
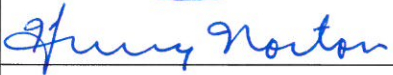
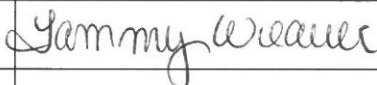


College of Professional Studies
Department of Professional Studies

1. Add the following courses to the course descriptions:
 - a. BAS 4253: Quality Control and Continuous Improvement;
 - b. BAS 4353: ~~Applied Project Management;~~ **Workflow Monitoring and Industrial Environments**
 - c. BAS 4453: Problem Solving and Root Cause Analysis;
 - d. BAS 4553: Workplace Health and Safety;
 - e. BAS 4653: ~~Production Planning and Scheduling;~~ **Manufacturing Systems**
 - f. BAS 4751: Career Planning and Personal Development; and
 - g. PS 4743: Organizational Change; and
2. Add the Bachelor of Applied Science.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Professional Studies
DATE SUBMITTED:	January 6, 2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL) BAS	Course Number: (e.g., 1003) 4253	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) Quality Control & Continuous Improvement		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Quality Control & Cont Improve		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? <input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text"/>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <input type="text"/>		
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? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much? <input type="text"/>	Select Fee Type <input type="text"/>
If selected other list fee type: <input type="text"/>		
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> 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? <input type="text" value="Spring, Fall and Summer"/>		
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).		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Not applicable		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Not applicable		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .		

Arkansas Tech University
BAS 4253 Quality Control and Continuous Improvement
Term

Instructor:
Office:
Phone:
Email:
Office Hours:

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:

BAS 4253 Quality Control and Continuous Improvement

Prerequisite: None

Course Description:

BAS 4253 Quality Control and Continuous Improvement provides the student with a substantive background in a prevailing approach to quality control and continuous improvement: The Toyota Way. The course addresses quality control and continuous improvement as a complex methodology with two primary dimensions: "Continuous Improvement" and "Respect for the People." The emphasis of the course is how theory and application can inform the practice of quality control and continuous improvement in a wide-array of organizational settings. Students are expected to understand the theoretical basis of the model and how to apply the model to practical situations. Offered: Spring/Fall/Summer

Required Texts:

Liker, J. (2003). *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer*. McGraw-Hill Education.

ASIN: B000SEGIVS

Liker, J. & Meire, D. (2005). *The Toyota Way Fieldbook: A Practical Guide for Implementing Toyota's 4Ps*. McGraw-Hill Education.

ASIN: B000SBTWBE

Justification for the Course

This course focuses on quality control and continuous improvement through students' study of The Toyota Way, through students' analyses of representative case studies, and through the application of a standard methodology and philosophy to identify and eliminate waste in the production system.

At the completion of this course, you should be able to:

- Understand and apply important concepts relating to the study of lean manufacturing and the Toyota Way.
- Develop a long-term philosophy to building a learning organization and adapting to changes in the environment.
- Deploying the Toyota Way to achieve the best quality at the lowest cost with high safety and morale outcomes.
- Integrate a set of tools designed to support people continuously improving and continuously developing.
- Anticipate root causes of problems and preventing them from occurring
- Development of a Toyota Way documentation on a real-world project

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 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:

Think critically

Develop ethical perspectives

Communicate effectively

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Technology Competencies

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

Course Content Tab

Every Monday new material will be posted beginning at 12:00 pm Central Time. This new material may include new PowerPoint Presentations, Discussion Boards, Assignments, and quizzes. All material for the week will open on Monday at 12:00 pm Central Time and will be due the following Sunday at 11:59 pm Central Time.

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 will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, a new discussion board question will post that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Monday. You are expected to post each week by 11:59 p.m. Central Time on Sunday. Points will be deducted for each posting that is not submitted. To earn the full points for the discussion board, you must answer the post, as well as 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 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. Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups of students to post collaboratively thoughts and comment on each others' work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

E-mail/Discussion Board Decorum

PLEASE INCLUDE THE SECTION NUMBER OF THE COURSE YOU ARE ENROLLED IN WHEN SENDING THE INSTRUCTOR AN EMAIL.

This course 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 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 do expect you to be courteous and respectful.

I will send course materials graded assignments 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 period.

Returning of Assignments

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

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments. There is no making up for the mid-term examination or the final examination.

Course Schedule

A comprehensive course schedule is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor. A tentative course outline is provided below.

- Module 1: Introduction to the Toyota Way
- Module 2: Developing a Long-Term Philosophy
- Module 3: Right Process, Right Results
- Module 4: Adding Value Through People
- Module 5: Solving Root Problems
- Module 6: Process Flow
- Module 7: Standardized Process and Procedures
- Module 8: Leveling
- Module 9: Developing Leaders and Team Associates
- Module 10: Problem Solving I
- Module 11: Problem Solving II
- Module 12: PDCA
- Module 13: Lean Implementation
- Module 14: Leading Organizational Change
- Module 15: The Toyota Way Capstone Course

Grading Summary

Blogs	75 points
Wikis	50 points
Assignments	300 points
Journal	100 points
Paper	100 points
Discussions	150 points
Study Guide Group	100 points
One Minute Topics	75 points
Group Project	100 points
Case Studies	300 points
Goal Assessment	50 points
Mid-Term Exam	100 points
Final Exam	100 points

Total Possible: 1600 points

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

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 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 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 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

BAS 4253 Quality Control & Continuous Improvement Course Calendar – (Term)

1	Module 1	<p>Blackboard</p> <p>Introduction to the Toyota Way</p> <ul style="list-style-type: none"> Understand The Toyota Way Principles Define course expectations Evaluate personal pre-course understanding of the concepts of lean manufacturing 	<p>DUE</p> <ul style="list-style-type: none"> Complete the Introductory Blog (25) One-Minute Blog: Toyota Way Principles (25) Wiki: Do You See What I See (25) Wiki Study Group Guide Module 1 (100 end of term) Read Chapter 1 in Liker & Meier Read pp. 1-66 in Liker
2	Module 2	<p>Blackboard</p> <p>Developing a Long-Term Philosophy</p> <ul style="list-style-type: none"> Describe and analyze a company philosophy Explain the TW Sense of Purpose Create a personal TW philosophy 	<p>Due</p> <ul style="list-style-type: none"> Long-Term Philosophy Assignment (50) Discussion: A Sense of Purpose (30) Wiki Study Group Guide Module 2 Read Chapter 2 in Liker & Meier Read pp. 67-84 in Liker View
3	Module 3	<p>Blackboard</p> <p>Right Process, Right Results</p> <ul style="list-style-type: none"> Describe Lean and the Waste Elimination Process Explain Value Stream Mapping Recognize and apply a Current State Map 	<p>Due</p> <ul style="list-style-type: none"> Personal Leadership Journal (100 end of term) One-Minute Topic: Value Stream Mapping (25) Wiki Study Guide Group Module 3 Personal Goals and Learning Assessment Part I (50) Read Chapter 3 in Liker & Meier Read pp. 85-168 in Liker View
4	Module 4	<p>Blackboard</p> <p>Adding Value Through People</p> <ul style="list-style-type: none"> Describe and deploy Basic Stability Explain how 5S and Workplace Organization inform TW Recognize and apply the reduction of variability through isolation techniques 	<p>Due</p> <ul style="list-style-type: none"> The Five S (5S) Analysis Paper (100) Wiki Study Guide Group Module 4 Read Chapter 4 in Liker & Meier Read pp. 169-220 in Liker Personal Journal Entry (personal reflection) View Read
5	Module 5	<p>Blackboard</p> <p>Introduction to Solving Root Problems</p> <ul style="list-style-type: none"> Describe the concept of Root Problem Analysis Explain how Root Problem Analysis influence the Toyota Way Recognize and apply solutions to Root Problems 	<p>Due</p> <ul style="list-style-type: none"> Module 5 Discussion Board: Root Problem Analysis (30) Wiki Study Guide Group Module 5 Read pp. 221-266 in Liker View Personal Journal Entry (personal reflection)
6	Module 6	<p>Blackboard</p> <p>Process Flow</p> <ul style="list-style-type: none"> Describe and deploy One-Piece Flow Explain and create a Connected Flow Process Recognize and apply Flow, Pull, and Waste Elimination Processes 	<p>Due</p> <ul style="list-style-type: none"> Process Flow Assignment (50) Wiki Study Guide Group Module 6 Personal Journal Entry (personal reflection) Read Chapter 5 in Liker & Meier View

