate: BAS 4353 Project Management or instructor consent.

Graduate: OL 5353 Project Management or instructor consent.

**Required Course Text (Provided via virtual access to the ATU library)**

Cobb, C. (2023). *The Project Manager's Guide to Mastering Agile* (2nd ed.). Wiley

**Cross-Listed:** This course is cross-listed with BAS 4373 Leading Agile Projects; however, graduate students enrolled in OL 5373 have additional course expectations.

### 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 30 credit-hour degree includes instruction in organizational planning, dynamics of leadership, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

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

COURSE	PO1	PO2	PO3	PO4	PO5
OL 5043: Ethical Decision-Making and Development	I	I	I	I	R
OL 5353: Project Management	R				I
OL 5643: Organizational Globalization and Diversity	R	R	R	I	
OL 6043: Leadership in Organizational Change	R	R	R	R	R
OL 6143: Consultation, Coaching, and Leadership Development	R	R	R	R	
OL 6093: ODL Capstone	M	M	M	M	M

I= Introduce; R = Reinforce; M = Mastery

#### Program Outcomes

1. **Adult Learning, Leadership, and Organizational Development Theory and Practice**  
Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, organizational development, and project management principles to address organizational issues in diverse settings.
  - a. demonstrate mastery of basic principles of leadership theory, adult learning theory, and development theory
  - b. identifies evidence-based practices in leadership, followership, and leadership ethics
  - c. evaluates the application of theory in various organizational and/or cultural contexts
  - d. articulates the links between effective leadership and lifelong learning
  - e. develops theory-based plans for strategic training, human development, and organizational change
  
2. **Ethical and Cultural Competency, Global Understanding, and Social Responsibility**  
Students will apply ethical principles and cultural competencies in contexts that impact organizational behavior, decision-making, team building, and social and cultural diversity.
  - a. apply ethical leadership, social justice, and service mindset to decision-making, team building, and conflict

- resolution within teams and organizations
- b. articulate insights into own cultural rules and biases and effectively recognize and respond to cultural biases
- c. analyze and apply the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices in organizational culture
- d. articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
- e. develop intervention programs specific to ethical and cultural competency, global understanding, and/or social responsibility

### 3. Strategic Verbal and Written Communication in Leadership

Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, motivation, and change.

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

### 4. Human Resources, Personnel Development, and Change

Students will apply strategic human resources development and employee development to effectively align workforce assets with organizational goals using talent management, performance improvement, and change management to increase organizational effectiveness.

- a. explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
- b. differentiate between coaching and mentoring and identify underlying theories that guide each, demonstrate skills in active listening, questioning, feedback, goal setting, apply coaching and mentoring techniques for leadership development in various professional contexts, assess and evaluate effectiveness of coaching and mentoring interventions
- c. develop, assess, and evaluate development programs, including training/coaching costs, assessment/test development, program development, and ROI
- d. describe and analyze theories and models of organizational change, identify internal and external factors that drive change, assess effectiveness of change management strategies and interventions, develop leadership competencies to lead and manage organizational change
- e. develop strategies for promoting diversity awareness, fostering an inclusive culture, and addressing bias and discrimination in personnel practices

## 5. Project Management Principles

Students will apply project management principles to effectively

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

## Course Objectives

After this course, you should be able to:

- CLO 1: Apply the fundamentals of agile project management to selected scenarios and case studies.
- CLO 2: Evaluate the utilization of Scrum roles, Scrum and Agile principles, and Scrum values.
- CLO 3: Analyze Agile development, quality, and testing practices.
- CLO 4: Formulate project management solutions utilizing Agile techniques (e.g., time-boxing, Kanban processes, and estimation practices).
- CLO 5: Appraising contemporary research in the agile project domain.
- CLO 6: Apply the Agile project management approach to various enterprises (product-oriented companies, technology-enable businesses, project-oriented entities, and hybrid organizations).
- CLO 7: Planning an adaptive and iterative agile approach for developing project deliverables through a case study investigation.

## Course Justification

Traditional approaches to project management are appropriate for projects where the requirements and project completion plan are readily defined before project implementation. Agile project management is an iterative, adaptive approach that allows project managers to facilitate endeavors that evolve as the project progresses.

## Course Purpose

OL 5373 Agile Project Management assists learners in preparation for the attainment of one or more Project Management Institute (PMI) globally-recognized certifications: Certified Associate in Project Management (CAPM), Project Management Professional (PMP), Disciplined Agile Scrum Master (DASM), and PMI Agile Certified Practitioner (PMI-ACP).

## How Course Meets General Education Requirements

The general education curriculum at Arkansas Tech University is designed to provide a foundation for knowledge common to educated people and to develop the capacity for individuals to expand that knowledge over his or her lifetime. The University has identified a set

of comprehensive goals that will allow students to accomplish these general education objectives. This course addresses the following specific Arkansas Tech University general education goals:

Communicate effectively

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

### **Methodology**

The objectives will be achieved through readings, supplemental readings, on-line discussions boards, individual assignments, case study, video lectures and a group exercise. Students are required to post on the discussion board as assigned and provide feedback to peers based on the week's assignment to create an interactive dialogue. The group project requires students to collaborate on a project through the use of technology to reflect real world application.

### **Technology Competencies**

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

### **Basic Technical Skills for Success**

- Using Blackboard (and seeking assistance as soon as possible)
- Using email to communicate with your instructor (include course section)
- Creating and submitting files in Word or a similar format
- Submitting written assignments in Word to Blackboard
- Asking for help. (I cannot stress this enough to you).

### **1. Determine if you are a good fit for an online class.**

Ask yourself and those around you who know you very well, such as parents, siblings, good friends, or a teacher or mentor who you respect, to tell you if you are:

- a. A self-motivated, self-driven person who wants to learn and is willing to make it a priority
- b. Willing to initiate conversation and communication with new people you have just met
- c. Someone who possesses effective time management and is rarely known to procrastinate
- d. Someone who doesn't give up easily under pressure is persistent, and perseveres through challenges

- e. Willing to admit “I don’t know” and ask for help

**2. Research the status of your devices for accessing online learning environments.**

What type of devices do you have for accessing the online learning environment and completing your online assignments? Which one of them is your primary device?

**3. Know your limitations with regard to literacy with media and digital skills.**

Having a computer and knowing how to use it is insufficient to ensure success in online learning. Today, digital literacy is the primary way to gather information. You must be able to find, access, manage, evaluate, analyze, synthesize, utilize, share, and create new knowledge and content using information technologies and the Internet.

**4. Identify your primary connection to the Internet and backup connection.**

- a. Do you have reliable internet access?
- b. How close are you to a public library with computers, internet access, and Wi-Fi access?
- c. How close are you to other public places with internet access, such as Starbucks, Panera, Whole Food Markets, Target, etc.?
- d. What are your alternative plans for internet access?
- e. In addition to Wi-Fi, do you have the possibility to connect to the internet at home directly?
- f. If you are also working, does your workplace allow you to access the internet and Wi-Fi to do your school assignments before and after work?

**5. Talk to other students who have taken courses online to get information about the online learning platform.**

Getting information about the online learning platform by talking to those students who have taken courses online is very useful for any student considering taking online courses. You can learn a lot from a recent student about the kind of personal characteristics that you must have to succeed in the online learning environment. Also, you will learn about the types of digital skills that will be required using the interface and the support systems that are available.

**6. Find a mentor.**

Colleges and universities provide students with mentors and advisors through the Student Services and Advising departments. Students who take advantage of this opportunity perform better in their online classes.

**Class Assignments**

Unless noted otherwise, class assignments will be posted every Tuesday by 12 p.m. CST. They can be found on Blackboard under the “Content” tab.

**Assessments**

*Discussion Boards*



Discussion board posts regarding the assigned reading will be required from each student, as well as providing feedback to a post of at least two peers to create a dynamic, intellectual exchange. All discussion board posts will be due by 11:59 p.m. CST on the due date specified in the “Course Schedule” section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

### *Guided Reading Assignments*

In conjunction with the reading assignments, students must complete the identified assignments for each module as assigned in Blackboard. If required, the materials and background information for each exercise will be located in the Course Material section on Blackboard.

### *Examinations*

Examinations are associated with various modules and are designed to assess a student’s mastery of the materials presented in each module. A final exam will be administered using the course material.

### *Case Study*

Graduate students must be capable of explaining, evaluating, and defending decisions made within the scope of agile project management. OL 5373 requires graduate students to evaluate and plan an iterative agile approach through a team-based case study exercise.

### *Rubrics*

Each learning activity and assessment item above is evaluated by a rubric designed for each. The rubric for each type of assignment may be found in every module containing an assignment. You should read and review the rubric before initiating (and submitting) a learning activity or assessment.

### **E-mail/Discussion Board Decorum**

This is a Hyflex course; therefore, most conversations will occur through messages on Blackboard and the assignment discussion boards for those who choose to participate synchronously or asynchronously. Please use common sense (no slang, correct grammar, etc.) when sending messages and posting to discussion boards. This is an upper-division level course, and I expect you to be on a college student level with your postings and emails. I do not expect you to be a perfectionist, but I do expect you to be courteous and respectful. I will deduct points for poor grammar, lack of punctuation, and spelling.

### **Netiquette**

Netiquette (net + etiquette) is the code of proper conduct applied to virtual online spaces. This system is dictated by common sense rules (manners) and social conventions.

Source: [Educational Technology and Mobile Learning](#)

- Before posting your question on a discussion board, check if anyone has asked it already and received a reply.

- Stay on topic. Don't post irrelevant links, comments, thoughts or pictures.
- Don't type in ALL CAPS! If you do, it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you are referring.
- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Please include the section number of your course in the subject line when sending your instructor an email.

### **Course Schedule Outline**

Module 1 Start Here!

Module 2 Introduction to Agile

Module 3 The Agile Manifesto

Module 4 Scrum Overview

Module 5 Agile Planning I: Planning and Practice

Module 6 Agile Planning II: Personas, Stories, and Backlogs)

Module 7 Examination 1

Module 8 Agile Development and Testing

Module 9 Agile Tools

Module 10 Agile Estimation

Module 11 Agile Project Management Role

Module 12 Examination 2

Module 13 Agile Communication & Tools

Module 14 The Big Picture

Module 15 Final Examination

### **Grading Summary**

Total Points Available: 1,150 points

A 1,035 points – 1,150 points

B 920 points – 1,034 points

C 805 points – 919 points

D 690 points – 804 points

F 689 points and below

Syllabus Scavenger Hunt	5 points
Examinations	300 points
Discussion Forums	115 points
Guided Reading Assignments	330 points
Wiki Exam Study Guides	150 points
Graduate Agile Case Study	250 points

### **Grading of Assignments**

As noted above, individual numerical points are not given for any assignment in this course. You will receive written feedback on each assignment, indicating areas of strength and potential improvement. Multiple check-in opportunities are provided during the term. Guidance and feedback as to your standing in the course are always available through communication with your professor. A key component of your self-assessment and your instructor's assessment is demonstrating improvement throughout the course and accepting the guidance provided by your professor.

## **Make-Up Policy/Late Work**

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

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

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

## **Course Policies**

### *Artificial Intelligence*

**AI Policy: Not Permitted in this Course** In this course, all submitted work is expected to be produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT. Impermissible use of a Generative AI Tool to complete constitutes academic dishonesty

### *Academic Misconduct*

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

### *Academic Integrity*

A university exists for the purpose of educating students and granting degrees to all students who complete graduation requirements. Therefore, Arkansas Tech University requires the highest standards of academic integrity and conduct from all students. Students at Arkansas Tech University will refrain from committing any of the violations of academic integrity as detailed below. Further, Arkansas Tech University expects that all classes maintain an academic and courteous atmosphere. The classroom is under the control of the professor who will give students a statement of his or her classroom expectations and policies in a syllabus at the beginning of the semester.

A violation of academic integrity refers to various categories of inappropriate academic behavior with respect to a course. Students must refrain from cheating, plagiarism, fabrication, impersonation, forgery, collusion and/or other dishonest practices.

Arkansas Tech University respects the right of the instructor of record for the course to determine and apply all academic sanctions for violations of academic integrity. The classroom (to include online and hybrid courses) is under the control of the instructor, who will give students a statement of his/her classroom expectations and policies in a syllabus at the beginning of the semester. Typical penalties *can include, but are not limited to* giving an 'F' on a particular quiz or exam, giving an 'F' on a term paper or other written work, or giving the student an 'F' or 'W' for the course. Instructors may also have different penalties depending on the number and severity of violations.

As an institution, Arkansas Tech University may deem it necessary to apply additional sanctions beyond the academic penalties imposed through the course. Examples of the types of penalties Arkansas Tech may choose to apply *include but are not limited to* required completion of academic integrity training, as well as disciplinary probation, suspension or expulsion from the university. Any institutional penalties that may be applied will vary based on the number and severity of violations.

#### *Academic Misconduct*

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

#### *Excessive Unexcused Absences/Missed Assignments*

If, at any time during the semester, you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive within the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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

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

Every effort is made to respond to students in 24 hours.