7 Module 7	Blackboard	Standardized Processes and Procedures <ul style="list-style-type: none"> Describe Standardization within the Toyota Way Explain how standardized procedures integrate within the Toyota Way Recognize and apply Time Task applications 	Due <ul style="list-style-type: none"> Standardize Processes Assignment (50) Module 7 Discussion Forum (30) Wiki Study Guide Group Module 7 Personal Journal Entry (personal reflection) Read Chapter 6 in Liker & Meier View View
8 Module 8	Blackboard	Leveling <ul style="list-style-type: none"> Describe and deploy the Leveling Paradox Explain Heijunka and its role in the Toyota Way Recognize and apply points of control and inventory management 	Due <ul style="list-style-type: none"> Leveling Paradox Assignment (50) Heijunka Case Study (100) Submit the mid-term examination (100)
9 Module 9	Blackboard	Develop Leaders and Team Associations <ul style="list-style-type: none"> Describe the Toyota Georgetown Leadership Model Explain how to create and deploy a production leadership structure Recognize and apply methodologies for selecting and developing leaders 	Due <ul style="list-style-type: none"> Virtual Group Project Phase 1 (100 end of term) Module 9 Discussion Board (30) Module 9 Blog (25) One-Minute Paper – Toyota Georgetown Leadership Model (25) Read Chapters 10-11 in Liker & Meier View
10 Module 10	Blackboard	Problem Solving Part I <ul style="list-style-type: none"> Describe problem solving and improvement opportunity Explain the Problem Solving Story Recognize and apply techniques for examining a problem in reverse 	Due <ul style="list-style-type: none"> Problem Solving Story Assignment (50) Wiki Study Guide Group Module 10 Personal Journal Entry (personal reflection) Read Chapters 13-14 in Liker & Meier View
11 Module 11	Blackboard	Problem Solving Part II <ul style="list-style-type: none"> Describe the Principles of Effective Analysis Explain the A3 One-Page Report Discuss the strengths of Possible Cause Exploration Recognize and apply effectiveness testing 	Due <ul style="list-style-type: none"> Module 11 Course Wiki Assignment (25) Module 11 Discussion Forum (30) Virtual Group Project Part 2 Wiki Study Guide Group Module 11 Read Chapters 15-16 in Liker & Meier
12 Module 12	Blackboard	PDCA <ul style="list-style-type: none"> Define PDCA Identify and deploy the key principles of PDCA Recognize applications of PDCA Deploy PDCA with a presented case study 	Due <ul style="list-style-type: none"> Module 12 Discussion Forum 1 (30) PDCA Assignment (50) Wiki Study Guide Group Module 12 Personal Journal Entry (personal reflection) Read Chapter 17 In Liker & Meier View

13
Module 13

Lean Implementation

- Describe levels and their role in lean implementation
- Explain lean implementation strategies
- Recognize and deploy lean implementation tools

Due

- Module 13 Blog: Levels, Strategies and Tools (25)
- Virtual Group Project Final Submission
- Wiki Study Guide Group Module 13
- Read Chapter 19 in Liker & Meier

14
Module 14

Leading Organizational Change

- Describe the avoidance of politics in lean transformation
- Describe and deploy lean critical metrics
- Discuss changing behavior to change culture

Due

- Organizational Change Case Study (100)
- Wiki Study Guide Group Module 14
- Read Chapter 20 in Liker & Meier
- View

15
Module 15

The Toyota Way Capstone Case Study

- Recognize opportunities for deployment of the Toyota Way
- Analyze the scenario for potential improvement
- Deploy the Toyota Way for enhanced quality control and continuous improvement

Due

- The Toyota Way Case Study Assignment (100)
- Self-Assessment Exercise Part II
- Personal Journal Entry (personal reflection)
- Read Chapter 20 in Liker & Meier
- Read Final Examination Information

Final Examination

Read the information in Module 15 and in your final exam folder

Due

- Value of 100 points
- Must complete in a single session
- Three hours to complete the final
- Utilize all resources available

Arkansas Tech University

Course Addition

Assessment Form

BAS 4253 Quality Control and Continuous Improvement

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? BAS 4253 Quality Control and Continuous Improvement focuses on quality control and continuous improvement through students' study of The Toyota Way, through students' analyses of representative case studies, and through the application of a standard methodology and philosophy to identify and eliminate waste in the production system. BAS 4253 Quality Control and Continuous Improvement supports the mission of Arkansas Tech University by providing opportunities for progressive intellectual development and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Understand and apply important concepts relating to the study of lean manufacturing and the Toyota Way. 2) Deploying the Toyota Way to achieve the best quality at the lowest cost with high safety and morale outcomes. 3) Develop a long-term philosophy to building a learning organization and adapting to changes in the environment.
- d. What assessment tool or measure will you use to assess student learning? Exams, Discussion Forums, Personal Journals, Analysis Papers, Topic-Driven Assignments, Virtual Group Project
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate a comprehensive knowledge of quality control and continuous improvement by developing a long-term continuous improvement strategy, understanding and analyzing process flow, deploying standardized processes and procedures, and recognizing and applying points of control and inventory management. Students will demonstrate through applied methodologies the Toyota Georgetown Leadership Model in order to select and develop future leaders. As an introduction to


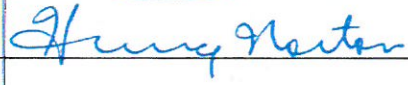
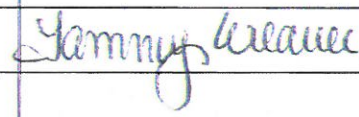
standard problem solving methods, students recognize and apply solutions as Root Problem Analysis.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. Quality control and continuous improvement were identified by employers as a highly-desired skills. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.
- g. How does this course 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. The University of Arkansas at Fort Smith offers PRFS 4443 Supervisory Total Quality Management as a part of a Bachelor of Applied Science degree.

REVISED

**Arkansas Tech University
REQUEST FOR COURSE ADDITION**

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Professional Studies
DATE SUBMITTED:	January 6, 2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL) BAS	Course Number: (e.g., 1003) 4353	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) Applied Project Management WORKFLOW MONITORING and Industrial Environments		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Applied Project Management WORKFLOW MONITORING		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> 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. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> 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? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? _____ Select Fee Type _____
If selected other list fee type: _____
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor (If major or minor course, you must complete the Request for Program Change form to add course to program.)
If course is required by major/minor, how frequently will course be offered? Spring, Fall and Summer
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).
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Not applicable
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Not applicable
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .

Arkansas Tech University
BAS 4353 ~~Applied Project Management~~
Term

Workflow Monitoring and
Industrial Environments

Instructor:
Office:
Phone:
Email:
Office Hours:

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:

BAS 4353: Applied Project Management

Prerequisite: None

Course Description:

Workflow Monitoring and Industrial Environments

~~BAS 4353 Applied Project Management~~ provides the student with a substantive background in project management effective for deployment in multiple industrial, manufacturing, and technical domains. 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 is intended to demonstrate candidate's understanding of the fundamental knowledge, terminology, and processes of effective project management. Offered: Spring / Fall / Summer

Required Texts:

Project Management Institute (PMI). (2012). *A Guide to the Project Management Body of Knowledge (5th ed.)*. Philadelphia, PA: Project Management Institute.