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit <http://www.atu.edu/disabilities/index.php>

**University Testing and Disability Services-** <http://www.atu.edu/disabilities/>

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

Contact Information:

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

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

Begins 7:00 a.m.	Bb Module	OL 5373 Leading Agile Projects Module Requirements and Recommended Order of Work	Due 11:59 p.m.
<p><b>All items in the Course Schedule are presented in the order in which you should work. Use the Course Schedule as a checklist for each module.</b></p>			
Opens	<p><b>Start Here! Module 1</b></p> <p><b>(10 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>First Task: View this Presentation</i></li> <li><input type="checkbox"/> View <i>What is Agile Project Management? (11 minutes)</i></li> <li><input type="checkbox"/> View <i>Agile Explained through Burgers (5 minutes)</i></li> <li><input type="checkbox"/> <b>Submit</b> Federal Attendance Accounting Module</li> <li><input type="checkbox"/> <b>Submit</b> Introduction Discussion Forum (5 points)</li> <li><input type="checkbox"/> <b>Submit</b> Course Scavenger Hunt (5 points)</li> </ul>	Closes
	<p><b>Module 2</b></p> <p><b>Introduction to Agile</b></p> <p><b>(60 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Module 2 Introduction</i></li> <li><input type="checkbox"/> Read <i>Mastering Agile Chapter 1 (pp. 1-20)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 2 Discussion Forum (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 2 Guided Reading Assignment (30 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Exam I Wiki Study Guide Entry Chapter 1 (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Agile Planning Case Study Discussion Forum 1 (10 points) (Graduate only)</i></li> </ul>	
	<p><b>Module 3</b></p> <p><b>The Agile Manifesto</b></p> <p><b>(60 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Module 3 Introduction</i></li> <li><input type="checkbox"/> Read <i>Mastering Agile Chapter 2 (pp. 25-42)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 3 Discussion Forum (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 3 Guided Reading Assignment (30 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Exam I Wiki Study Guide Entry Chapter 2 (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Agile Planning Case Study Discussion Forum 2: Journal Article 1 (10 points) (Graduate only)</i></li> </ul>	
	<p><b>Module 4</b></p> <p><b>Scrum Overview</b></p> <p><b>(60 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Module 4 Introduction</i></li> <li><input type="checkbox"/> Read <i>Scrum Overview Chapter 3 (pp. 43-67)</i></li> <li><input type="checkbox"/> View <i>Scrum in 20 Minutes (20 minutes)</i></li> <li><input type="checkbox"/> View <i>How to Run the Perfect Daily Scrum (10 minutes)</i></li> <li><input type="checkbox"/> View <i>How to Facilitate Sprint Planning (14 minutes)</i></li> <li><input type="checkbox"/> View <i>Dodgy Scrum Stand-Up (6 minutes)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 4 Guided Reading Assignment (30 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Exam I Wiki Study Guide Entry Chapter 3 (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 4 Discussion Forum: Analyze a Scrum Stand-Up (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Agile Planning Case Study Team Planning 3 (10 points) (Graduate only)</i></li> </ul>	
	<p><b>Module 5</b></p> <p><b>Agile Planning I Planning &amp; Practice</b></p> <p><b>(60 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Module 5 Introduction</i></li> <li><input type="checkbox"/> Read <i>Agile Planning Chapter 4 (pp. 69-79)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Exam I Wiki Study Guide Entry Chapter 4 #1 (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 5 Guided Reading Assignment (30 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 5 Discussion Forum (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Agile Planning Case Study Discussion Forum 4 (10 points) (Graduate only)</i></li> </ul>	

	<p align="center"><b>Module 6</b></p> <p align="center"><b>Agile Planning II</b> <b>(Personas, Stories, &amp; Backlogs)</b></p> <p align="center"><b>(60 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Module 6 Introduction</i></li> <li><input type="checkbox"/> Reference <i>Agile Planning Chapter 4 (pp. 79-90)</i></li> <li><input type="checkbox"/> <b>Submit Exam I Wiki Study Guide Entry Chapter 4 #2 (10 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 6 Guided Reading Assignment (30 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 6 Discussion Forum (10 points)</b></li> <li><input type="checkbox"/> <b>Submit Agile Planning Case Study Discussion Forum 5: Journal Article 2 (10 points) (Graduate only)</b></li> </ul>	
	<p align="center"><b>Module 7</b></p> <p align="center"><b>Exam I</b> <b>Chapters 1-4</b></p> <p align="center"><b>100 points</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit <i>Examination I (Chapters 1-4) (100 points)</i></li> </ul>	
	<p align="center"><b>Module 8</b></p> <p align="center"><b>Agile Development &amp; Testing</b></p> <p align="center"><b>(60 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Agile Development Chapter 5 (pp. 95-109)</i></li> <li><input type="checkbox"/> <b>Submit Exam II Wiki Study Guide Entry Chapter 5 (10 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 8 Guided Reading Assignment (30 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 8 Discussion Forum (10 points)</b></li> <li><input type="checkbox"/> <b>Submit Agile Planning Case Study Discussion Forum 6 (10 points)(Graduate only)</b></li> </ul>	
	<p align="center"><b>Module 9</b></p> <p align="center"><b>Agile Tools</b></p> <p align="center"><b>(60 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>Time-Boxing, Kanban, and Theory of Constraints Chapter 6 (pp. 109-124)</i></li> <li><input type="checkbox"/> <b>Submit Exam II Wiki Study Guide Entry Chapter 6 (10 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 9 Guided Reading Assignment (30 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 9 Discussion Forum (10 points)</b></li> <li><input type="checkbox"/> <b>Submit Agile Planning Case Study Discussion Forum 7 (10 points) (Graduate only)</b></li> </ul>	
	<p align="center"><b>Module 10</b></p> <p align="center"><b>Agile Estimation</b></p> <p align="center"><b>(60 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Module 10 Introduction</i></li> <li><input type="checkbox"/> Read <i>Agile Estimation Chapter 7 (pp. 125-142)</i></li> <li><input type="checkbox"/> <b>Submit Exam II Wiki Study Guide Entry Chapter 7 (10 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 10 Guided Reading Assignment (30 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 10 Discussion Forum (10 points)</b></li> <li><input type="checkbox"/> <b>Submit Agile Planning Case Study Discussion Forum 8: Journal Article 3 (10 points) (Graduate only)</b></li> </ul>	



	<p><b>Module 11</b></p> <p><b>Agile Project Management Role</b></p> <p><b>(50 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Module 11 Introduction</i></li> <li><input type="checkbox"/> Read <i>Agile Project Management Role Chapter 8 (pp. 143-162)</i></li> <li><input type="checkbox"/> Continue Project Planning Team Development (Graduate only)</li> <li><input type="checkbox"/> <b>Submit Exam II Wiki Study Guide Entry Chapter 8 (10 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 11 Guided Reading Assignment (30 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 11 Discussion Forum (10 points)</b></li> </ul>	
	<p><b>Module 12</b></p> <p><b>Exam II Chapters 5-8</b></p> <p><b>(100 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Submit Examination II (100 points)</b></li> </ul>	
	<p><b>Module 13</b></p> <p><b>Agile Communications &amp; Tools</b></p> <p><b>(120 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Module 13 Introduction</i></li> <li><input type="checkbox"/> Read <i>Agile Communications &amp; Tools chapters 9 (pp. 163-174)</i></li> <li><input type="checkbox"/> <b>Submit Exam II Wiki Study Guide Entry Chapter 9 (10 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 13 Guided Reading Assignment (30 points)</b></li> <li><input type="checkbox"/> <b>Submit Module 13 Discussion Forum (10 points)</b></li> <li><input type="checkbox"/> <b>Submit Agile Planning Case Study Draft Solution (70 points) (Graduate only)</b></li> </ul>	
	<p><b>Module 14</b></p> <p><b>The Big Picture</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> View <i>Module 14 Introduction</i></li> <li><input type="checkbox"/> Read <i>Learning to See the Big Picture Chapter 10 (pp. 175-184)</i></li> </ul>	

	<p><b>(50 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Submit</b> <i>Exam II Wiki Study Guide Entry Chapter 10 (10 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 14 Guided Reading Assignment (30 points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Module 14 Discussion Forum (10 points)</i></li> </ul>	
	<p><b>Module 15</b></p> <p><b>Final Exam</b></p> <p><b>Roots of Agile</b></p> <p><b>(200 points)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>View Module 15 Introduction</i></li> <li><input type="checkbox"/> <i>Read The Roots of Agile Chapter 11 (pp. 185-216)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Final Examination (100 Points)</i></li> <li><input type="checkbox"/> <b>Submit</b> <i>Agile Planning Case Study Proposal (100 points) (Graduate only)</i></li> </ul>	

PM Rubric Items for PLO 5

<b>OL 5353: Project Management – Organizational Culture Exercise</b>	
Organizational Culture Exercise	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence decision-making, project management processes, team dynamics, and overall project success.
<b>OL 5353: Project Management – Initial Project Communication Plan</b>	
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.
<b>OL 5353: Project Management – MS Project Case Study Phase II Assignment</b>	
Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering constraints (time, scope, budget).
<b>OL 5363: Project Risk Analysis and Mitigation – Analysis Assignment: Critical Risk Factors in Project Risk Management</b>	
Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering constraints (time, scope, budget).
<b>OL 5363: Project Risk Analysis and Mitigation – Analysis Assignment: Stakeholders in Risk Management</b>	
Sponsors/Stakeholders	Articulate the responsibilities and importance of change sponsors in project initiatives, including resource allocation (financial, human, etc), stakeholder engagement, leadership support, etc.
<b>OL 5373: Leading Agile Projects – Module 8 Guided Reading (testing)</b>	
Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering constraints (time, scope, budget).

<b>OL 5373: Leading Agile Projects – Module 11 Guided Reading (PM Role)</b>	
Organizational Culture	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence decision-making, project management processes, team dynamics, and overall project success.
Change Leadership	Articulate the role of leadership in successful change, including leadership roles and responsibilities, vision and goals, motivation, and building a cohesive and high-performing teams.
<b>OL 5373: Leading Agile Projects – Module 13 Guided Reading</b>	
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.
<b>OL 6063: Leading Organizational Change – Final Change Project Rubric</b>	
<b>Criteria</b>	<b>Description</b>
Risk Identification and Mitigation	Identify potential risks (strategic, operational, financial, compliance, etc.) associated with change initiative and develop mitigation strategies associated with those risks, incorporating best practices and considering resource constraints.
Sponsors/Stakeholders	Articulate the responsibilities and importance of change sponsors in project initiatives, including resource allocation (financial, human, etc), stakeholder engagement, leadership support, etc.
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.

Organizational Culture Analysis – Change Readiness	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence readiness for change; formulate strategies to improve change readiness.
Change Leadership	Articulate the role of leadership in successful change, including leadership roles and responsibilities, vision and goals, motivation, and building a cohesive and high-performing change project team.
<b>OL 6093: Capstone – Applied Project Rubric</b>	
Communication Plan	Develop a comprehensive change communication plan that outlines key messages, communication channels, frequency, and target audience.
Change Leadership	Articulate the role of leadership in successful change, including leadership roles and responsibilities, vision and goals, motivation, and building a cohesive and high-performing teams.
Organizational Culture	Identify and evaluate key elements of organizational culture, values, beliefs, behaviors, and norms and how these elements influence decision-making, project management processes, team dynamics, and overall project success.



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
PACE	6/15/24

Title	Signature	Date
Department Head Dr. Couture	<i>Rene Couture</i>	6/11/24
Dean Dr. Carter	<i>Tim Carter</i>	6/17/24
Assessment Dr. Austin	<i>Amanda Gardner</i>	7/22/24
Registrar Ms. Weaver	<i>Yammy Weaver</i>	7/1/24
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Santos		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
<b>OL</b>	<b>6003</b>	<input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
<b>Foundations of Adult Learning and Organizational Development</b>		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
<b>ADULT LEARNING AND ORG DEV</b>		

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

Yes  No

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

If so, list course subject and number.  Yes  No

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

Grading:  Standard Letter  P/F  Other

Mode of Instruction (check appropriate box):

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> 01 Lecture            | <input checked="" type="checkbox"/> 02 Lecture/Laboratory   | <input checked="" type="checkbox"/> 03 Laboratory only                                      |
| <input checked="" type="checkbox"/> 05 Practice Teaching  | <input checked="" type="checkbox"/> 06 Internship/Practicum | <input checked="" type="checkbox"/> 07 Apprenticeship/Externship                            |
| <input checked="" type="checkbox"/> 08 Independent Study  | <input checked="" type="checkbox"/> 09 Readings             | <input checked="" type="checkbox"/> 10 Special Topics                                       |
| <input checked="" type="checkbox"/> 12 Individual Lessons | <input checked="" type="checkbox"/> 13 Applied Instruction  | <input checked="" type="checkbox"/> 16 Studio Course  |
| <input checked="" type="checkbox"/> 17 Dissertation       | <input checked="" type="checkbox"/> 18 Activity Course      | <input checked="" type="checkbox"/> 19 Seminar <input checked="" type="checkbox"/> 98 Other |

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

If selected other list fee type:

Elective  Major  Minor

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

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

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? N/A

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? N/A

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- b. If this course is required for the major or minor, complete the following.
  1. Provide the program level learning outcome(s) it addresses.
  2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
- c. What is the rationale for adding this course? What evidence demonstrates this need?  
Undergraduate students who completed a cross-listed undergraduate/graduate course between the Bachelor of Professional Studies (BPS), Bachelor of Applied Science (BAS), or the Bachelor of Arts in Organizational Leadership (BAOL) and the Master of Arts in Organizational Development and Learning (MAODL) cannot take the graduate level course for credit when pursuing the MAODL degree. Students who do not participate in the AB2M program, but eventually move from the BPS, BAS, or BAOL degree to the MAODL require substituted graduate courses. We have used OL 6883: Special Topics in ODL to deliver the course content listed below. OL 6003: Foundations of Adult

Learning and Organizational Development will also be used as an elective option for the Business and Industrial Training emphasis within the MED in Instructional Technology, as well as an elective in the MAODL program. This will allow students to focus their studies on business and industrial training and develop the skills and knowledge they need to succeed in their chosen field.

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

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

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



**Arkansas Tech University**

**OL 6003: Foundations of Adult Learning and  
Organizational Development**

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**Name:**

**Phone:**

**Email:**

**Office Location:**

**Office Hours:**

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**Course Description**

This course presents a broad survey of adult learning and organizational development theory and competencies in the private and nonprofit sector. Topics include the examination of adult learning theory in organizations, with emphasis placed on leadership models, nonprofit and community leadership, workplace learning, organizational development and change, globalization and diversity, and organizational leadership competencies. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

**Prerequisites/Co-requisites:** Graduate standing.

**Required Course Texts:**

Merriam, S. B., & Bierema, L. L. (2014). *Adult learning: Linking theory and practice* (1st edition.). San Francisco, CA: Jossey-Bass.

Cheung-Judge, M. & Holbeche, L. (2021). *Organization development: A practitioner's guide for OD and HR* (3rd edition). London: Kogan Page.

**Supplemental Reading List:**

Bolden, R., Hawkins, B., & Gosling, J. (2011). *Exploring leadership individual, organizational, and societal perspectives: individual, organizational, and societal perspectives*.

Bolman, L. G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership*. San Francisco, Calif: John Wiley & Sons, Inc. [US].

Datnow, A., & Park, V. (2014). *Data-driven leadership*.

George, B., & Sims, P. (2007). *True north: Discover your authentic leadership*. San Francisco, CA: Jossey-Bass.

Hansbrough, T., & Schyns, B. (2010). *When Leadership Goes Wrong: Destructive Leadership, Mistakes, and Ethical Failures*. Charlotte, N.C.: Information Age Publishing.

Heyman, D. R. (2011). *Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals*. San Francisco, CA: Jossey-Bass.

- Hickman, G. R. (2010). *Leading Change in Multiple Contexts: Concepts and Practices in Organizational, Community, Political, Social, and Global Change Settings*. Los Angeles: SAGE Publications, Inc.
- Lambert, R. A. (2012). *Financial Literacy for Managers: Finance and Accounting for Better Decision-Making*. New York: Wharton Digital Press.
- Livermore, D. (2016). *Driven by difference: how great companies fuel innovation through diversity*.
- Pauley, J. A., & Pauley, J. F. (2009). *Communication: the key to effective leadership*.
- Pigg, K., Gasteyer, S., & Martin, K. (2015). *Community effects of leadership development education : citizen empowerment for civic engagement*.
- Roßnagel, C. S., Baron, S., & Kudielka, B. M. (Eds.). (2010). *Competence perspective on lifelong workplace learning (k)*.

### Justification for the Course

This course presents a broad survey of adult learning theory, leadership theory, organizational development and change theory, and professional competencies in the private and nonprofit sector. The course content allows application across disciplines and will enable students in any degree field or career path to better understand and apply adult learning theory and concepts in organizational development. OL 6003: Foundations of Adult Learning and Organizational Development provides students with essential skills in the use of adult learning theory to develop and shape organizations.

### Course Objectives

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

<b>Course Objectives</b>	
<b>Upon completion of this course with a grade of "B" or above, the student will be able to:</b>	
<b>1</b>	analyze foundational theories of adult learning and organizational development
<b>2</b>	describe the role of lifelong learning in developing leadership capacity and leading organizations
<b>3</b>	apply concepts of adult learning to address leadership development and learning needs in various organizational contexts
<b>4</b>	discuss the impact of culture, context, power, and politics in adult learning and organizational development
<b>5</b>	design learning plans to combat destructive leadership, including issues of ethics, toxicity, and hostile organizational practices
<b>6</b>	Demonstrate understanding of entry, contracting, diagnostic, intervention, and evaluation phases or organizational development

Module	Module Objectives
<b>Module 1</b>	<ul style="list-style-type: none"> <li>• Explain the social context of adult learning and where learning occurs</li> <li>• Define learning and learning within the context of organizations</li> <li>• Analyze traditional learning theories in application to learning and leadership development</li> </ul>
<b>Module 2</b>	<ul style="list-style-type: none"> <li>• Analyze andragogy as a theory of adult learning</li> <li>• Apply andragogical principles to organizational learning</li> <li>• Demonstrate the use of self-directed learning for leadership development</li> </ul>
<b>Module 3</b>	<ul style="list-style-type: none"> <li>• Evaluate the application of transformative learning in organizational development</li> <li>• Identify strengths and weaknesses of application of experiential learning in organizational development</li> <li>• Apply models of experiential learning to promote lifelong learning</li> </ul>
<b>Module 4</b>	<ul style="list-style-type: none"> <li>• Evaluate the applicability of embodied learning in organizational development</li> <li>• Develop strategies to increase motivation to learn</li> <li>• Apply concepts of motivation to leadership development</li> </ul>
<b>Module 5</b>	<ul style="list-style-type: none"> <li>• Analyze the link between cognitive development and learning</li> <li>• Define the teaching-learning context in the digital age</li> <li>• Evaluate the use of reframing in organizational learning and development</li> </ul>
<b>Module 6</b>	<ul style="list-style-type: none"> <li>• Define critical thinking and its application to adult learning</li> <li>• Analyze the role of culture and context in learning and organizational development</li> <li>• Develop a plan for organizational learning within a specific context</li> </ul>
<b>Module 8</b>	<ul style="list-style-type: none"> <li>• Identify the goals and characteristics of organizational development</li> <li>• Analyze the foundational theories of organizational development</li> <li>• Apply organizational development goals to a critical leadership issue</li> </ul>
<b>Module 9</b>	<ul style="list-style-type: none"> <li>• Define the five cycles of organizational development</li> <li>• Identify the key criteria for an organizational development intervention</li> <li>• Apply adult learning theory to the evaluation phase</li> </ul>
<b>Module 10</b>	<ul style="list-style-type: none"> <li>• Describe the traditional change paradigm</li> <li>• Analyze back- and front-room matters in change implementation</li> <li>• Apply change practices to organizational DEI efforts</li> </ul>

<b>Module 11</b>	<ul style="list-style-type: none"> <li>• Identify the roles of an organizational development practitioner</li> <li>• Analyze the role of power and politics in organizational development</li> <li>• Develop a plan for navigating power and politics as an organizational development practitioner</li> </ul>
<b>Module 12</b>	<ul style="list-style-type: none"> <li>• Evaluate methods to transform organizational culture</li> <li>• Identify methods to increase organizational agility and resilience</li> <li>• Articulate the role of organizational learning in organizational culture and resilience</li> </ul>
<b>Module 13</b>	<ul style="list-style-type: none"> <li>• Evaluate steps in the organizational innovation process</li> <li>• Apply adult learning theory and motivation theory to increase employee engagement</li> </ul>
<b>Module 14</b>	<ul style="list-style-type: none"> <li>• Define leadership</li> <li>• Articulate the role of adult learning and organizational development to leadership development</li> <li>• Develop an organizational-level leadership development strategy</li> </ul>

## Assessments

### Assignments

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

### Participation/Discussion Board

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

### Points

<b>Graded Activity</b>	<b>Points</b>
Discussion Forum Participation (7)	70
Quizzes (5)	50
Essays and Assignments (7)	100
Team-Based Learning (4)	80
Leadership Portfolio (12)	100
Midterm Exam	50
Final Exam	50
<b>Total</b>	<b>500</b>

## Grading Scale

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

## Returning of Assignments

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

## Make-Up Policy/Late Work

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

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

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

## E-mail/Discussion Board Decorum

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

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

## Academic Misconduct

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

## **Excessive Unexcused Absences/Missed Assignments**

If, at any time during the semester, you miss two full modules, your instructor may refer you to the Tech Early Warning Program. If you miss a third full module, you will be dropped from the course by your instructor with a “WN” grade for non-attendance unless there are extenuating circumstances.

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a “WN” grade for excessive absences or non-performance.

It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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

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

## **Learning Modules**

- Learning Module 1 – Adult Learning and Learning Theories
- Learning Module 2 – Andragogy & Self-Directed Learning
- Learning Module 3 – Transformative & Experiential Learning
- Learning Module 4 – Embodied Learning & Motivation
- Learning Module 5 – Cognition and Digital Learning
- Learning Module 6 – Culture and Context
- Learning Module 7 – Midterm
- Learning Module 8 – What is Org Development – History and Theory
- Learning Module 9 – Org Development Cycle of Work
- Learning Module 10 – Leading Change and Learning
- Learning Module 11 – Power and Politics in Organizational Development
- Learning Module 12 – Transformation, Culture Change, and Agility
- Learning Module 13 – Innovation and Engagement
- Learning Module 14 – Developing Leadership
- Learning Module 15 – Final Exam

**OL 6003: Foundations of Adult Learning and Organizational Development - Course  
Schedule**

Schedule is tentative and subject to change. Students will be notified via email of any changes.

Begins 12:05 a.m.  Due 8:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
<b>Before you can begin course assignments for this course, complete the Federal Initial Attendance and Participation Module located in Blackboard.</b>			
	<b>Learning Module 1</b>	<ul style="list-style-type: none"> <li>• Merriam: Chapters 1 &amp; 2 (required)</li> <li>• Syllabus Quiz</li> <li>• Module 1 Discussion – Leadership Definition</li> <li>• Essay Series: Learning and Leadership Profile</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the social context of adult learning and where learning occurs</li> <li>• Define learning and learning within the context of organizations</li> <li>• Analyze traditional learning theories in application to learning and leadership development</li> </ul>
	<b>Learning Module 2</b>	<ul style="list-style-type: none"> <li>• Merriam: Chapters 3 &amp; 4 (required)</li> <li>• Module 2 Quiz</li> <li>• Learning Development Assignment</li> <li>• Learning and Leadership Portfolio – Part 1</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze andragogy as a theory of adult learning</li> <li>• Apply andragogical principles to organizational learning</li> <li>• Demonstrate the use of self-directed learning for leadership development</li> </ul>
	<b>Learning Module 3</b>	<ul style="list-style-type: none"> <li>• Merriam: Chapters 5 &amp; 6 (required)</li> <li>• Module 3 Discussion – Values</li> <li>• Team-Based Learning: Strengths and Weaknesses</li> <li>• Learning Leadership Portfolio – Part 2</li> <li>• Essay Series - Philosophy of Lifelong Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the application of transformative learning in organizational development</li> <li>• Identify strengths and weaknesses of application of experiential learning in organizational development</li> <li>• Apply models of experiential learning to promote lifelong learning</li> </ul>
	<b>Learning Module 4</b>	<ul style="list-style-type: none"> <li>• Merriam: Chapters 7 &amp; 8 (required)</li> <li>• Team-Based Learning: Leadership Definition</li> <li>• Learning and Leadership Portfolio – Part 3</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the applicability of embodied learning in organizational development</li> <li>• Develop strategies to increase motivation to learn</li> <li>• Apply concepts of motivation to leadership development</li> </ul>



	<b>Learning Module 5</b>	<ul style="list-style-type: none"> <li>• Merriam: Chapters 9 &amp; 10 (required)</li> <li>• Bollman: Chapters 1 &amp; 2 (required)</li> <li>• Module 5 Discussion – Digital Age</li> <li>• Essay Series – Reframing in Org Learning</li> <li>• Learning and Leadership Portfolio – Part 4</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the link between cognitive development and learning</li> <li>• Define the teaching-learning context in the digital age</li> <li>• Evaluate the use of reframing in organizational learning and development</li> </ul>
	<b>Learning Module 6</b>	<ul style="list-style-type: none"> <li>• Merriam: Chapters 11 &amp; 12 (required)</li> <li>• Assignment: Planning for Organizational Learning</li> <li>• Learning and Leadership Portfolio – Part 5</li> </ul>	<ul style="list-style-type: none"> <li>• Define critical thinking and its application to adult learning</li> <li>• Analyze the role of culture and context in learning and organizational development</li> <li>• Develop a plan for organizational learning within a specific context</li> </ul>
	<b>Learning Module 7</b>	<ul style="list-style-type: none"> <li>• Mid-course Exam</li> </ul>	
	<b>Learning Module 8</b>	<ul style="list-style-type: none"> <li>• Cheung-Judge: Chapters 1 &amp; 2 (required)</li> <li>• Assignment: Establishing Trust</li> <li>• Module 7 Discussion – Link between adult learning and organizational development</li> <li>• Learning and Leadership Portfolio – Part 6</li> <li>• Essay Series – Critical Leadership Issue</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the goals and characteristics of organizational development</li> <li>• Analyze the foundational theories of organizational development</li> <li>• Apply organizational development goals to a critical leadership issue</li> </ul>
	<b>Learning Module 9</b>	<ul style="list-style-type: none"> <li>• Cheung-Judge: Chapters 3 - 6 (required)</li> <li>• Team-Based Learning: Apply adult learning theory to OD cycles</li> <li>• Learning and Leadership Portfolio – Part 7</li> </ul>	<ul style="list-style-type: none"> <li>• Define the five cycles of organizational development</li> <li>• Identify the key criteria for an organizational development intervention</li> <li>• Apply adult learning theory to the evaluation phase</li> </ul>
	<b>Learning Module 10</b>	<ul style="list-style-type: none"> <li>• Cheung-Judge: Chapters 7 - 9 (required)</li> <li>• Livermore: Chapter 1 (required)</li> <li>• De Bona: Chapter 2 (required)</li> <li>• Module 10 Discussion – Application of learning theory to change</li> <li>• Assignment: Applying change to DEI efforts</li> <li>• Learning and Leadership Portfolio – Part 8</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the traditional change paradigm</li> <li>• Analyze back- and front-room matters in change implementation</li> <li>• Apply change practices to organizational DEI efforts</li> </ul>

	<b>Learning Module 11</b>	<ul style="list-style-type: none"> <li>Cheung-Judge: Chapters 10 &amp; 11 (required)</li> <li>Team-Based Learning: Navigating Power and Politics in Org Development</li> <li>Module 11 Quiz</li> <li>Learning and Leadership Portfolio – Part 9</li> </ul>	<ul style="list-style-type: none"> <li>Identify the roles of an organizational development practitioner</li> <li>Analyze the role of power and politics in organizational development</li> <li>Develop a plan for navigating power and politics as an organizational development practitioner</li> </ul>
	<b>Learning Module 12</b>	<ul style="list-style-type: none"> <li>Cheung-Judge: Chapters 16 &amp; 17 (required)</li> <li>Essay Series – Transforming Organizational Culture</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate methods to transform organizational culture</li> <li>Identify methods to increase organizational agility and resilience</li> <li>Articulate the role of organizational learning in organizational culture and resilience</li> </ul>
	<b>Learning Module 13</b>	<ul style="list-style-type: none"> <li>Cheung-Judge: Chapters 18 &amp; 19 (required)</li> <li>Assignment: Innovation Plan through Organizational Learning</li> <li>Learning and Leadership Portfolio – Part 11</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate steps in the organizational innovation process</li> <li>Apply adult learning theory and motivation theory to increase employee engagement</li> </ul>
	<b>Learning Module 14</b>	<ul style="list-style-type: none"> <li>Cheung-Judge: Chapter 20 (required)</li> <li>Module 14 Discussion – Process Perspective</li> <li>Learning and Leadership Portfolio – Part 12</li> </ul>	<ul style="list-style-type: none"> <li>Define leadership</li> <li>Articulate the role of adult learning and organizational development to leadership development</li> <li>Develop an organizational-level leadership development strategy</li> </ul>
	<b>Learning Module 15</b>	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>	

## **University Testing and Disability Services**

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

## **Student Needs Statement**

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

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

## **Discrimination Statement**

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

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



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
PACE	6/15/24

Title	Signature	Date
Department Head Dr. Couture	<i>Rene Couture</i>	6/11/24
Dean Dr. Carter	<i>Jim Carter</i>	6/17/24

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
<b>OL</b>	<b><u>4043/5043</u></b>

Official Catalog Title:

**Ethical Leadership**

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

Change the course title to: Ethical Decision-Making and Development  
This change applies to both OL 4043 and OL 5043 as they are cross-listed courses.