ASIN: B00BR3P4IC

Verzuh, E. (2015). *The Fast Forward MBA in Project Management (5th ed.)*. Hoboken, NJ: Wiley.
ASIN: B018YWBG3A

Justification for the Course

This course focuses on the exploration of project management as a discipline to keep pace with global change and to prepare students for an ever-evolving workplace. Leaders at every level must be capable of speaking the language of project management: executives select projects, functional managers sponsor, and lead projects, and team members who understand project management are a value-added asset to the team.

At the completion of this course, you should be able to:

- Recognize issues in a realistic project scenario.
- Employ project management processes for a project
- Evaluate project time, scope and cost.
- Analyze real-world case studies of project management outcomes.
- Collaborate virtually with peers to produce a project proposal based on a presented case study.
- Demonstrate knowledge of the CAPM examination requirements.

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 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:

Think critically
Develop ethical perspectives
Communicate effectively

Course Content Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule may also be located in Blackboard. PS 4353 ~~Applied Project Management~~ addresses the following:

Workflow Monitoring
and Industrial
Environments

- Module 1: Introduction
- Module 2: Project Life Cycle and Organization
- Module 3: Project Management Processes for a Project
- Module 4: Project Integration Management
- Module 5: Project Scope Management
- Module 6: Project Time Management
- Module 7: Project Cost Management
- Module 8: Project Quality Management
- Module 9: Project Human Resource Management
- Module 10: Project Communications Management
- Module 11: Project Risk Management
- Module 12: Project Procurement Management
- Module 13: Project Stakeholder Management
- Module 14: Project Portfolio Management
- Module 15: CAPM Exam Preparation

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Technology Competencies

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

Course Content Tab

Every Monday new material will be posted beginning at 12:00 pm Central Time. This new material may include new PowerPoint Presentations, Discussion Boards, Assignments, and quizzes. All material for the week will open on Monday at 12:00 pm Central Time and will be due the following Sunday at 11:59 pm Central Time.

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 will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, a new discussion board question will post that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Monday. You are expected to post each week by 11:59 p.m. Central Time on Sunday. Points will be deducted for each posting that is not submitted. To earn the full points for the discussion board, you must answer the post, as well as 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 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. Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their

thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups of students to post collaboratively thoughts and comment on each others' work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

E-mail/Discussion Board Decorum

PLEASE INCLUDE THE SECTION NUMBER OF THE COURSE YOU ARE ENROLLED IN WHEN SENDING THE INSTRUCTOR AN EMAIL.

This course 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 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 do expect you to be courteous and respectful.

I will send course materials graded assignments 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 period.

Returning of Assignments

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

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments. There is no making up for the mid-term examination or the final examination.

Course Schedule

A comprehensive course schedule is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor.

Grading Summary

Blogs	100 points
Wikis	50 points
Assignments	200 points
Journal	100 points
Paper	100 points
Discussions	240 points
Study Guide Group	100 points
One Minute Topic	50 points
Personal Goals	50 points
Group Project	100 points
Case Study	100 points
Mid-Term Exam	100 points
Final Exam	100 points

Total Possible: 1390 points

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

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 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 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 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 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

Workflow Monitoring and Industrial Environments

BAS 4353 Applied Project Management Calendar – (Term)

1	Module 1	Blackboard	<p>Introduction</p> <ul style="list-style-type: none"> Understand the definition of Project Management Apply the Role of the Project Manager Review the PM Body of Knowledge 	DUE	<ul style="list-style-type: none"> Complete the Introductory Blog (25) One-Minute Blog: What is Project Management (25) Wiki: What is a Project (25) Wiki Study Group Guide Module 1 (100 end of course) Read Chapter 1 in PMBOK Read Chapter 1 in Verzuh
2	Module 2	Blackboard	<p>Project Life Cycle and Organization</p> <ul style="list-style-type: none"> Describe organizational influences and project life cycle. Explain Project Stakeholders and Governance Discuss the Composition of Project Teams. Recognize and apply the project life cycle. 	DUE	<ul style="list-style-type: none"> Life Cycle Assignment (50) Discussion: Project Stakeholders and Governance (30) Wiki Study Group Guide Module 2 Read Chapter 2 in PMBOK Read Chapter 2 in Verzuh View <i>The Project Life Cycle</i> (15:36)
3	Module 3	Blackboard	<p>PM Processes for a Project</p> <ul style="list-style-type: none"> Describe the Project Management Process Explain common project management process interactions Analyze project information Recognize and apply the roles of the Process Group in Project Management 	DUE	<ul style="list-style-type: none"> Personal Project Management Journal (100 end of term) One-Minute Topic: Common PM Process Interactions (25) Wiki Study Guide Group Module 3 Personal Goals and Learning Assessment Part 1 (50) Read Chapter 3 in PMBOK Read Chapter 3 in Verzuh View <i>Project Management Processes</i> (28:36)
4	Module 4	Blackboard	<p>Project Management Integration</p> <ul style="list-style-type: none"> Describe project integration management requirements. Explain how the Project Charter drives the PM process Employ the six steps of project integration management 	DUE	<ul style="list-style-type: none"> PMI Analysis Paper (100) Wiki Study Guide Group Module 4 Read Chapter 4 in PMBOK Personal Journal Entry (personal reflection) View <i>Project Integration Management</i> (1:08:10) Read Chapter 4 in Verzuh
5	Module 5	Blackboard	<p>Project Scope Management</p> <ul style="list-style-type: none"> Describe the six steps of Project Scope Management Explain how each step is critical to PM success Employ WBS in project scope management Recognize and apply project scope management 	DUE	<ul style="list-style-type: none"> Module 5 Discussion Board: What is WBS? (30) Wiki Study Guide Group Module 5 Read Chapter 5 in PMBOK Read Chapter 5 in Verzuh View <i>Project Scope Management</i> (1:48:21) Personal Journal Entry (personal reflection)
6	Module 6	Blackboard	<p>Project Time Management</p> <ul style="list-style-type: none"> Define and apply sequence activities and estimates Estimate activity durations Develop a schedule based upon known parameters Control the schedule based upon known parameters 	DUE	<ul style="list-style-type: none"> Project Time Management Assignment (50) Wiki Study Guide Group Module 6 Personal Journal Entry (personal reflection) Read Chapter 6 in PMBOK / Chapter 6 in Verzuh View <i>Project Time Management</i> (44:09)