**Modify course description to:**

The purpose of this course is to explore ethics in leadership through the examination of four broad topics: a) a survey of the branches of ethics, b) individual and group ethical awareness, decision-making, and development, c) the intersection of ethics, leadership, and power, and d) the role of leader in establishing and maintaining ethical organizational cultures through decision-making and organizational development. Students will work individually and in groups to identify, refine, and apply their own moral and ethical perspectives to complex organizational issues.

Note: Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
  
- b. Explain the rationale for the cosmetic course change. Ethical decision-making and development are the two primary components of this course. The current title is overly general and not an accurate representation of specific content covered in the course. The proposed title will allow students to develop more accurate expectations for course content and outcomes.

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](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
PACE	6/15/2024

Title	Signature	Date
Department Head Dr. Couture	<i>Rene Couture</i>	6/11/24
Dean Dr. Carter	<i>Tim Carter</i>	6/17/24
Assessment Dr. Austin	<i>Dr. E. Austin</i>	6.18.24
Registrar Ms. Weaver	<i>Sammy Weaver</i>	6/28/24
Graduate College <del>Dr. Gordon</del>		
Vice President for Academic Affairs Dr. Santos		

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

Program Title:  
Master of Arts in Organizational Development and Learning

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

1) Change program requirements to the following:

**MGMT 5203 OR OL 5353**

What impact will the change have on staffing, on other programs and space allocation? This change will have no impact on staffing as OL 5353 will be cross-listed with BAS 4353: Project Management. This cross-listing will optimize faculty SSCH production without the need for offering separate undergraduate and graduate courses.

Answer the following Assessment questions:

- a. How does the program change align with the university mission? **This program change will increase student access to program requirements for degree completion.**
- b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
- c. What is the rationale for this program change?
  1. How will the program change impact learning for students enrolled in this program? **MGMT 5203: Project Management, a required course in the MAODL program, is a spring term only course offering. The addition of OL 5353 as an option in the MAODL program will increase student access to program requirements as OL 5353 will be offered in the fall term. Additionally, MGMT 5203 was not offered in Spring 2024, which required MAODL students to take a substituted course to stay on track for program completion. This substituted course included some coverage of project management principles, but not enough of the requisite knowledge to meet desired program outcomes. Offering a cross-listed undergraduate/graduate course in Project Management will ensure that MAODL students have access to a project management course during either the fall or spring term. Additionally, a cross-listed undergraduate/graduate course is more likely to reach enrollment minimums.**
  2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Students enrolled in the MAODL program did not have access to MGMT 5203: Project Management in the Spring 2024 term. This course cancellation impacted five students in the MAODL program who needed to take MGMT 5203 to stay on track for a four-semester path to degree completion. To keep these students on track to graduate, project management principles were added to OL 5143: Nonprofit Organizations and this course was substituted for MGMT 5203. This is not a viable solution to limited course availability. Adding a selection that is offered in the fall term will enable MAODL students to complete their program requirements within a four-semester time frame.**
- b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **This program change is not addressing changes in the discipline, but increasing access to program requirements by increasing course options for students enrolled in the MAODL.**
- c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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



## 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
<b>MGMT 5203 OR OL 5353: Project Management</b>			<b>R</b>		<b>R</b>	
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 of 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

# ORGANIZATIONAL LEADERSHIP AND LEARNING, MASTER OF ARTS

**Dr. Jeremy Schwehm, Program Director**

Dean Hall, 107C  
 (479) 356-2095  
 jschwehm@atu.edu

Master of Arts in Organizational Leadership and Learning degree provides graduate-level instruction in training and organizational development, organizational management and leadership, globalization and diversity, project management, organizational change, budgeting, implementation, and assessment of organizational development programs. Graduates of the program are prepared for leadership roles in diverse professional settings.

*This program is online.*

## Academic Advisors

The director of the program will assign a faculty advisor to each student admitted to the degree program. The advisor will assist the student in the design of a curriculum of study that leads to the fulfillment of degree requirements. Subsequently, the academic advisor, the Department Graduate Committee, and the Graduate College will monitor the student's progress as they progress through the program. It remains, however, the student's responsibility to understand and to satisfy all degree requirements.

## Additional Admission Requirements Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Arts in Organizational Leadership and Learning if they meet the following requirements:

1. Applicants must meet the admission requirements for the Graduate College (<https://catalog.atu.edu/graduate/admission/>).
2. Applicants must submit a current resume/vitae.
3. Applicants must submit names and contact information of two (2) previous/current faculty or supervisors who can attest to the candidate's ability to succeed in an academic setting.
4. Statement of intent addressing career goals, interests in organizational development and learning, as well as areas of research interests.
5. Applicants must meet a minimum undergraduate cumulative GPA of 2.70 or a 3.0 GPA in the last 30 hours.
6. Approval from the Program Director.

## Conditional Admission

Applicants who fail to meet the minimum requirements for admission have the opportunity for conditional admission if applicant meets the minimum graduate admission standards and upon a successful appeal to the program director. Students admitted under a conditional status must earn a cumulative 3.0 GPA on the first twelve (12) graduate hours in the program.

## Curriculum Degree Requirements

The completion of a minimum of 30 semester hours of graduate work including the following courses:

Code	Title	Hours
<b>Required Core Courses</b>		
MGMT 5203	Project Management <i>or OL 5353</i>	3
MGMT 6103	Organizational Management and Leadership	3
OL 5043	Ethical Leadership <i>Decision making and Development</i>	3
OL 5643	Organizational Globalization and Diversity	3
OL 6043	Leadership in Organizational Change	3
OL 6093	Organizational Development and Learning Capstone	3
OL 6143	Consultation, Coaching, and Leadership Development	3
SAA 6113/ EMHS 6103	Research Design and Analysis	3
<b>Graduate Level Electives</b>		
Select 6 hours of 5000-6000 Approved Graduate Level Electives		6
<b>Total Hours</b>		<b>30</b>

## Learning Outcomes

Learning Outcomes

*OL 5353 Project Management*



# Master of Arts Organizational Leadership and Learning

~~2024-2025~~  
2025-2026

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

**Grade Required Core Courses (24 hours):**

	MGMT 5203 Project Management <i>or OL 5853 Project Management</i>
	MGMT 6103 Organizational Management and Leadership
	OL 5043 Ethical Leadership <i>Decision Making and Development</i>
	OL 5643 Organizational Globalization and Diversity
	OL 6043 Leadership in Organizational Change
	OL 6093 Organizational Development and Learning Capstone
	OL 6143 Consultation, Coaching, and Leadership Development
	SAA 6113 Research Design and Analysis <b><u>OR</u></b>
	EMHS 6103 Research Design and Methods

**Grade Graduate 5000-6000 level Electives (6 hours):**

	OL 5143 Non-Profit Governance
	OL 5343 Community Development
	OL 6053 Advanced research Methods in Organizational Development and Learning
	OL 6063 Evaluation and Assessment in Organizational Development and Learning
	OL 6883 Special Problems in Organizational Development and Learning
	OL 6891-4 Independent Study in Organizational Development and Learning
	EMHS 5093 Grants
	SAA 6023 Introduction to Student Affairs Administration

Minimum hours required: **30**

# of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_

To be completed: \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
School of Professional and Community Education	5/23/24

Title	Signature	Date
Department Head Dr. Rene Couture	<i>Rene Couture</i>	5/24/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	6/17/24
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.18.24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	6/28/24
Graduate College (if appropriate) <del>Dr. Sarah Gordon</del>		
Vice President for Academic Affairs Dr. Adolfo Santos		

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

Program Title:  
Master of Science in Higher Education & Student Affairs

# LETTER OF NOTIFICATION

## Curriculum Revision

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

### Required Information:

**1. Current degree title**

Master of Science in Student Affairs Administration (changing to MS in Higher Education & Student Affairs, effective Fall 2024)

**2. Current degree code**

5615

**3. Current CIP code**

13.0406

**4. % online (if applicable)**

100% online

**5. Current curriculum.**

Degree Requirements

The completion of 36 semester hours of graduate work is required.

**Required Courses (30 hours)**

SAA 6023 Introduction to Student Affairs

SAA 6033 Student Development Theory

SAA 6043 College Students & Diversity

SAA 6053 Legal Issues in Student Affairs

SAA 6073 Counseling Theories & Helping Skills

SAA 6123 Assessment and Evaluation in Higher Education

SAA 6143 Administration in Student Affairs

SAA 6083 Practicum I (or SAA 6283 Advising Practicum)

SAA 6063 Capstone Seminar

SAA 6113 Research Design and Analysis

**SAA Electives (6 hours)**

Elective SAA or non-SAA graduate courses tailored to each student's interests and career objectives.

**Comprehensive Exam**

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

- Delete SAA 6023 (Introduction to Student Affairs Administration)
- Move SAA 6083/6283 (Practicum I/Advising Practicum) from required to elective.
- Remove Comprehensive Exam as a separate requirement, which will now be embedded as an assignment in SAA 6063 (Capstone).

#### Degree Requirements

The completion of 30 semester hours of graduate work is required.

#### **Required Courses (24 hours)**

SAA 6033 Student Development Theory

SAA 6043 College Students & Diversity

SAA 6053 Legal Issues in Higher Education

SAA 6073 Counseling Theories & Helping Skills

SAA 6123 Assessment and Evaluation in Higher Education

SAA 6143 Administration in Higher Education and Student Affairs

SAA 6063 Capstone Seminar

SAA 6113 Research Design and Analysis

#### **SAA Electives (6 hours)**

Elective SAA or non-SAA graduate courses tailored to each student's interests and career objectives.

#### **7. Effective date, term, and academic year.**

June 1, 2025, Summer 2025, 2024-25

#### **8. Reason for change.**

Multiple prospective students have informed us they are selecting other programs that have 30 hours rather than the current 36 for the MS in SAA. Administrators on campus who work with SAA graduate students within Athletics and Student Affairs have also told us that students are looking elsewhere. There is a lot of overlap in 6023 and 6143, so deleting 6023 makes sense. Reducing the number of hours and moving the comprehensive exam from a formal graduation requirement to a Capstone project, as well as making the practicum an elective will continue to attract new students.



# HIGHER EDUCATION AND STUDENT AFFAIRS, MASTER OF SCIENCE

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

The Master of Science in Higher Education and Student Affairs is a two-year, practitioner-oriented program, philosophically based in college student development and university administration. It is designed to prepare thoughtful, compassionate, first-line student and university service administrators armed with the knowledge, skills and dispositions needed to begin or enhance a career in the variety of settings in which such services are needed.

The goals of the Higher Education and Student Affairs program include:

1. Demonstrating mastery and application of foundational and professional studies in Higher Education and Student Affairs.
2. Demonstrating professional behavior in carrying out student services work.

*This program may be completed online.*

## Additional Admission Requirements Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science degree program in Student Affairs Administration if they meet the following requirements:

1. Applicants must meet the admission requirements for the Graduate College (<https://catalog.atu.edu/graduate/admission/>).
2. Applicants must submit a current resume/vitae highlighting any co-curricular experiences and/or student affairs experience.
3. Applicants must submit names and contact information from two (2) previous/current faculty or supervisors who can attest to the candidate's ability to succeed in an academic setting.
4. Applicants must meet a minimum undergraduate cumulative GPA of 2.70 or a 3.0 GPA in the last 30 hours.
5. Applicants must submit a reflective writing sample, consisting of 3 short-answer reflection items, which include:
  - a. What does student affairs mean to you and how do you see yourself contributing to the field;
  - b. Explain how your undergraduate grade point average reflects or does not reflect your ability to succeed at the graduate level; and
  - c. What can faculty and classmates expect from you in the classroom and/or virtual classroom? Please share the delivery method (online; face-to-face; or both) you plan to use to complete the degree and **your work plans for the upcoming term.**
6. Approval from the Program Director.

In addition, applicants must submit admission materials no later than two weeks prior to the start of the semester as a priority admission date.

Applicants submitting after the priority deadline will be considered if space is still available in SAA graduate classes.

## Conditional Admission

Applicants who fail to meet the minimum requirements for admission have the opportunity for conditional admission if applicant meets the minimum graduate admission standards and upon a successful appeal to the program director. Students admitted under a conditional status must earn a cumulative 3.0 GPA on the first twelve (12) graduate hours in the program.

## Advising Certificate Admission

Students not currently in the Higher Education and Student Affairs program will need to submit an application to the Graduate College (advising certificate); pay the application fee; submit a resume; and give a short statement about why you want to pursue the advising certificate and how you plan to use it to meet their personal or professional goals.

## Curriculum

### Degree Requirements 30

1. The completion of a minimum of ~~36~~ semester hours of graduate work including the following courses;

Code	Title	Hours
<b>Foundation Course</b>		
<del>SAA 6023</del>	<del>Introduction to Student Affairs Administration</del>	<del>3</del>
<b>Professional Studies</b>		
SAA 6033	Student Development Theory	3
SAA 6043	College Students and Diversity	3
SAA 6053	Legal Issues in Higher Education	3
SAA 6073	Counseling Theories and Helping Skills	3
SAA 6113	Research Design and Analysis	3
SAA 6123	Assessment and Evaluation in Higher Education	3
SAA 6143	Administration in Student Affairs	3
<b>Supervised Practice</b>		
SAA 6083	Practicum I in Student Affairs Administration	<del>3</del>
or SAA 6283	Advising Practicum	
SAA 6063	Student Affairs Administration Capstone Seminar	3
<b>Elective Courses</b>		
Select six hours of the following:		6
SAA 6013	College Athletes	
SAA 6093	Practicum II in Student Affairs Administration (Required for students without student affairs related work experience)	
SAA 6153	Advising Student Groups	
SAA 6163	Academic Advising	
SAA 6173	Career Advising	
SAA 6881	Special Problems (Workshop) in Student Affairs Administration	
<b>Total Hours</b>		<del>36</del> <span style="color: red;">30</span>

- ~~2. Successful completion of the comprehensive examination. Comprehensive examination policies are available from the program director.~~

## **Learning Outcomes**

Students who complete the program will:

- Demonstrate professional behavior in carrying out student services work.
- Develop the ability to obtain employment in the field of student services.
- Perform at the same level online as on campus in terms of academic achievement.
- Demonstrate satisfaction with the Higher Education and Student Affairs program.
- Demonstrate mastery and application of foundational and professional studies.