7	Module 7	Blackboard	<p>Project Cost Management</p> <ul style="list-style-type: none"> Describe key components of project cost management Explain how to plan cost management Discuss the requirements of estimating cost Recognize and apply budget constraints and cost controls 	Due	<ul style="list-style-type: none"> Project Cost Management Assignment (50) Module 7 Discussion: Estimate Costs (30) Wiki Study Guide Group Module 7 Personal Journal Entry (personal reflection) Read Chapter 7 in PMBOK Read Chapter 7 in Verzuh View <i>Project Cost Management</i> (1:08:56)
8	Module 8	Blackboard	<p>Project Quality Management</p> <ul style="list-style-type: none"> Describe planning for quality management Perform quality assurance with defined parameters Deploy quality control techniques for inputs, tools and techniques, and outputs 	Due	<ul style="list-style-type: none"> Mid-Term Examination (100) Read Chapter 8 in PMBOK Read Chapter 8 in Verzuh
9	Module 9	Blackboard	<p>Project Human Resource Management</p> <ul style="list-style-type: none"> Describe key components of human resource management Explain the steps to acquiring a successful project team Discuss the strengths and weaknesses of project team development Recognize and apply project team management 	Due	<ul style="list-style-type: none"> Virtual Group Project Phase 1 (100 end of term) Module 9 Discussion – Acquiring the Project Team (30) Module 9 Blog – Managing the Project Team (25) One-Minute Paper – Developing the Project Team (25) Read Chapter 9 in PMBOK Read Chapter 9 in Verzuh View <i>Introduction to Project HR Management</i> (21:25)
10	Module 10	Blackboard	<p>Project Communications Management</p> <ul style="list-style-type: none"> Describe key components of planning communications management Explain how managing communication impacts PM Discuss the strengths and potential weaknesses of project communications management Recognize and apply steps to controlling communications 	Due	<ul style="list-style-type: none"> Project Communications Management Assignment (50) Read Chapter 10 in Verzuh Wiki Study Guide Group Module 10 Personal Journal Entry (personal reflection) Read Chapter 10 in PMBOK View <i>Project Communications Management</i> (29:49)
11	Module 11	Blackboard	<p>Project Risk Management</p> <ul style="list-style-type: none"> Describe the keys to project risk management Explain the differentiation between qualitative and quantitative risk analysis Discuss the strengths and potential weaknesses of planning risk responses Deploy risk controls given a set of conditions 	Due	<ul style="list-style-type: none"> Module 11 Course Wiki: Planning Risk Management (25) Module 11 Discussion: Risk Control (Mitigation) (30) Virtual Group Project Part 2 Wiki Study Guide Group Module 11 Read Chapter 11 in PMBOK Read Chapter 11 in Verzuh
12	Module 12	Blackboard	<p>Project Procurement Management</p> <ul style="list-style-type: none"> Define project procurement management Compare perspectives on planning, conducting, and controlling procurements Identify the key principles of closing procurements Employ procurement skills given a set of conditions 	Due	<ul style="list-style-type: none"> Module 12 Discussion 1: Conducting Procurements (30) Module 12 Discussion 2: Controlling Procurements 2 (30) Wiki Study Guide Group Module 12 Personal Journal Entry (personal reflection) Read Chapter 12 in PMBOK View <i>Project Procurement Management</i> (25:26)

13 Module 13	Project Stakeholder Management <ul style="list-style-type: none"> • Discuss key components to stakeholder identification • Explain concepts of stakeholder management • Deploy the components of stakeholder engagement • Recognize applications of controlling stakeholder engagement 	Due	<ul style="list-style-type: none"> • Module 13 Blog: Identifying Stakeholders (25) • Virtual Group Project Final Submission • Wiki Study Guide Group Module 13 • Read Chapter 13 in PMBOK • Read Chapter 13 in Verzuh • View <i>Project Stakeholder Management</i> (23:33)
14 Module 14	Project Portfolio Management <ul style="list-style-type: none"> • Describe the scope and goals of the portfolio • Describe the Stakeholders role in PPM • Analyze project selection and prioritization • Monitor and analyze the results of projects and the portfolio 	Due	<ul style="list-style-type: none"> • TBD PPM Case Study (100) • Wiki Study Guide Group Module 14 • Read Chapter Verzuh Chapter 20
15 Module 15	CAPM Exam Preparation <ul style="list-style-type: none"> • Define the requirements to earn the CAPM • Create a personal CAPM study guide • Demonstrate knowledge of the CAPM examination requirements 	Due	<ul style="list-style-type: none"> • Module 15 Discussion: CAPM Requirements (30) • Self-Assessment Exercise Part II • Personal Journal Entry (personal reflection) • Read Verzuh Chapter 21 • Read Final Examination Information
Final Examination	Read the information in Module 15 and in your final exam folder	Due	<ul style="list-style-type: none"> • Value of 100 points (100) • Must complete in a single session • Three hours to complete the final • Utilize all resources available

Arkansas Tech University

Course Addition

Assessment Form

BAS 4353 ~~Applied Project Management~~

Workflow Monitoring and Industrial Environments

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.


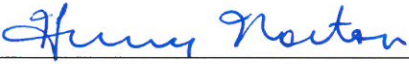

- a. How does this course fit with the university mission? BAS 4353 ~~Applied Project Management~~ *Workflow Monitoring and Industrial Environments* will provide students with an exploration of project management as a discipline to keep pace with global change and to prepare students for an ever-evolving workplace. Leaders at every level must be capable of speaking the language of project management: executives select projects, functional managers sponsor and lead projects, and team members who understand project management are a value-added asset to the team. BAS 4353 supports the university mission by embracing and expanding on technological traditions and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Analyze real-world case studies of project management outcomes. 2) Evaluate project management time, scope, and cost. 3) Collaborate virtually with peers to produce a project management proposals based on a prepared case study.
- d. What assessment tool or measure will you use to assess student learning? Exams, Discussion Forums, Personal Journals, Analysis Papers, Topic-Driven Assignments, Virtual Group Project
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate a comprehensive knowledge of the Project Management process from inception to delivery. Student will demonstrate a knowledge of project management integration, scope, time, cost, and quality control. Additionally, students must demonstrate an applied understanding of risk management, procurement management, and stakeholder management. Finally, students will demonstrate preparation for successful completion of the CAPM examination.
- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and

technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. Project Management was identified by employers as a highly-desired skill. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.

- g. How does this course 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. The University of Arkansas at Fort Smith offers PRFS 4133 Project Management as a part of a Bachelor of Applied Science degree.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	Professional Studies
DATE SUBMITTED:	1/6/2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BAS	4453	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Problem Solving and Root Cause Analysis		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Root Cause Analysis		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> 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. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text"/>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <input type="text"/>		
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? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? <input type="text"/> Select Fee Type
If selected other list fee type: <input type="text"/>
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> 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? <input type="text" value="Spring, Fall and every other Summer"/>
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).
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer and the internet.
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? No.
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .

Arkansas Tech University
BAS 4453: Problem Solving and Root Cause Analysis

Instructor:
Phone:
Office:
E-mail:
Office Hours:

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:

BAS 4453: Problem Solving and Root Cause Analysis

Prerequisites: None

Course Description

This course is designed to introduce students to the systematic processes of problem solving and root cause analysis. Students will learn how to apply root cause methodologies to identify and solve complex issues in organizations. Topics covered include: incident investigation, data collection and analysis, solution identification and implementation, and assessment.

Offered: Fall, Spring and Summer

Required Course Text (eBooks available through ATU Library)

Vanden Heuvel, L. (2008). Root cause analysis handbook: A guide to efficient and effective incident investigation. Brookfield, CT: Rothstein Publishing.

Andersen, B. and Fagerhaug, T. (2013). ASQ pocket guide to root cause analysis. Milwaukee, WI: ASQ Quality Press.

Required Course Reading

Lam, M., O'Donnell, M., & Robertson, D. (2015). Achieving employee commitment for continuous improvement initiatives. *International Journal of Operations & Production Management*, 35(2), 201.

Justification for the Course

To function in complex organizations, individuals must possess the skills necessary to continuously evaluate and improve processes. In BAS 4453, course participants will learn to apply systematic problem solving and root cause analysis strategies to identify and solve complex, recurring issues within organizations. Participants will learn about techniques used to identify and define problems, collect and analyze data, determine and implement solutions, and evaluate results. Students who successfully complete this course will develop critical skills in implementing effective, lasting solutions to problems.

Course Objectives**The student will:**

1. Evaluate multiple approaches to root cause analysis
2. Identify steps in the root cause analysis process
3. Define complex problems
4. Apply standard procedures to investigate and analyze problems
5. Identify root cause(s) of complex problems
6. Assess problem containment strategies based on type of problem and industry
7. Demonstrate effective team-based problem solving skills
8. Develop solution implementation plan
9. Assess effectiveness of solutions
10. Design a process for continuous improvement

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:

Think critically

Develop ethical perspectives

Apply scientific and quantitative reasoning

Methodology

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

Technology Competencies

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

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab.

Assessments

Assignments

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

Participation/Discussion Board

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

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their

thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups of students to post collaboratively thoughts and comment on each other's work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

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.

Course Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule may also be located in Blackboard. PS 4453 Problem Solving and Root Cause Analysis addresses the following:

Learning Modules

Module 1 – Root Cause Analysis Methods
 Module 2 – Incident Investigation
 Module 3 – Gathering Data
 Module 4 – Analyzing Data
 Module 5 – Identifying Root Causes
 Module 6 – Identifying and Selecting Solutions
 Module 7 – Developing Recommendations
 Module 8 – Midterm Exam
 Module 9 – Completing Investigations
 Module 10 – Selecting Incidents for Analysis
 Module 11 – Data and Results Trending
 Module 12 – Training Development
 Module 13 – Organizational Issues
 Module 14 – Continuous Improvement
 Module 15 – Final Exam

Points

Course Participation	200 points
Tests & Quizzes	100 points
Midterm Exam	50 points
Group Case Study Portfolio	100 points
<u>Final Exam</u>	<u>50 points</u>
Total	500 points

Grading Scale

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

Returning of Assignments

Every attempt will be made to have assignments 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 11:59PM on the due date.

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

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

Course Policies

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 “FE” grade for excessive absences or non-performance 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 “FE” 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.

University Testing and Disability Services- [Link to Disability Services](#)

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

Contact Information

University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171

Russellville, AR 72801-2222

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

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, and 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 171, or visit <http://www.atu.edu/disabilities/index.php>.

BAS 4453: Problem Solving and Root Cause Analysis
Course Schedule

Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.

Begins 7:00 a.m.	Bb Module	Required Reading	Graded Assignments	Due 11:59 p.m.
	Module 1	<ul style="list-style-type: none"> • Vanden Heuvel – Forward • Anderson – Section 1 	<ol style="list-style-type: none"> 1. Scavenger Hunt 2. Module 1 Introduction Discussion Forum 3. Module 1 Discussion Forum 	
	Module 2	<ul style="list-style-type: none"> • Vanden Heuvel – Sections 1 & 2 • Anderson – Section 2: Step 1 	<ol style="list-style-type: none"> 1. Module 2 Discussion Forum 2. Organizational Incident Selection Assignment 3. Group Introduction 	
	Module 3	<ul style="list-style-type: none"> • Vanden Heuvel – Section 3 	<ol style="list-style-type: none"> 1. Module 3 Group Discussion Forum 2. Organizational Data Collection Plan Assignment 3. Module 3 Quiz 	
	Module 4	<ul style="list-style-type: none"> • Vanden Heuvel – Section 4 	<ol style="list-style-type: none"> 1. Module 4 Discussion Forum 2. Organizational Data Analysis Plan Assignment 3. Group Case Study 1 	
	Module 5	<ul style="list-style-type: none"> • Vanden Heuvel – Section 5 • Anderson – Section 2: Step 3 	<ol style="list-style-type: none"> 1. Module 5 Group Discussion Forum 2. Organizational Root Cause Identification Assignment 3. Module 5 Quiz 	
	Module 6	<ul style="list-style-type: none"> • Anderson – Section 2: Step 4 	<ol style="list-style-type: none"> 1. Module 6 Discussion Forum 2. Organizational Solution Identification Assignment 3. Group Case Study 2 	
	Module 7	<ul style="list-style-type: none"> • Vanden Heuvel – Section 6 • Anderson – Section 2: Step 5 	<ol style="list-style-type: none"> 1. Organizational Recommendation Implementation Assignment 2. Group Case Study Portfolio 	

Module 8			<ol style="list-style-type: none"> 1. Midterm Exam 2. Midcourse Evaluation 	
Module 9	<ul style="list-style-type: none"> • Vanden Heuvel – Section 6 		<ol style="list-style-type: none"> 1. Module 9 Discussion Forum 2. Module 9 Quiz 3. RCA Blog Entry 1 	
Module 10	<ul style="list-style-type: none"> • Vanden Heuvel – Section 8 • Anderson – Section 2: Step 2 		<ol style="list-style-type: none"> 1. Module 10 Discussion Forum 2. Incidents for Analysis 3-2-1 Writing Assignment 3. RCA Blog Entry 2 	
Module 11	<ul style="list-style-type: none"> • Vanden Heuvel – Section 9 • Anderson – Section 2: Step 3 		<ol style="list-style-type: none"> 1. Module 11 Wiki 2. Module 11 Quiz 3. RCA Blog Entry 3 	
Module 12	<ul style="list-style-type: none"> • Vanden Heuvel – Section 10 		<ol style="list-style-type: none"> 1. Organizational Training Plan Assignment 2. RCA Blog Entry 4 	
Module 13	<ul style="list-style-type: none"> • Three peer-reviewed journal articles 		<ol style="list-style-type: none"> 1. Module 13 Discussion Forum 2. Organizational Issues Current Topics Paper 3. RCA Blog Entry 5 	
Module 14	<ul style="list-style-type: none"> • Lam, O'Donnell, and Robertson (2014) 		<ol style="list-style-type: none"> 1. Module 14 Discussion Forum 2. Continuous Improvement 3-2-1 Writing Assignment 3. RCA Blog Entry 6 	
Module 15			<ol style="list-style-type: none"> 1. Final Exam 2. Module 15 Discussion Forum 	

Arkansas Tech University

Course Addition

Assessment Form

BAS 4453 Problem Solving and Root Cause Analysis

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.


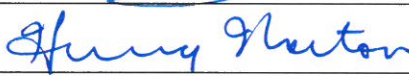
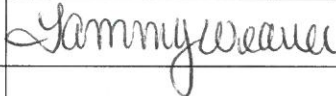
- a. How does this course fit with the university mission? Individuals at every level of an organization must have the capacity to develop effective and long lasting solutions to systemic problems using tangible evidence. BAS 4453 Problem Solving and Root Cause Analysis will equip students with the skills necessary to investigate, identify, analyze, and solve complex issues rooted within non-profit, government, healthcare, service, and manufacturing organizations. This course supports the university mission by expanding on technological traditions and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
- c. Provide up to three student learning outcomes students will achieve after completing this course? (1) Students will be able to apply a systematic root cause analysis methodology to a problem within an organization as exhibited by scoring a minimum of 8 out of 10 for each item included in the grading criteria for the 6-part organizational RCA plan. (2) Students will develop a comprehensive data analysis plan that includes each of the following four components: a) identification of data sources, b) data collection plan, c) investigative tools (causal factor charts, timelines, cause and effect tree), and d) application of apparent cause and root cause analyses. (3) Students will demonstrate effective team-based problem solving skills by scoring a minimum average of 80% on the peer-review project assessment.
- d. What assessment tool or measure will you use to assess student learning? Exams/Quizzes, Discussion Forums, Personal Journals, Application Exercises, Analysis Papers, Group-Based Learning
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate the ability to apply systematic methods to investigate and analyze problems through the development of a comprehensive Root Cause Analysis plan. Students will practice effective team-based problem solving skills by working in groups

to produce a Root Cause Analysis case study based on an organizational problem. Students will demonstrate proficiency in identifying, recommending, and implementing data driven solutions through the completion of a solution recommendation plan.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. The ability to develop data-driven solutions to complex problems was identified as a key skill. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.
- g. How does this course 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. The University of Houston Downtown offers ENGR 3351 Accident Investigation and Root Cause Analysis as part of the Bachelor of Applied Science degree.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Professional Studies
DATE SUBMITTED:	January 6, 2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL) BAS	Course Number: (e.g., 1003) 4553	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) Workplace Health and Safety		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Workplace Health and Safety		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? <input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text"/>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <input type="text"/>		
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? <input checked="" type="radio"/> Yes <input type="radio"/> No How Much? <input type="text" value="\$189"/> Other
If selected other list fee type: <input type="text" value="OSHA 30 Hr General Industry Trainir"/>
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> 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? <input type="text" value="Each semester"/>
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 <ol style="list-style-type: none"> 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).
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
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php . N/A

**Arkansas Tech University
Workplace Health and Safety**

<Semester>

Course Title: Workplace Health and Safety

Course/Sec #: BAS 4553

Instructor:

Phone:

Office:

E-mail:

Office Hours:

Important Course Dates:

Course Begins –

Last Day to Add –

Last Day for 100% refund of tuition/fees –

Attendance Date* –

Last Day for 80% refund of tuition –

Mid-term –

Last Day to drop with “W” –

Course Ends –

*The attendance date is the date that official attendance will be reported to the Registrar’s Office. *Attendance is measured as: physical attendance, submission of an assignment, OR completion of Blackboard Attendance Accounting module.* Students must complete the Federal Attendance Module by the attendance date listed above. There are no exceptions. Students not completing this requirement will be submitted to the Registrar’s Office as “Did Not Attend” and will, subsequently, be dropped from the course.