*Higher Education and*  
**Master of Science** ~~Student Affairs Administration~~  
~~2023-2024~~ *2024-25*

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

**Grade** ~~Foundation Course (3 hours)~~

<del>SAA 6023 Introduction to Student Affairs Administration</del>
--

**Grade** ~~Professional Studies (21 hours)~~ *24*

SAA 6033 Student Development Theory
SAA 6043 College Students & Subcultures
SAA 6053 Legal Issues for Professionals in Student Affairs Administration
SAA 6073 Counseling Theories and Helping Skills
SAA 6113 Research Design and Analysis
SAA 6123 Assessment and Evaluation in Higher Education
SAA 6143 Administration in Student Affairs

**Grade** ~~Supervised Practice (6 hours)~~ *SAA 6063*

SAA 6083 Practicum 1 in Student Affairs Administration <b>OR</b>
SAA 6283 Advising Practicum
SAA 6063 Student Affairs Administration Capstone Seminar

**Grade** ~~Elective Courses (6 Hours Required)~~

SAA 6093 Practicum 2 in Student Affairs Administration (Required for students without student affairs related work experience)
SAA 6133 Ethical Leadership in Higher Education
SAA 6153 Advising Student Groups
SAA 6163 Academic Advising
SAA 6173 Career Advising
SAA 6881-3 Special Problem (Workshop) in Student Affairs Administration

**Grade** ~~Comp Exam~~

<del>Comprehensive Exam</del>
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**Notes:**

- A maximum of nine (9) semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school
- Graduate credit earned six (6) years prior to the completion date of all degree requirements may not be applied toward the degree
- A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University

Minimum hours required: ~~36~~ *30* # of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_ To be completed: \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
School of Professional and Community Education	5/23/24

Title	Signature	Date
Department Head Dr. Rene Couture	<i>Rene Couture</i>	5/24/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	6/17/24
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.18.24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/1/24
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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Graduate Certificate in Advising
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# LETTER OF NOTIFICATION

## Curriculum Revision

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

### Required Information:

**1. Current degree title**

Graduate Certificate in Advising

**2. Current degree code**

5615

**3. Current CIP code**

13.0406

**4. % online (if applicable)**

100% online

**5. Current curriculum.**

Degree Requirements

The completion of 15 semester hours of graduate work is required.

**Required Courses (15 hours)**

SAA 6073 Counseling Theories & Helping Skills

SAA 6283 Advising Practicum

SAA 6153 Advising Student Groups

SAA 6163 Academic Advising

SAA 6173 Career Advising

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

- 12 hours
- Instead of requiring both SAA 6283 and SAA 6153, we will give students the option of taking either.

Degree Requirements

The completion of 12 semester hours of graduate work is required.

**Required Courses (12 hours)**

SAA 6073 Counseling Theories & Helping Skills

SAA 6283 Advising Practicum or SAA 6153 Advising Student Groups

SAA 6163 Academic Advising

SAA 6173 Career Advising

**7. Effective date, term, and academic year.**

June 1, 2025, Summer 2025, 2024-25

**8. Reason for change.**

Many of the students pursuing this certificate are working full time, which makes the practicum requirement a deterrent for some. Also, we have found that many of the students pursuing this certificate are more interested in one-on-one advising, which makes the SAA 6153 course less appealing.

# ADVISING, GRADUATE CERTIFICATE

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

This program includes advising coursework in Student Affairs Administration (SAA) to prepare individuals entering the field of collegiate advising. The program also provides a benefit to experienced advisors who wish to enhance their knowledge or will give those with an interest in serving in an advising role the skills and competencies they need to be effective. Students are introduced to advising in broad terms and exposed to the main types of advising common in higher education institutions.

## Curriculum

The Advising Graduate Certificate requires 15 credit hours as follows:

Code	Title	Hours
SAA 6073	Counseling Theories and Helping Skills	3
SAA 6153	Advising Student Groups <i>or SAA 6283</i>	3 <i>Advising Practicum</i>
SAA 6163	Academic Advising	3
SAA 6173	Career Advising	3
<del>SAA 6283</del>	<del>Advising Practicum</del>	<del>3</del>
<b>Total Hours</b>		<del>15</del> <b>12</b>

## Learning Outcomes

Students who complete the certificate will:

- Demonstrate professional behavior in carrying out student services work.
- Develop the ability to obtain employment in the field of student services.
- Perform at the same level online as on campus in terms of academic achievement.
- Demonstrate satisfaction with the Higher Education and Student Affairs program.
- Demonstrate mastery and application of foundational and professional studies.

# Advising Graduate Certificate

~~2024-2025~~

2025-2026

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T#: \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

## Grade Required (15 hours):

	SAA 6073 Counseling Theories & Helping Skills
	SAA 6153 Advising Student Groups
	SAA 6163 Academic Advising <sup>or</sup> SAA 6283 Advising Practicum
	SAA 6173 Career Advising
	<del>SAA 6283 Advising Practicum</del>

Minimum hours required: ~~15~~ 12

Earned hours: \_\_\_\_\_

Hours to be completed: \_\_\_\_\_





The  
**ARKANSAS TECH  
 UNIVERSITY**

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

Department Initiating Proposal	Date
School of Professional and Community Education (PACE)	April 29, 2024

Title	Signature	Date
Department Head Dr. Rene Couture	<i>Rene Couture</i>	6/11/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	6/17/24
Assessment Dr. Christine Austin	<i>Christine Austin</i>	6.18.24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/1/24
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)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: Graduate Certificate in College Athletic Advising

# LETTER OF NOTIFICATION

## New Certificate Program

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

### Required Information:

- 1. Proposed degree title**  
Graduate Certificate in College Athletic Advising
- 2. CIP code**  
13.0406
- 3. % online (if applicable)**  
100%
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

*No new courses are necessary for this certificate.*

- SAA 6013 College Athletes
- SAA 6163 Academic Advising
- SAA 6033 Student Development Theory or SAA 6073 Counseling
- SAA 6083 Practicum I or SAA 6283 Advising Practicum

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

### ***State, Regional, and National Data Relative to Demand for Program***

The College Athletic Advising Graduate Certificate would be the first in Arkansas. There is no other college athlete graduate certificate in the state of Arkansas. Arkansas State University has a certificate related to Name, Image, and Likeness, but our proposed curriculum and scope do not overlap. There are very few programs related to athletic advising across the country. This table shows a sample of these:

<b>Institution</b>	<b>Name of program</b>	<b>Type of credential</b>
Boston College	Student-Athlete Development	Graduate Certificate
Clemson University	Athletic Leadership	Graduate Certificate
Northeastern University	Collegiate Athletic Administration	Graduate Certificate
Univ. Central Florida	Student-Athlete Support Services	Graduate Certificate

According to the NCAA, over 500 jobs are currently available in college athletics. These careers range from coaching positions to marketing and fan experiences, equipment managers, development, and athletics academic advisor, to name a few. The athletic academic advisor's average annual salary, according to GLASSDOOR (2023), is \$59,000 a year. Starting salaries may be closer to the lower end of the scale and will vary across different types of institutions, geographical regions, and NCAA divisions.



However, the number of student-athletes competing in NCAA championship sports is over 520,000 (NCAA, 2022). This number is an all-time high. Therefore, it is beneficial to prepare professionals to advise college athletes.

We have also contacted our alumni base, which works with college athletes, to seek guidance on implementing an Advising College-Athletes Graduate Certificate. Feedback has been supportive of the program and the proposed courses. The ATU Athletic Director also enthusiastically supports this program.

### ***Degree Program Goals***

The College Athletic Advising Graduate Certificate aims to equip students with specialized knowledge, skills, and competencies essential for effectively advising college athletes within postsecondary institutions. Through comprehensive coursework and experiential learning opportunities, the program seeks to prepare graduates to serve as knowledgeable and empathetic advisors who can support college athletes' holistic development and academic success.

Graduates will emerge from the program with a deep understanding of college athletes' unique challenges and opportunities and the ability to provide tailored guidance and support to help them thrive academically and athletically.

### ***Degree Program Objectives***

The College Athletic Advising Graduate Certificate will provide students with specialized training and expertise in advising college athletes within postsecondary institutions. Through a combination of theoretical study and practical experience, the program aims to:

- Develop students' understanding of the unique needs, challenges, and opportunities faced by college athletes in academic and athletic domains.
- Equip students with knowledge of best practices in academic advising, counseling techniques, and student development theories relevant to advising college athletes.
- Foster the development of communication, interpersonal, and advocacy skills necessary for effective advising and support of college athletes.
- Provide students with opportunities for supervised practical experiences in advising college athletes, allowing them to apply theoretical knowledge in real-world settings.
- Prepare graduates to serve as knowledgeable and empathetic advisors who can support college athletes' holistic development and academic success, contributing positively to their overall collegiate experience.

Through these objectives, the program aims to produce well-prepared graduates who meet the unique advising needs of college athletes and make meaningful contributions to student-athlete affairs.

### ***Student Learning Outcomes***

*After completing this certificate students will be able to:*

- Demonstrate ability to design, implement, and sustain best practices for college athletes in student-athlete affairs.
- Identify the foundational principles of academic advising and demonstrate competence in implementing best practices in advising services
- Demonstrate the skills to effectively support and guide college athletes with practical application of student development theory/counseling theory and helping skills.

### ***Project Enrollment***

The projected enrollment for 3-5 years is approximately 20 students. This is a ballpark number. Presently, about five of our current SAA graduate students have a collegiate athletic affiliation (coaches, players, or interest in college athletes). We hope to provide these students with a learning experience that supports future careers. In addition, this certificate is stackable with the MS in Higher Education and Student Affairs.

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

n/a

**7. Effective date, term, and academic year**

06/01/2025, 2025 Summer Term, 2025-26 Academic Year



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	3/11/2024

Title	Signature	Date
Department Head: Dr. Pam Dixon	<i>Pam Dixon</i>	3/11/2024
Dean: Dr. Tim Carter	<i>Tim Carter</i>	3/12/24

Course Subject: (e.g., ACCT, ENGL) <b>EDMD</b>	Course Number: (e.g., 1003) <b>5033</b>
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Official Catalog Title: **Introduction to Instructional Technology**

Describe the change you want to make: (e.g., delete the prerequisite, modify the course description)  
**Change the course number from 5033 to 6033.**

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

- I am making this request for the following reasons:
- Alignment with Program Structure:** The Master of Education in Instructional Design & Technology program at Arkansas Tech University primarily consists of 6000-level courses. Changing EDMD 5033 to EDMD 6033 creates consistency with the overall program structure, making it easier for students and faculty to navigate course sequencing and program requirements.
  - Course Content and Design:** There will be no changes to the content or design of the course. EDMD 5033 will continue to serve as an introductory

course accessible to students without prerequisites. This change solely reflects the course's placement within the broader program framework.

- **Impact on Students:** This change will not negatively impact students. There are no prerequisites for EDMD 5033, and students will continue to be eligible to enroll regardless of their previous coursework.

Changing the course level of EDMD 5033 to EDMD 6033 enhances program coherence without altering the course itself. This streamlines student understanding of program progression while maintaining the course's accessibility as an introductory offering.

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](http://www.atu.edu/registrar/curriculum_forms.php).





# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6-10-24

Title	Signature	Date
Department Head Pam D. Dixon	<i>Pam Dixon</i>	06/11/24
Dean Tim Carter	<i>Tim Carter</i>	6/18/24

Course Subject: (e.g., ACCT, ENGL) <b>MTLL</b>	Course Number: (e.g., 1003) <b>6133</b>
Official Catalog Title: Basic Elements of Curriculum	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) Change the name to: Elements of Curriculum	
Answer the following Assessment questions: <ul style="list-style-type: none"> <li>a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A</li> <li>b. Explain the rationale for the cosmetic course change. As there is not an advanced curriculum course in the revised MAT program, we decided that this course does not need <i>basic</i> in its name. The curriculum stayed the same.</li> </ul>	
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 <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6-10-24

Title	Signature	Date
Department Head Pam D. Dixon	<i>Pam Dixon</i>	06/11/24
Dean Tim Carter	<i>Tim Carter</i>	6/18/24

Course Subject: (e.g., ACCT, ENGL) <b>MTLL</b>	Course Number: (e.g., 1003) <b>6253</b>
Official Catalog Title: Advanced Curriculum Design Practicum for the Master Teacher	
Describe the change you want to make: (e.g., delete the prerequisite, modify the course description) Change the name to: Advanced Curriculum Design	
Answer the following Assessment questions: <ul style="list-style-type: none"> <li>a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A</li> <li>b. Explain the rationale for the cosmetic course change. This course is shared among four education preparation programs. For this reason, we chose to remove Master Teacher.</li> </ul>	
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 <a href="http://www.atu.edu/registrar/curriculum_forms.php">http://www.atu.edu/registrar/curriculum_forms.php</a> .	



# ARKANSAS TECH UNIVERSITY

## COSMETIC COURSE CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/5/24

Title	Signature	Date
Department Head	<i>Pam Dixon</i>	6/7/24
Dean	<i>Tim Lutz</i>	6/7/24

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
SPED	5013
SPED	5023
SPED	6033
SPED	5053
SPED	6063
SPED	5083

Official Catalog Title:  
 SPED 5013: Assessment of Children with Exceptional Learning Needs  
 SPED 5023: Planning Instruction for Children with Exceptional Learning Needs, Grades K-16  
 SPED 6033: Working with Families of Children with Exceptional Learning Needs  
 SPED 5053: Planning Instruction for Children with Exceptionalities, 7<sup>th</sup>-12<sup>th</sup> Grades  
 SPED 6063: Supervised Practicum, Grades K-12  
 SPED 5083: Supervised Practicum, B-K

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

SPED 5013: Assessment of Children with Exceptionalities  
 SPED 5023: Planning Instruction for Children with Exceptionalities K-6  
 SPED 6033: Working with Families of Exceptional Children  
 SPED 5053: Planning Instruction for Children with Exceptionalities 7-12  
 SPED 6063: K-12 Supervised Practicum  
 SPED 5083: B-K Supervised Practicum

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.
- b. The state requires 50/50 of the master degree program to be 5,000 level courses and 6,000 level courses which resulted in changing a few course numbers. These courses are used in our certificates as well. The changes should be reflected in those certificates.
- c. Explain the rationale for the cosmetic course change.

The course numbers had to be changed in the Master of Special Education Degree to meet the state requirements. These courses are part of the certificate requirements and need to be updated to reflect as the same courses across the board.

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](http://www.atu.edu/registrar/curriculum_forms.php).



# ARKANSAS TECH UNIVERSITY

## REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Teaching and Educational Leadership	7/12/2024

Title	Signature	Date
Department Head Dr. Pam Dixon	<i>Pam Dixon</i>	7-16-24
Dean Dr. Tim Carter	<i>Tim Carter</i>	7/16/24
Assessment Ms. Amanda Gardner	<i>Amanda Gardner</i>	8/7/24
Registrar Ms. Tammy Weaver	<i>Tammy Weaver</i>	7/16/24
Vice President for Academic Affairs Dr. Adolfo Santos		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	8/14/24
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:  
Master of Arts in Teaching – Teaching Middle and Secondary

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)

Change EDFD 6003: Educational Research to EDFD 6003: Educational Research OR MTL 6113: Action Research

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?

This program change aligns to university mission by empowering teacher preparation students to conduct research that will inform classroom practice and improve teaching and learning.

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?

The change to offer two research courses will add flexibility to the program for students to enroll in either course.

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

SLO:

To analyze data with an emphasis on student achievement and whole school accountability

To make data-informed decisions to improve school and classroom practices.

To examine research methodologies with a focus on action research and the role of the leader in facilitating action research in the field.

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.

Arkansas educator preparation programs require candidates to take a research course focused on educational research methodologies, data analysis and data-driven decision making, and the role of the educator in making informed decisions for school and classroom practice improvement.

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

**Assessment plan: To achieve the students learning objectives above, students will:**

1. Conduct an analysis and synthesis of community, school, and classroom demographic data and trends in student performance data, school and classroom to determine areas of strength and potential growth.

2. Research peer- reviewed and non-peer-reviewed literature related to a problem of educational practice in a community, school, or classroom to gather answers to a research question that will inform a proposal for change.

3. Write an action research proposal for change that addresses a problem of practice in response to a culminating artifact scenario in which candidates are asked by an instructional leader to propose a research-based solution that will improve educational experiences for teachers, students, and other stakeholders. (Artifact paper)

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](http://www.atu.edu/registrar/curriculum_forms.php).



# TEACHING MIDDLE/ SECONDARY, MASTER OF ARTS

**Dr. Ellen Treadway, Program Director**  
Crabaugh Hall, 112  
(479) 880-4901  
etreadway@atu.edu

The University has an interest for providing additional opportunities for individuals to become highly qualified teachers in Arkansas. The Master of Arts in Teaching is a program of study to prepare candidates for teacher licensure in Arkansas.

Candidates who complete the program of study may be recommended to Arkansas Department of Education for licensure as teachers in the grade ranges and content areas listed below:

Middle Childhood, grades 4 - 8  
Secondary Education, grades 7 - 12

Art, Business, Life/Earth Science  
English, Physical/Earth Science  
Mathematics, Physical Education, Wellness and Leisure  
Social Studies, Music (Instrumental & Vocal)

## Additional Admission Requirements Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Arts degree program in Teaching if they meet the following requirements:

1. Applicants must meet the admission requirements for the Graduate College (<https://catalog.atu.edu/graduate/admission/>).
2. Applicants must meet a minimum undergraduate cumulative GPA of 2.75 or a 3.0 GPA in the last 30 hours.
3. Approval from the Program Director.

## Conditional Admission

Applicants who fail to meet all of the departmental requirements may be accepted conditionally provided certain deficiencies are met prior to the completion of twelve (12) semester hours of graduate work.

## Curriculum Degree Requirements

Code	Title	Hours
<b>Core Courses</b>		
MTLL 6003	School Organization and Leadership for Teacher Leaders	3
MTLL 6123	Instructional Leadership for the Master Teacher	3
MTLL 6133	Basic Elements of Curriculum	3
MTLL 6163	Communication Advocacy & Policy Development for the Master Teacher	3
EDFD 6003	Educational Research <i>OR</i>	3

*MTLL 6113 Action Research*

EDFD 6503	Classroom Behavioral Management	3
<b>Middle/Secondary</b>		
MAMS 5333	Teaching Literacy in the Content Areas	3
MTLL 6143	Organizational Change and the Role of the Master Teacher	3
MTLL 6253	Advanced Curriculum Design Practicum for the Master Teacher	3
MTLL 6553	Internship Practicum	3
Elective (5000-6000 level)		3
<b>Total Hours</b>		<b>33</b>

- Twenty-Seven hours of graduate work must be taken while in residence at Arkansas Tech University\*. Full-time residence is not required.
- A maximum of nine (9) semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the program director or department head.

### Extra courses required by Arkansas State Department for licensure purposes:

- Arkansas History (Middle Level and Secondary social studies majors)
- Completion of a Prescribed Pathway for Awareness Level Certificate for scientific reading instruction.
- A Human Development Course based on the major (Middle Level or Secondary Level)
- An internship in the public school must be successfully completed.

## Learning Outcomes

Upon completion of the program students will be able to:

- understand and utilize instructional planning and design learning opportunities based on knowledge of students, content, and curriculum goals.
- 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

# Master of Arts in Teaching Teaching Middle/Secondary ~~2024-2025~~ 2025-26

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

**Grade Required Core Courses (18 hours):**

✓	MTLL 6003 School Organization and Leadership
✓	MTLL 6123 Instructional Leadership
✓	MTLL 6133 Elements of Curriculum
✓	MTLL 6163 Communication, Advocacy, and Policy Development
✓	EDFD 6003 Educational <del>and</del> Action Research <i>or MTLL 6113 Action Research</i>
✓	EDFD 6503 Classroom Behavioral Management

**Grade Middle/Secondary Courses (18 hours):**

✓	MAMS 5333 Teaching Reading and Study Strategies in the Content Area
✓	MTLL 6143 Organizational Change
✓	MTLL 6253 Advanced Curriculum Theory and Design
✓	MTLL 6553 Internship
✓	3-hr elective 5000-6000 level

Minimum hours required: **33**

# of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_

To be completed: \_\_\_\_\_



# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	6-13-24

Title	Signature	Date
Department Head	<i>Pam Dixon</i>	6-17-24
Dean	<i>Jim Lutz</i>	6/18/24
Assessment	<i>Amanda Gardner</i>	7/22/24
Registrar	<i>Yammy Weaver</i>	7/16/24
Graduate College (if appropriate)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	8/14/24
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title: <b>Master of Arts in Teaching</b>
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## LETTER OF NOTIFICATION

### Curriculum Revision

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

#### Required Information:

1. **Current degree title:** Master of Arts in Teaching (MAT)
2. **Current degree code:** 6740
3. **Current CIP code:** 13.0101
4. **% online (if applicable):** 100%
5. **Current MAT curriculum**

MTLL 6003: School Organization and Leadership for Teacher Leaders

MTLL 6163: Communication, Advocacy, and Policy Development

EDFD 6503: Classroom Behavioral Management

MTLL 6123: Instructional Leadership for the Master Teacher

EDFD 6003: Educational Research or MTLL 6113: Action Research

MTLL 6133: Elements of Curriculum

MAMS 5333: Teaching Reading and Study Strategies in the Content Area

MTLL 6143: Organizational Change and the Role of the Master Teacher

MTLL 6253: Advanced Curriculum Design

MTLL 6553: Internship

3-hour elective at the 5000 or 6000 level

**GRADUATE COURSE HOURS: 33**

6. **Proposed MAT curriculum with Special Education option. No new courses have been added.**

SPED 5003: Characteristics of Children with Exceptionalities

SPED 6033: Working with Families of Exceptional Children

EDFD 6503: Classroom Behavioral Management

MTLL 6123: Instructional Leadership for the Master Teacher

EDFD 6003: Educational Research or MTLL 6113: Action Research

SPED 5023: Planning Instruction for Children with Exceptionalities K-6

SPED 5053: Planning Instruction for Children with Exceptionalities 7-12

DYS 5003: Dyslexia and Other Learning Disorders

MTLL 6143: Organizational Change and the Role of the Master Teacher

SPED 5013: Assessment of Children with Exceptionalities

SPED 6063: K-12 Supervised Practicum

**GRADUATE COURSE HOURS: 33**

**MAT Program and MAT Program-Special Education Option Crosswalk**

- ✓ Candidates may start the MAT program in the fall, spring, or summer.
- ✓ SPED classes are offered online only. MAMS, MTLL, and EDFD classes meet synchronously via Webex.
- ✓ Courses that are part of a SPED Graduate Certificate are identified with an asterisk.\*
- ✓ Students who complete the MAT program-SPED option will earn the MAT degree and the Special Education Graduate Certificate.

<b>MAT Program</b>	<b>MAT Special Education Program Option- Request to start in June 2025</b>
<ul style="list-style-type: none"><li>• MTLL 6003: School Organization and Leadership for Teacher Leaders</li></ul>	<ul style="list-style-type: none"><li>• SPED 5003: Characteristics of Children with Exceptionalities*</li></ul>
<ul style="list-style-type: none"><li>• MTLL 6253: Communication, Advocacy, and Policy Development</li></ul>	<ul style="list-style-type: none"><li>• SPED 6033: Working with Families of Exceptional Children*</li></ul>
<ul style="list-style-type: none"><li>• EDFD 6503: Classroom Behavioral Management</li></ul>	<ul style="list-style-type: none"><li>• EDFD 6503: Classroom Behavioral Management</li></ul>
<ul style="list-style-type: none"><li>• MTLL 6123: Instructional Leadership for the Master Teacher</li></ul>	<ul style="list-style-type: none"><li>• MTLL 6123: Instructional Leadership</li></ul>
<ul style="list-style-type: none"><li>• EDFD 6003: Educational Research or Action Research MTLL 6113</li></ul>	<ul style="list-style-type: none"><li>• EDFD 6003: Educational Research or Action Research MTLL 6113</li></ul>
<ul style="list-style-type: none"><li>• MTLL 6133: Elements of Curriculum</li></ul>	<ul style="list-style-type: none"><li>• SPED 5023: Planning Instruction for Children with Exceptionalities K-6*</li></ul>
<ul style="list-style-type: none"><li>• MAMS 5333: Teaching Reading and Study Strategies in the Content Area</li></ul>	<ul style="list-style-type: none"><li>• SPED 5053: Planning Instruction for Children with Exceptionalities 7-12*</li></ul>
<ul style="list-style-type: none"><li>• MTLL 6143: Organizational Change</li></ul>	<ul style="list-style-type: none"><li>• DYS 5003: Dyslexia and Other Learning Disorders*</li></ul>
<ul style="list-style-type: none"><li>• MTLL 6253: Advanced Curriculum Design</li></ul>	<ul style="list-style-type: none"><li>• MTLL 6143: Organizational Change</li></ul>
<ul style="list-style-type: none"><li>• MTLL 6553: Internship</li></ul>	<ul style="list-style-type: none"><li>• SPED 5013: Assessment of Children with Exceptionalities</li></ul>
<ul style="list-style-type: none"><li>• 3-hour elective at the 5000 or 6000 level</li></ul>	<ul style="list-style-type: none"><li>• SPED 6063: K-12 Supervised Practicum</li></ul>
<b>Total Hours: 33</b>	<b>Total Hours: 33</b>

**7. Effective date, term, and academic year.**

Summer 2025



## 8. Reason for change.

Increasingly, prospective MAT students are asking about an alternative route to special education teacher licensure through the existing MAT program. This academic year, six prospective students, several of whom served as paraprofessionals in special education classrooms, expressed interest in pursuing licensure in special education. ATU has also received inquiries from River Valley school districts that need special education teachers. By offering a special education option within the existing MAT program, we will be able to help address the shortage of special education teachers in the River Valley and across the state.

According to the Arkansas Department of Education Division of Elementary and Secondary Education (DESE), seven Arkansas institutions of higher education offer an alternative route to special education teacher certification. Enrollment numbers below are evidence that there are students pursuing alternative special education teacher certification. The following chart of DESE-approved alternative special education teacher preparation programs includes current enrollment.

Arkansas State University	183
Harding University	21
Henderson State University	22
Southern Arkansas University	5
U of A Monticello	20
UCA	24
UALR Med Special Education K-12	0

In conversation with the College of Education and Health dean, Arkansas Tech University educator licensure officer, head of the Department of Teaching and Educational Leadership, and director of the graduate Special Education program, it was decided that an option within the MAT program for special education licensure would have the potential to increase student enrollment in the MAT program and to address teacher shortages in special education classrooms across the state.

Students enrolled in the MAT Special Education program option will take classes in the MAT program and in the Special Education graduate program, as noted above. Students may start their teaching career special education students through a provisional teaching license while completing coursework. Completers will earn the MAT degree and the Special Education Graduate Certificate.

# TEACHING MIDDLE/ SECONDARY, MASTER OF ARTS

**Dr. Ellen Treadway, Program Director**  
Crabaugh Hall, 112  
(479) 880-4901  
etreadway@atu.edu

The University has an interest for providing additional opportunities for individuals to become highly qualified teachers in Arkansas. The Master of Arts in Teaching is a program of study to prepare candidates for teacher licensure in Arkansas.

Candidates who complete the program of study may be recommended to Arkansas Department of Education for licensure as teachers in the grade ranges and content areas listed below:

Middle Childhood, grades 4 - 8  
Secondary Education, grades 7 - 12

Art, Business, Life/Earth Science  
English, Physical/Earth Science  
Mathematics, Physical Education, Wellness and Leisure  
Social Studies, Music (Instrumental & Vocal)

## Additional Admission Requirements Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Arts degree program in Teaching if they meet the following requirements:

1. Applicants must meet the admission requirements for the Graduate College (<https://catalog.atu.edu/graduate/admission/>).
2. Applicants must meet a minimum undergraduate cumulative GPA of 2.75 or a 3.0 GPA in the last 30 hours.
3. Approval from the Program Director.