BAS 4553: Workplace Health and Safety

Prerequisites: None

Course Description

This course provides an in-depth study of various occupational health and safety issues that industry professionals face. The course focuses on safety-related legislation and business laws, ethical standards in safety, accident causation and investigation, ergonomics and safety management, psychology of safety and safety performance improvement measures, workplace violence and security measures, hazardous materials and transportation safety.

Offered: Fall/Spring/Summer

Required Course Text

Friend, M. A., & Kohn, J. P. (2014). *Fundamentals of occupational safety and health*. Lanham: Berman Press.

Required Fee:

This course requires enrollment (and completion) of the OSHA 30-Hour General Industry Training provided by 360Training.Com. The fee for this course is \$189 and is in addition to the course tuition and fees.

OSHA 30 Hour General Industry Outreach Training course is a comprehensive safety program designed for anyone involved in general industry. Specifically devised for safety directors, foremen, and field supervisors; the program provides complete information on OSHA compliance issues. OSHA recommends Outreach Training Programs as an orientation to occupational safety and health for workers covered by OSHA 29 CFR 1910. General Industry workers must receive additional training, when required by OSHA standards, on specific hazards of the job. Upon successful completion of the course, participants will receive an OSHA 30-Hour General Industry Outreach DOL course completion card within 6-8 weeks. The 30 hr General Industry Outreach Course is NOT equivalent to the OSHA 510 or 511 courses and will not meet the course prerequisites to take the OSHA 500 or OSHA 501 courses. You will find supplementary materials available for download by clicking the "Materials" tab on the menu located within the course player. Other reference materials are available from the OSHA website; please visit <http://www.osha.gov/dte/outreach/>

[Read More](#)**Course Objectives**

- Understand the OSH Act, the functions and resources of OSHA
- Become aware of the OSHA inspection priorities and describe the inspection process
- Know the rights and responsibilities of employers and employees under the OSH Act
- Learn the major hazards associated with general industry work and how to avoid, protect or control them. This includes:
 - Slips, trips, falls associated with walking and working surfaces
 - Effective Egress and fire protection program
 - Outline the general requirements for general safety standards
 - Flammable and combustible liquids and gasses
 - Hazards of chemicals
 - Electrical hazards
- Understand the value of personal protective equipment, usage and limitations
- Learn the basic elements of a safety and health program

The Following Courses Are Included In This Package:

Course Name	Industry	Course Delivery
<u>30 Hour General Industry Outreach</u>	Environmental Health and Safety	
<u>30 Hour General Industry Outreach Study Guide</u>	Environmental Health and Safety	

Topics Covered

Course Outline:

Orientation

Module 1A: Introduction to OSHA and the OSH Act

Module 1B: Basic Safety Orientation

Module 2: Walking & Working Surfaces

Module 3: Emergency Action Plan

Module 4: Hazardous Materials

Module 5: Hazwoper

Module 6: Personal Protective Equipment

Module 7: Confined Spaces & Permit Required Confined Spaces

Module 8: Lockout/Tagout

Module 9: Materials Handling & Storage

Module 10: Machine Guarding Safety

Module 11: Welding, Cutting, and Brazing

Module 12: Electrical Safety

Module 13: Hazard Communication

Module 14: Hazardous Substances & Industrial Hygiene

Module 15: Bloodborne Pathogens

Module 16: Record Keeping & Reporting

Module 17: Workplace Violence

Module 18: Safety and Health Programs

Module 19: Ergonomics

Module 20: Hazards of Asbestos in the Workplace

Module 21: Lead Safety in the Workplace

Module 22: Ionizing and Non-Ionizing Radiation Safety

Module 23: Formaldehyde Awareness

Module 24: Process Safety Management of Highly Hazard Materials

Final Exam

Supplemental Readings and Websites

Additional readings will be assigned from provided material or Internet resources posted in Blackboard as necessary. This course also includes completion of the OSHA 30 Hour General Industry Training where, upon completion, students will receive an OSHA 30-Hour General Industry Outreach DOL course completion card from 360 Training.

Justification for the Course

This course examines occupational health and safety standards as they apply to the competency areas related to the projected learning outcomes for the Bachelor of Applied Science Degree. Specific course objectives are listed below.

Course Objectives

Upon completion of this course, students will understand:

1. Background and historical perspectives related to occupational health and safety.
2. OSHA and Worker's Compensation regulations.
3. How to manage a safe work environment including planning, safety coaching, communication, staffing, controlling, and evaluating occupational environments to ensure health and safety standards are met.
4. Various models of keeping a safe workplace including psychology-based and behavior-based.
5. How to prepare a workplace and workforce for various disasters including workplace violence, terrorism, fires, and extreme weather.
6. How to develop plans of action for various health and safety issues including hazard communication, incident investigation, and various emergency situations.
7. How to implement safety and health programs in an industrial or organizational setting.

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

Course Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule will also be located in Blackboard.

PS 4553 Workplace Health and Safety addresses the following:

- Module 1: Introduction to Occupational Safety and Health
- Module 2: Safety Legislation and Safety-Related Business Laws
- Module 3: Workers' Compensation and Recordkeeping
- Module 4: Accident Causation and Investigation
- Module 5: Industrial Hygiene
- Module 6: Ergonomics and Safety Management
- Module 7: System Safety
- Module 8: Managing the Safety Function
- Module 9: Psychology and Safety: The Human Element in Loss Prevention
- Module 10: Improving Safety Performance with Behavior-Based Safety
- Module 11: Workplace Violence and Terrorism Preparedness
- Module 12: Hazardous Materials and Introduction to Extreme Weather Conditions
- Module 13: Transportation Safety
- Module 14: Required Written Programs
- Module 15: Resources on Safety and Health and Final Examination

Methodology

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

Technology Competencies

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

Course Content

Each module will open by 7 a.m. CST on the date specified in the course schedule unless noted otherwise. Class lectures and other module materials and assignments will be located in Blackboard under the "Course Content" tab.

Assessments

Assignments

Throughout the course, assignments will be given to reinforce the student's understanding of the course material. All assignments will be posted in the "Course Content" tab in Blackboard under the respective week. All assignments will be due by 11:59 p.m. Central Time on the due date specified on the "Course Schedule" located in Blackboard. All assignments must be submitted through Blackboard in order to receive credit.

OSHA 30-Hour General Industry Training

Students are required to complete the OSHA 30-Hour General Industry Training as a pass/fail assessment for this course. Additional information is available in the corresponding Blackboard content module.

Quizzes and Tests

There will be chapter quizzes for most chapters in the textbook discussed in the course. All quizzes will be available and completed through the "Course Content" tab in Blackboard. The dates of the quizzes are available in the "Course Schedule" located in the Course Information section of Blackboard. A mid-term and final examination will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Class conversations will take place through Blackboard Discussion Board. Your initial response to the discussion forum is due within the first four days of the module opening date. Your original

postings should show great depth of calculated thought. You will have ample time to formulate your thoughts so make them profound! When creating a dialogue with a colleague in class, respond to postings that capture your interest. Be selective. When responding to another, state your reaction to what was said and add information that will spur further thought on the subject. Perhaps someone else will follow up on your comment...just as we would in a face-to-face class.

When posting to discussion boards, students are expected to communicate on a professional level: formal language, correct use of grammar and spelling, no slang, etc. Courtesy and respect are required in all communications.

Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Personal Learning Portfolio

Throughout the semester, students will develop a personal portfolio documenting how each health or safety principle that is introduced can or will be factored into their current or future career aspirations.

E-mail/Discussion Board Decorum

This is an online course; therefore a majority of our conversations will take place via email/Blackboard. Please use common sense (no slang, use correct grammar, etc.) when sending emails and posting to discussion boards. This 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 do expect you to be courteous and respectful.

Announcements and other course-related correspondence will be sent to your ATU e-mail account; therefore, it is necessary that you check your account frequently. To avoid your emails to me 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 period.

Grading Summary

Quizzes	150 points
Chapter Assignments	150 points
Participation/Discussion Board	140 points
Midterm Exam	50 points
Personal Learning Portfolio	50 points
OSHA 30-Hr Certification	75 points
Final Exam	50 points
Total Points	665 points

Grading Scale

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

Returning of Assignments

Graded assignments will be posted to the Gradebook in Blackboard within 7 working days of the due date. Working days are defined as Monday-Friday, no weekends or holidays.

Make-Up Policy/Late Work

Late submission of chapter assignments, quizzes, discussion forums, exams and projects will not be accepted except in cases of documented emergencies. All assignments must be submitted by the due date in order to receive credit.

Course Policies

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 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.

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

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

Bryan Hall, Room 103

105 W. O Street

Russellville, AR 72801-2222

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

**BAS 4553: Workplace Health and Safety
Course Schedule**

Begins 7:00 a.m.	Bb Module	Learning Activities	Graded Assignments	Point Value	Due 11:59 p.m.
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.					
	Module One Course Info and Introduction Intro to Occupational Safety and Health	Review required course information, syllabus and course schedule	Course Syllabus/Policy Quiz	5	
		Introduction Activity	Introduction Discussion Board Forum	10	
		Read Chapter 1: Intro to Occupational Safety and Health	Complete Chapter 1 Assignment	10	
		Chapter 1 Quiz	Complete Chapter 1 Quiz	10	
	OSHA 30-Hr General Industry Training Certification	Introduction to Training	Log-in and submit evidence of beginning the program	5	
		Mid-Term Checkpoint	Provide evidence of continued training progress	20	
		Training Certification completion	Provide evidence of completion of the training program	50	
	Module Two Safety Legislation and Safety-Related Business Laws	Read Chapter 2: Safety Legislation	Participate in Chapter 2 Discussion Forum	10	
		Read Chapter 4: Safety-Related Business Laws	Complete Chapter 4 Assignment	10	
		Chapter 2 and 4 Quiz	Complete Chapter 2 and 4 Quiz	15	
	Module Three Workers' Compensation and Recordkeeping	Read Chapter 3: Workers' Compensation and Recordkeeping	Participate in Chapter 3 Discussion Forum	10	
		Chapter 3 Assignment	Complete Chapter 3 Assignment	10	
		Chapter 3 Quiz	Complete Chapter 3 Quiz	10	
	Module Four	Read Chapter 5: Accident Causation and Investigation	Participate in Chapter 5 Discussion Forum	10	

	Accident Causation and Investigation	Chapter 5 Assignment	Complete Chapter 5 Assignment	10	
		Chapter 5 Quiz	Complete Chapter 5 Quiz	10	
	Module Five Industrial Hygiene	Read Chapter 6: Introduction to Industrial Hygiene	Participate in Chapter 6 Discussion Forum	10	
		Chapter 6 Assignment	Complete Chapter 6 Assignment	10	
		Chapter 6 Quiz	Complete Chapter 6 Quiz	10	
	Module Six Ergonomics and Safety Management	Read Chapter 7: Ergonomics and Safety Management	Participate in Chapter 7 Discussion Forum	10	
		Chapter 7 Assignment	Complete Chapter 7 Assignment	10	
		Chapter 7 Quiz	Complete Chapter 7 Quiz	10	
	Module Seven System Safety	Read Chapter 9: System Safety	Participate in Chapter 9 Discussion Forum	10	
		Chapter 9 Assignment	Complete Chapter 9 Assignment	10	
		Mid-Term Exam	Complete Mid-Term Exam (Modules 1 – 7)	50	
	Module Eight Managing the Safety Function	Read Chapter 10: Managing the Safety Function	Participate in Chapter 10 Discussion Forum	10	
		Chapter 10 Assignment	Complete the Chapter 10 Assignment	10	
		Chapter 10 Quiz	Complete the Chapter 10 Quiz	10	
	Module Nine Psychology and Safety	Read Chapter 11: Psychology and Safety	Participate in Chapter 11 Discussion Forum	10	
		Chapter 11 Assignment	Complete Chapter 11 Assignment	10	
		Chapter 11 Quiz	Complete Chapter 11 Quiz	10	
	Module Ten Improving Safety Performance	Read Chapter 12: Improving Safety Performance with Behavior-Based Safety	Participate in Chapter 12 Discussion Forum	10	
		Chapter 12 Assignment	Complete Chapter 12 Assignment	10	

		Chapter 12 Quiz	Complete Chapter 12 Quiz	10	
	Module Eleven Workplace Violence and Terrorism Preparedness	Read Chapter 13: Workplace Violence	Participate in Chapter 13 Discussion Forum	10	
		Read Chapter 14: Terrorism Preparedness	Complete Chapter 14 Assignment	10	
		Chapter 13 and 14 Quiz	Complete Chapter 13 and 14 Quiz	15	
	Module Twelve Hazardous Materials and Extreme Weather Conditions	Read Chapter 15: Hazardous Materials	Participate in Chapter 15 Discussion Forum	10	
		Read Chapter 18: Introduction to Extreme Weather	Complete Chapter 18 Assignment	10	
		Chapter 15 and 18 Quiz	Complete Chapter 15 and 18 Quiz	15	
	Module Thirteen Transportation Safety	Read Chapter 17: Transportation Safety	Participate in Chapter 17 Discussion Forum	10	
		Chapter 17 Assignment	Complete Chapter 17 Assignment	10	
		Chapter 17 Quiz	Complete Chapter 17 Quiz	10	
	Module Fourteen Required Written Programs	Read Chapter 19: Required Written Programs	Complete Chapter 19 Assignment	10	
		Chapter 19 Quiz	Complete Chapter 19 Quiz	10	
		Personal Portfolio Project	Submit Completed Project	50	
	Module Fifteen Resources on Safety and Health	Read Chapter 20: Resources on Safety and Health	Participate in Chapter 20 Discussion Forum	10	
		Chapter 20 Assignment	Complete Chapter 20 Assignment	10	
		Final Exam	Complete Comprehensive Final Examination	50	

Arkansas Tech University

Course Addition

Assessment Form

BAS 4553 Workplace Health and Safety

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? BAS 4553 Workplace Health and Safety will provide students with an exploration of important occupational health and safety issues and protocols, allowing them to be successful lifelong contributors to a wide array of careers and/or industries. BAS 4553 supports the university mission by expanding upon its technological traditions and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) OSHA 30-Hr General Industry Training completion 2) Implement safety and health programs in an industrial or organizational setting 3) Manage safe working environments including planning, safety coaching, communication, staffing, controlling, and evaluating occupational environments to ensure health and safety standards are met.
- d. What assessment tool or measure will you use to assess student learning? Quizzes/Exams, Discussion Forums, Module Assignments, Personal Portfolio
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will demonstrate comprehensive knowledge of occupational health and safety standards including background and historical perspectives, OSHA and Workers' Compensation regulations, managing safe work environments, preparing a workplace for disaster mitigation, and developing safety plans of action for various health and safety issues through the completion of various assignments and quizzes. Students will also complete the OSHA 30-Hr General Industry Training and receive a completion certificate from the Department of Labor. Students will also develop a personal portfolio documenting how each principle they are learning will be incorporated into their current or future career aspirations. Successful completion of course activities will provide evidence of mastery of the principles.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. Workplace health and safety was identified by employers as a highly-desired skill. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.
- g. How does this course 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. The University of Arkansas at Fort Smith offers PRFS 3533 Workplace and Environmental Safety as a part of a Bachelor of Applied Science degree.