## Conditional Admission

Applicants who fail to meet all of the departmental requirements may be accepted conditionally provided certain deficiencies are met prior to the completion of twelve (12) semester hours of graduate work.

## Curriculum Degree Requirements

Code	Title	Hours
<b>Core Courses</b>		
MTLL 6003	School Organization and Leadership for Teacher Leaders	3
MTLL 6123	Instructional Leadership for the Master Teacher	3
MTLL 6133	Basic Elements of Curriculum	3
MTLL 6163	Communication Advocacy & Policy Development for the Master Teacher	3
EDFD 6003	Educational Research <i>or MTLL 6113</i>	3

EDFD 6503	Classroom Behavioral Management	3
<b>Middle/Secondary</b>		
MAMS 5333	Teaching Literacy in the Content Areas	3
MTLL 6143	Organizational Change and the Role of the Master Teacher	3
MTLL 6253	Advanced Curriculum Design Practicum for the Master Teacher	3
MTLL 6553	Internship Practicum	3
<b>Elective (5000-6000-level)</b>		3
<b>Total Hours</b>		<b>33</b>

- Twenty-Seven hours of graduate work must be taken while in residence at Arkansas Tech University\*. Full-time residence is not required.
- A maximum of nine (9) semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the program director or department head.

### Extra courses required by Arkansas State Department for licensure purposes:

- Arkansas History (Middle Level and Secondary social studies majors)
- Completion of a Prescribed Pathway for Awareness Level Certificate for scientific reading instruction.
- A Human Development Course based on the major (Middle Level or Secondary Level)
- An internship in the public school must be successfully completed.

## Learning Outcomes

Upon completion of the program students will be able to:

- understand and utilize instructional planning and design learning opportunities based on knowledge of students, content, and curriculum goals.
- 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

*SPED 5003*  
*SPED 5013*  
*SPED 5023*  
*SPED 5053*  
*SPED 6033*  
*SPED 6063*

# Master of Arts in Teaching Teaching Middle/Secondary

~~2024-2025~~

2025-26

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

**Grade ~~Required Core Courses (18 hours):~~**

	<del>MTLL 6003 School Organization and Leadership</del>
•	MTLL 6123 Instructional Leadership
	<del>MTLL 6133 Elements of Curriculum</del>
	<del>MTLL 6163 Communication, Advocacy, and Policy Development</del>
•	EDFD 6003 Educational and Action Research <i>or MTLL 6113</i>
•	EDFD 6503 Classroom Behavioral Management

**Grade ~~Middle/Secondary Courses (18 hours):~~**

	<del>MAMS 5333 Teaching Reading and Study Strategies in the Content Area</del>
	<del>MTLL 6143 Organizational Change</del>
•	MTLL 6253 Advanced Curriculum Theory and Design
	<del>MTLL 6553 Internship</del>
	<del>3-hr elective 5000-6000 level</del>

Minimum hours required: **33**

# of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_

To be completed: \_\_\_\_\_

*SPEP 5003 •*

*SPEP 6033*

*SPEP 5023 •*

*SPEP 5053 •*

*DYS 5003*

*SPEP 5013 •*

*SPEP 6063*





# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	06/27/24

Title	Signature	Date
Department Head Dr. Pam D. Dixon	<i>Pam Dixon</i>	6/27/24
Dean Dr. Tim Carter	<i>Tim Carter</i>	6/27/24
Assessment	<i>Amanda Gardner</i>	7/22/24
Registrar	<i>Tammy Warren</i>	7/16/24
Graduate College (if appropriate)		
Vice President for Academic Affairs		

Committee	Approval Date
General Education Committee (Undergraduate Proposals Only)	
Teacher Education Committee (Graduate or Undergraduate Proposals)	8/14/24
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Program Title:  
Master of Education Teaching, Learning, and Leadership Curriculum Leadership/Master Teacher (MTLL)

## LETTER OF NOTIFICATION

### Curriculum Revision

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

#### Required Information:

1. **Current degree title** Master of Education Teaching, Learning, and Leadership Curriculum Leadership/Master Teacher (MTLL)
2. **Current degree code** 3925
3. **Current CIP code** 13.9999
4. **% online (if applicable)** 100
5. **Current curriculum.**

MTLL 6223 Teaching and Learning for the Master Teacher  
EDLD 6313 Principles of Curriculum for School Leaders  
MTLL 6003 School Organization and Leadership for Teacher Leaders  
EDFD 6003 Educational Research  
MTLL 6123 Instructional Leadership for the Master Teacher  
MTLL 6133 Elements of Curriculum  
MTLL 6143 Organizational Change and the Role of the Master Teacher  
MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher  
EDLD 6403 Working with the Marginal Performer  
EDLD 6003 School Law  
MTLL 6552 Administrative Internship Two (2) Curriculum Administrative Internship Courses (4 hours total)  
TOTAL NUMBER OF HOURS: 34

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

EDLD 6313 Principles of Curriculum for School Leaders  
MTLL 6003 School Organization and Leadership for Teacher Leaders  
EDFD 6003 Educational Research or MTLL 6113 Action Research  
MTLL 6123 Instructional Leadership for the Master Teacher  
MTLL 6133 Elements of Curriculum  
MTLL 6143 Organizational Change and the Role of the Master Teacher  
MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher  
EDLD 6403 Working with the Marginal Performer  
EDLD 6003 School Law  
MTLL 6552 Administrative Internship Two (2) Curriculum Administrative Internship Courses (4 hours total)  
TOTAL NUMBER OF HOURS: 31

**7. Effective date, term, and academic year.**

June 2025 – Summer Session I  
2025-2026 academic year

**8. Reason for change.**

With the revision of the MTLL program, the content of the MTLL 6223 Teaching and Learning for the Master Teacher has been incorporated into other MTLL courses. In addition, the removal of this course reduces the overall number of hours required to earn the degree, thus bringing ATU's program in line with Arkansas universities offering this program.

# TEACHING, LEARNING, AND LEADERSHIP, MASTER OF EDUCATION

**Dr. Ellen Treadway, Program Director**  
Crabaugh Hall, 112  
(479) 880-4901  
etreadway@atu.edu

The Master of Education, Teaching, Learning, and Leadership (MTLL) degree program of study will facilitate individuals in engaging, ongoing dialogue, and study based on the integration of research, theory, and best practices. In addition to promoting the professionalization of teaching and improved professional practice, the completion of this degree will prepare candidates to be teacher leaders in the classroom, as an instructional facilitator in the school, or a curriculum administrator in the district.

## Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

## Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation ([https://www.atu.edu/registrar/forms/grad\\_app-masters.pdf](https://www.atu.edu/registrar/forms/grad_app-masters.pdf)) online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

## Special Conditions of Graduate Credit Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school, if deemed appropriate to the graduate program by the head of the student's major department and the Graduate College Dean. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six (6) years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Graduate College Dean.

Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

## Graduate Credit Taken After Admission to Arkansas Tech University

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must, in advance of enrollment, obtain written approval from the program director and the Graduate College Dean.

## Additional Admission Requirements Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Education degree program in Teaching, Learning, and Leadership if they meet the following admission requirements:

### For unconditional admission applicant must:

1. Applicants must meet the admission requirements for Graduate College (<https://catalog.atu.edu/graduate/admission/>).
2. Applicants must have at least two (2) years teaching experience.
3. Approval from the program director or the Center for Leadership & Learning department head.

## Curriculum Degree Requirements

Code	Title	Hours
EDFD 6003	Educational Research <i>or MTLL 6113</i>	3
EDLD 6003	School Law	3
EDLD 6313	Principles of Curriculum for School Leaders	3
EDLD 6403	Working with the Marginal Performer	3
MTLL 6003	School Organization and Leadership for Teacher Leaders	3
MTLL 6123	Instructional Leadership for the Master Teacher	3
MTLL 6133	Basic Elements of Curriculum	3
MTLL 6143	Organizational Change and the Role of the Master Teacher	3
<del>MTLL 6223</del>	<del>Teaching and Learning for the Master Teacher</del>	<del>3</del>
MTLL 6253	Advanced Curriculum Design Practicum for the Master Teacher	3
Select one of the following:		4
MTLL 6552 & 6552	Internship Practicum and Internship Practicum	
MTLL 6554	Internship Practicum	

### Total Hours

- Prior to degree completion, a culminating professional portfolio must be successfully completed and approved by a portfolio review committee for both program of study options.
- Twenty-Seven (27) hours of graduate work must be taken while in residence at Arkansas Tech University.

34  
31

## Learning Outcomes

Students who complete the program will exhibit the following ISLLC 2008 Standards:

1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
4. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context

**Master of Education  
Teaching, Learning, & Leadership  
2024-2025**

2025-26

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

31

**Grade**      **Required Courses (34 hours):**

•	EDFD 6003 Educational and Action Research <i>or MTL 6113</i>
•	EDLD 6003 School Law
•	EDLD 6313 Principles of Curriculum for School Leaders
•	EDLD 6403 Working with Marginal Performer
•	MTLL 6003 School Organization and Leadership for Teacher Leaders
•	MTLL 6123 Instructional Leadership for the Master Teacher
•	MTLL 6133 Basic Elements of Curriculum
•	MTLL 6143 Organizational Change and the Role of the Master Teacher
•	<del>MTLL 6223 Teaching and Learning for the Master Teacher</del>
•	MTLL 6253 Advanced Curriculum Design Practicum for the Master Teacher
•	MTLL 6552 Internship Practicum
•	MTLL 6552 Internship Practicum

**Date**      **Culminating Portfolio**

_____	Successfully completed Culminating Portfolio
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Minimum hours required: ~~34~~ 31

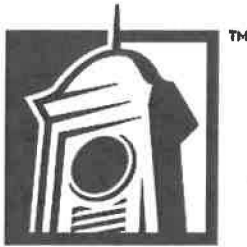
# of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_

To be completed: \_\_\_\_\_



Teacher Ed 8/14/24



# ARKANSAS TECH UNIVERSITY

## COSMETIC PROGRAM CHANGE

Department Initiating Proposal	Date
Teaching and Educational Leadership	6-10-24

Title	Signature	Date
Department Head Pam Dixon	<i>Pam Dixon</i>	6/11/24
Dean Tim Carter	<i>Tim Carter</i>	6/18/24

**PROGRAM TITLE:**

**MTLL Master of Education Teaching, Learning, and Leadership Curriculum Leadership**

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

Addition to section titled "Unconditional Admission": Master of Education in Teaching, Learning, and Leadership (atu.edu)

Out-of-state students and international students may enroll in the MTLL program, if they meet admission requirements. A curriculum administrative internship is required during the final two semesters of the program. Arkansas P-12 Curriculum Program Director licensure is contingent on the candidate's ability to complete the internship in an Arkansas school district and requires that the candidate hold an initial standard teaching license in the state of Arkansas.

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. N/A

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](http://www.atu.edu/registrar/curriculum_forms.php). N/A





# ARKANSAS TECH UNIVERSITY

## Request for Curriculum Revision

Department Initiating Proposal	Date
Teaching and Educational Leadership	June 18, 2024

Title	Signature	Date
Department Head	<i>Pam Dixon</i>	6/18/24
Dean	<i>Tim Lutz</i>	6/18/24
Assessment	<i>Amanda Barden</i>	7/22/24
Registrar	<i>Lammy Weaver</i>	7/16/24
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title:  
Graduate Certificate in P-12 Building Level Administration

# LETTER OF NOTIFICATION

## Curriculum Revision

*The change of curriculum including the increase or decrease of course credit hours, addition or deletion of courses, or the addition of options, concentrations, tracks, etc.*

### Current degree title

GC P-12 Building Level Administration

### Current degree code

6552

### Current CIP code

13.0401

### % Online (if applicable)

100%

### Current curriculum (27 credit hours)

EDLD 6003 – Administrative Law  
EDLD 6023 – Organizational Change  
EDLD 6102 – School Finance  
EDLD 6153 – Communication with School and Community  
EDLD 6203 – Education and Society, Continuities and Discontinuities  
EDLD 6253 – Instructional Leadership  
EDLD 6313 – Principles of Curriculum for School Leaders  
EDLD 6403 – Working with the Marginal Performer  
EDLD 6552 – Building Level Administrator Internship (part 1)  
EDLD 6552 – Building Level Administrator Internship (part 2)

### Proposed curriculum (24 credit hours)

EDLD 6003 – Administrative Law  
EDLD 6023 – Organizational Change  
EDLD 6102 – School Finance  
EDLD 6153 – Communication with School and Community  
EDLD 6253 – Instructional Leadership  
EDLD 6313 – Principles of Curriculum for School Leaders  
EDLD 6403 – Working with the Marginal Performer  
EDLD 6552 – Building Level Administrator Internship (part 1)  
EDLD 6552 – Building Level Administrator Internship (part 2)

### Effective date, term, and academic year

Summer 2025; 2025-2026 catalog

### Reason for change

The Certificate curriculum revision made for 2024-2025 was in error. The correct curriculum revision (approved by DESE in December 2023) added one hour to EDLD 6002(3) and EDLD 6402(3), and removed EDLD 6203 for a new total of 24 credit hours. However, EDLD 6203 was not removed when the final paperwork was submitted in house, hence the incorrect 27 hours. This curriculum revision corrects that error.

# P-12 Building Level Administrator – Graduate Certificate

~~2024-2025~~

2025-26

Date: \_\_\_\_\_ Student's Name: \_\_\_\_\_

T# \_\_\_\_\_ Grade Point: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

Grade \_\_\_\_\_ Required Courses (<sup>24</sup>~~27~~ hours):

	EDLD 6003 School Law
	EDLD 6023 Organizational Change
	EDLD 6102 School Finance
	EDLD 6153 Communication with School and Community
	<del>EDLD 6203 Education and Society: Continuities and Discontinuities</del>
	EDLD 6253 Instructional Leadership
	EDLD 6313 Principles of Curriculum for School Leadership
	EDLD 6403 Working with the Marginal Performer
	EDLD 6552 Building Level Administrator Internship
	EDLD 6552 Building Level Administrator Internship

Minimum hours required: <sup>24</sup>~~27~~

# of 'C's (no more than 2): \_\_\_\_\_

Earned hours: \_\_\_\_\_

To be completed: \_\_\_\_\_

# P-12 BUILDING LEVEL ADMINISTRATOR, GRADUATE CERTIFICATE

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**Dr. William Morelan, Program Director**

Crabaugh Hall, 129  
(479) 356-2561  
wmorelan@atu.edu

*This certificate may be completed online.*

This certificate program is for those with an existing Masters degree in a related field (subject to EDLD Program Director approval). It includes all coursework necessary to add the "P-12 Building Level Administrator" endorsement (code 276) to your Arkansas Educator's License, which qualifies you to serve as a building administrator in any school at any level from preschool to 12th grade. Designed to meet the needs of today's busy educators, the program is 100% online with a rigorous, interactive design that reflects the Quality Matters Rubric (the gold standard for online instruction).

## Curriculum

Code	Title	Hours
EDLD 6003	School Law	3
EDLD 6023	Organizational Change	3
EDLD 6102	School Finance	2
EDLD 6153	Communication with School and Community	3
<del>EDLD 6203</del>	<del>Education and Society: Continuities and Discontinuities</del>	<del>3</del>
EDLD 6253	Instructional Leadership	3
EDLD 6313	Principles of Curriculum for School Leaders	3
EDLD 6403	Working with the Marginal Performer	3
EDLD 6552	Building Level Administrator Internship (Two [2] semesters)	4
<b>Total Hours</b>		<b>27</b>

## Learning Outcomes

Learning Outcomes



# ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Teaching and Educational Leadership	6/18/24

Title	Signature	Date
Department Head	<i>Pam Dixon</i>	6-28-24
Dean	<i>Jim Lutz</i>	6/28/24
Assessment	<i>Ramanda Gardner</i>	7/22/24
Registrar	<i>Yammy Belauer</i>	7/16/24
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title:  
**Graduate Certificate in Educator Development and Exploration**

## LETTER OF NOTIFICATION

### New Certificate Program

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

#### Required Information:

- 1. Proposed degree title**  
**Graduate Certificate in Educator Development and Exploration (EDEC)**
- 2. CIP code**  
13.0101
- 3. % online (if applicable)**  
100%
- 4. Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions. No new courses are required.**

EDEC candidates will take the following courses in the Master of Arts in Teaching (MAT) program to qualify for the Graduate Certificate in Educator Development and Exploration (EDEC)

EDFD 6503 Classroom Behavioral Management  
MAMS 5333 Teaching Reading and Study Strategies in the Content Area  
MTLL 6123 Instructional Leadership  
One 3-Hour Elective Course at the 5000 or 6000 Level  
**Total Hours: 12**

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

#### **Justification and Need for the Program**

The Department of Teaching and Educational Leadership is proposing a 12-hour Graduate Certificate in Educator Development and Exploration (EDEC), Graduate Certificate within the approved Master of Arts in Teaching (MAT) program to start in June 2025.

The EDEC graduate certificate program will provide professional preparation and education competence for adults who hold a bachelor's degree or higher, do not hold a teaching license, and are considering education as a profession. Candidates may be career changers and recent college graduates who are teaching in a charter school under the Act 1240 licensure waiver or

serving as a short- or long-term substitute teacher, guest teacher, or temporary teacher.

The proposed EDEC graduate certificate program will be unique to Arkansas Tech University, as there is no other educator preparation program in the state of Arkansas tailored to the needs of adults wishing to develop foundational knowledge, skills and dispositions of an effective classroom teacher.

### Degree Program Goals

The goals of the EDEC program are to prepare candidates to carry out the basic duties of an effective classroom teacher, including:

- Facilitating instruction following lesson plans left by the teacher;
- Creating and implementing lesson plans with or without teacher input depending on the school's expectations;
- Establishing a positive classroom learning environment;
- Communicating with families;
- Handling disciplinary issues;
- Assessing students;
- Grading student work; and
- Managing groups of students effectively.

### Student Learning Outcomes

Course Number & Name	Student Learning Objectives	Assessments
EDFD 6503 Classroom Behavioral Management	<ul style="list-style-type: none"> <li>• Research and observe best practices for classroom learning environments that support individual and collaborative learning</li> <li>• Create a plan with strategies for encouraging positive social interaction, active engagement in learning, and self-motivation (InTASC Standard #3)</li> <li>• Create learning experiences (i.e., lesson plans) that make the content accessible and meaningful through differentiation,</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Interview: Classroom Management Strategies</li> <li>• Case Study: Observation of Classroom Management Strategies</li> <li>• Artifact: Classroom Management Action Plan</li> </ul>



	<p>accommodations, and modifications to ensure a positive classroom environment for each student (InTASC Standards #4 &amp; #8)</p>	
<p>MTLL 6123 Instructional Leadership for the Master Teacher</p>	<ul style="list-style-type: none"> <li>• Evaluate High Quality Instructional Materials (HQIM)</li> <li>• Participate in professional learning communities (PLCs) to collaborate on data-decision making scenarios</li> <li>• Create plans using standards-based backward design to demonstrate the teaching and learning process</li> <li>• Develop strategies for self-reflection as part of the teaching and learning process (InTASC Standards #1-#10 )</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Interview: Support for Novice Teachers</li> <li>• Case Study: Professional Learning Opportunities for Novice Teachers</li> <li>• Observe teachers in PLCs analyzing common formative assessments and collaborating on strategies to improve student learning</li> <li>• Data Night Data-Driven Decision Making Event</li> <li>• Artifact: Aspiring Teacher TESS Portfolio</li> </ul>
<p>MAMS 5333 Teaching Reading and Study Strategies in the Content Area</p>	<ul style="list-style-type: none"> <li>• Examine the connections between literacy and learning across the curriculum, issues related to content literacy within the context of standards-based instruction, needs of struggling readers and writers, and development of culturally responsive instruction and assessments (InTASC Standards #1-#10 )</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Interview: Best practices for teaching academic language in the content area</li> <li>• Case Study: Classroom and school evaluation of evidence of a literacy-rich learning environment</li> <li>• Artifact: Plan for creating a literacy- and language-rich learning environment using research-based instructional practices, strategies, and innovative for learning technologies to extend and enrich content knowledge for all students</li> </ul>

<p>One 3-Hour Elective Course at the 5000 or 6000 Level</p>	<ul style="list-style-type: none"> <li>• Expand knowledge, skills, and dispositions in an area of interest in the field of teaching and learning</li> </ul>	<p>Suggested Courses:</p> <ul style="list-style-type: none"> <li>• DYS 5003 Dyslexia and Other Learning Disorders</li> <li>• DYS 5023 Interpreting and Administration of Assessments for Planning Instruction</li> <li>• DYS 5033 Professional Learning and Leadership</li> <li>• DYS 5043 Structured Language Teaching</li> <li>• RDNG 5023 Literacy Curriculum Design and Analysis</li> <li>• RDNG 5053 Literacy, Technology, and the Reading Environment</li> <li>• RDNG 6043 Multicultural Literacy, Language, and Culture</li> <li>• EDLD 6003 Administrative Law</li> <li>• EDLD 6023 Organizational Change</li> <li>• EDMD 6233 Administration of Media Programs</li> <li>• EDMD 6163 Internet Resources</li> <li>• EDMD 6133 Production of Digital Instructional Materials</li> <li>• EDMD 6303 Survey of Instructional Technology</li> <li>• MTLL 6113 Action Research and Data Analysis for School and Classroom Use</li> </ul>
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**Program Learning Objectives**

EDEC graduate certificate program courses are aligned with the InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), developed by the Council for Chief State Officer's Interstate Teacher Assessment and Support Consortium (InTASC).

The following program learning outcomes (PLOs) define and support ongoing teacher education and effectiveness to ensure that each learner reaches college and career readiness according to the Arkansas Academic Standards.

**PLO #1: Learner Development.** The teacher designs and implements developmentally appropriate and challenging learning experiences using applied knowledge about how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. (InTASC Standard #1)

**PLO #2: Learning Differences.** The teacher designs and creates inclusive learning environments that enable each learner to meet high standards to ensure that individual differences and diverse cultures and communities thrive. (InTASC Standard #2)

**PLO #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC Standard #3)

**PLO #4: Content Knowledge.** The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content through central concepts, tools of inquiry, and structures of the discipline that are taught. (InTASC Standard #4)

**PLO #5: Application of Content.** The teacher uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (InTASC Standard #5)

**PLO #6: Assessment.** The teacher uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (InTASC Standard #6)

**PLO #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (InTASC Standard #7)

**PLO #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (InTASC Standard #8)

**PLO #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate practice, particularly the effects of choices and actions on others (learners,

families, other professionals, and the community), and adapts practice to meet the needs of each learner. (InTASC Standard #9)

PLO #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (InTASC Standard #10)

### **Projected Enrollment**

We expect to enroll five EDEC students in the first year after targeted marketing of the program across the state. Completers will be encouraged to continue taking classes in the MAT program and to teach on a provisional license while completing the MAT degree.

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

**7. Effective date, term, and academic year**

June 2025 Summer Session I

2025-26 Academic Year



# ARKANSAS TECH UNIVERSITY

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

Department Initiating Proposal	Date
Department of Teaching & Educational Leadership	May 28, 2024

Title	Signature	Date
Department Head	<i>Pam Dixon</i>	6/5/24
Dean	<i>Jim Lutz</i>	6/6/24
Assessment	<i>Amundabardur</i>	7/22/24
Registrar	<i>Jammy Luecke</i>	7/16/24
Graduate College (if appropriate)		
Vice President for Academic Affairs		

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

Program Title: \_\_\_\_\_

## LETTER OF NOTIFICATION

### New Certificate Program

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

#### Required Information:

1. **Proposed degree title**  
Instructional Technology - Library Media Specialist K-12 graduate certificate
2. **CIP code**  
13.0501
3. **% online (if applicable)**  
100%
4. **Proposed degree curriculum. If applicable, indicate new courses and include new course descriptions.**

All of the courses required for the proposed 21-hour certificate program are currently offered as part of the curriculum requirements for the Master's in Education - Instructional Technology - Library Media Specialist K-12 option.

- EDMD 6233 - Administration of Media Programs
- EDMD 6433 - Practicum in Educational Media
- LBMD 6003 - Collection Development and Management
- LBMD 6023 - Classification and Cataloging
- LBMD 6033 - The Instructional Role of the Library Media Specialist
- LBMD 6403 - Literature for Children and Young Adults
- LBMD 6503 - School Librarian: Leadership and Collaboration

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

#### **Demand for Program**

In 2017, the Arkansas Department of Education Division of Elementary and Secondary Education changed licensure requirements from only possessing a Master's in Library Media to that option or a second option of possessing any education-based Master's degree and completing an approved program. The proposed program will provide a pathway to licensure for current educators who currently hold a teaching license and an education-based master's program. This certificate-seeking option will appeal to educators with a desire to add a licensure area or make a lateral career move.

Currently, Southern Arkansas University (SAU) - Magnolia is the only approved program in the state of Arkansas offering the second option. Roughly 10% of their program enrollment are certificate-seeking candidates. Of the current 66 candidates enrolled at SAU Magnolia, six are enrolled as certificate-seeking.

### **Projected Program Enrollment**

While data for projected enrollment is not available, enrollment for the library media program is expected to increase. This expectation is because there is currently only one other similar certificate program offered in the state of Arkansas. The limited availability of such programs in the region suggests a potential demand for the school library certificate program, which may result in increased enrollment over time.

### **Impact on Existing Internal and External Programs**

The proposed program is expected to have a positive impact on existing internal programs. Because the proposed program utilizes existing courses within a master's program, enrollment for the program overall will increase. Certificate-seeking candidates will be enrolled in courses alongside degree-seeking candidates. In addition, certificate-seeking candidates may transfer to the degree-seeking option to receive a second master's degree as there are only three additional (9-hour) courses to meet the master's degree program's requirements.

### **Program Goals & Outcomes**

The program goals and objectives and the student learning outcomes of the proposed program are based on the current Master's in Education - Instructional Technology - Library Media Specialist program learning outcomes and the Arkansas and ALA/AASL/CAEP School Librarian Preparation Standards.

#### **Goals & Objectives:**

- The graduate cultivates the educational and personal development of all members of a learning community, including those with diverse intellectual abilities, learning modalities, and physical variabilities.
- The graduate uses knowledge of children's and young adult literature, evaluation criteria, and selection tools to develop, curate, organize, and manage a print and digital collection designed to meet the diverse curricular and personal needs of the learning community.
- The graduate collaborates with members of the learning community to design developmentally and culturally responsive resource-based learning experiences that support content-based instruction, uses multiple methods of assessment, and promotes critical thinking and the inquiry process.



- The graduate designs and delivers instruction, including professional learning, digital citizenship, and multiple literacies that integrate the National School Library Standards considering learner development, diversity, and differences.
- The graduate articulates and models the ethical practices of librarianship, as expressed in the foundational documents of the library profession including the American Library Association Code of Ethics and the Library Bill of Rights.

#### Expected Student Learning Outcomes

- Knowledge of learning styles, stages of human growth and development, and cultural influences on learning
- Ability to support the learning of all students and other members of the learning community, including those with diverse learning styles and physical and intellectual abilities
- Ability to create virtual and physical learning environments that are engaging, equitable, encourage positive social interaction, and creation of knowledge
- Ability to collaborate with members of the learning community to design relevant instruction and provide multiple assessments to engage students in growth
- Ability to use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading
- Ability to provide opportunities to explore and evaluate relevance, accuracy, and cultural context
- Ability to demonstrate a knowledge of children's and young adult literature that addresses the needs of all learners
- Ability to find, critique, and communicate information in an ethical manner including digital citizenship
- Ability to use digital tools, resources, and emerging technologies to design and adapt learning experiences
- Ability to select and evaluate information resources in a variety of formats, then use this information for the diverse and personal needs of the community
- Ability to make effective use of data and understand how it affects the learning community
- Ability to model a strong commitment to the profession by participating in professional learning and delivering professional learning that meets the needs of the learning community
- Ability to lead and collaborate with the learning community to design and implement relevant solutions
- Ability to advocate for all learners, resources, services, policies, procedures, and libraries through networking and collaborating
- Ability to model and promote the ethical practices of librarianship

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

**7. Effective date, term, and academic year**

06/01/2025, 2025 Summer Term, 2025-26 Academic Year