REVISED

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee	
FROM (Initiating Department):	Professional Studies	
DATE SUBMITTED:	January 6, 2017	
Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
BAS	4653	<input type="radio"/> Spring <input checked="" type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Production Planning & Scheduling Manufacturing Systems		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Production Planning & Schedule Manufacturing Systems		
Will this course be cross-listed with another existing course? If so, list course subject and number.		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?		
<input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? _____		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> 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? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? _____ Other _____
If selected other list fee type: _____
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> 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? Each semester _____
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)
<ul style="list-style-type: none"> a. Course subject b. Course number c. Catalog course title d. Catalog description <ul style="list-style-type: none"> 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).
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
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php . N/A

Arkansas Tech University
BAS 4653 ~~Production Planning and Scheduling~~ *Manufacturing Systems*
Term

Instructor:
Office:
Phone:
Email:
Office Hours:

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:

BAS 4653: Production Planning and Scheduling

Prerequisites: None

Course Description:

MANUFACTURING SYSTEMS
BAS 4653 ~~Production Planning and Scheduling~~ provides the student with deployable knowledge and skills in production planning and scheduling, effective for use in multiple industrial, manufacturing, and technical domains. Master scheduling is the pivotal point in a manufacturing business when demand from the marketplace is balanced with the capabilities and capacities of the company and its suppliers in real-time terms. This course defines the master scheduling process, explores specific tools and techniques used in various manufacturing environments, and provides an introduction to the supporting functions of production planning and scheduling. Offered: Fall/Spring/Summer

Required Text:

Proud, J.F. (2013). *Master Scheduling: A Practical Guide to Competitive Manufacturing* (3rd ed.). Hoboken, NJ: Wiley

ISBN: 978-0471757276

Justification for the Course

This course focuses on the exploration of production planning and scheduling as a means to efficient, effective and economical operations in a manufacturing unit of an organization. Production planning and master scheduling ensures an organization can deliver a product in a timely and regular manner. Production planners work with production supervisors, management, the company's purchasing department and outside suppliers of materials to determine the most efficient and economical path to product availability.

At the completion of this course, you should be able to:

- Recognize and solve master scheduling and production planning challenges
- Employ master scheduling abilities to maximize desired stakeholder outcomes
- Deploy the master schedule process to enhance lean manufacturing and continuous improvement
- Analyze real-world case studies of production planning outcomes.
- Collaborate virtually with peers to produce a master scheduling project based on a presented case study
- Evaluate course of action for supply management and demand management scenarios
- Integrate effective master scheduling implementation within the stakeholder's parameters

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 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:

Think critically
Develop ethical perspectives
Communicate effectively

Course Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule may also be located in Blackboard. PS 4353 ~~Applied Project Management~~ *Manufacturing Systems* addresses the following:

- Module 1: Introduction to Master Scheduling
- Module 2: Why Master Scheduling?
- Module 3: Mechanics of Master Scheduling
- Module 4: Managing the Master Schedule
- Module 5: MPS Output and Make-to-Stock Environment
- Module 6: Master Schedule Priorities
- Module 7: Scheduling in a Flow Environment
- Module 8: Planning Bills
- Module 9: MPS Output and Make-to-Order Environment
- Module 10: Custom-Product Environments
- Module 11: Finishing Schedules
- Module 12: Sales and Operations Planning (S&OP)
- Module 13: Rough Cut and Capacity
- Module 14: Supply Management and Demand Management
- Module 15: Effective Implementation of Master Scheduling

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Technology Competencies

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

Course Content Tab

Every Monday new material will be posted beginning at 12:00 pm Central Time. This new material may include new PowerPoint Presentations, Discussion Boards, Assignments, and

quizzes. All material for the week will open on Monday at 12:00 pm Central Time and will be due the following Sunday at 11:59 pm Central Time.

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 will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, a new discussion board question will post that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Monday. You are expected to post each week by 11:59 p.m. Central Time on Sunday. Points will be deducted for each posting that is not submitted. To earn the full points for the discussion board, you must answer the post, as well as 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 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. Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups

of students to post collaboratively thoughts and comment on each others' work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

E-mail/Discussion Board Decorum

PLEASE INCLUDE THE SECTION NUMBER OF THE COURSE YOU ARE ENROLLED IN WHEN SENDING THE INSTRUCTOR AN EMAIL.

This course 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 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 do expect you to be courteous and respectful.

I will send course materials graded assignments 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 period.

Returning of Assignments

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

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's

decision whether to award half-credit for late assignments. There is no making up for the mid-term examination or the final examination.

Course Schedule

A comprehensive course schedule is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor.

Grading Summary

Blogs	100 points
Wikis	50 points
Assignments	300 points
Journal	100 points
Paper	100 points
Discussions	240 points
Study Guide Group	100 points
One Minute Topics	50 points
Personal Goal	50 points
Group Project	100 points
Case Study	100 points
Mid-Term Exam	100 points
Final Exam	100 points

Total Possible: 1490 points

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

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.

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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 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

MANUFACTURING SYSTEMS

BAS 4653 Production Planning & Scheduling Calendar – (Term)

Module	Blackboard	Introduction	Due
1 Module 1	Blackboard	<ul style="list-style-type: none"> Understand the definition of Master Scheduling Apply the Role of the Master Scheduler Review the Master Schedule body of knowledge Demonstrate understanding of course requirements 	<ul style="list-style-type: none"> Complete the introductory Blog (25) One-Minute Blog: Problems in Manufacturing (25) Wiki: Getting out of the Overloaded Master Schedule (25) Wiki Study Group Guide Module 1 (100 end of term) Read Chapter 1 in Proud
2 Module 2	Blackboard	<p>Why Master Scheduling?</p> <ul style="list-style-type: none"> Describe Enterprise Resource Planning (ERP) Explain and apply Supply Chain Management concepts Recognize and apply the 4 Cornerstones of Manufacturing Revisited 	<ul style="list-style-type: none"> Discussion: What is the Master Schedule? (30) Wiki Study Group Guide Module 2 Read Chapter 2 in Proud
3 Module 3	Blackboard	<p>Mechanics of Master Scheduling</p> <ul style="list-style-type: none"> Describe the Master Schedule Matrix Explain how MS drives material planning Recognize and apply Master Schedule design criteria 	<ul style="list-style-type: none"> Personal Project Management Journal: MS Design (100) One-Minute Topic: The Master Schedule Matrix (25) Wiki Study Guide Group Module 3 Personal Goals and Learning Assessment Part 1 (50) Read Chapter 3 in Proud
4 Module 4	Blackboard	<p>Managing the Master Schedule</p> <ul style="list-style-type: none"> Describe the Master Scheduler's Job Explain Load-Leveling in manufacturing Employ Mixed-Model scheduling 	<ul style="list-style-type: none"> Six Key Questions Analysis Paper (100) Wiki Study Guide Group Module 4 Read Chapter 4 in Proud Personal Journal Entry: Planning Time Fences
5 Module 5	Blackboard	<p>MPS Output & Make-to-Stock Environment</p> <ul style="list-style-type: none"> Describe a Make-to-Stock Master Schedule Explain Time Phasing the Bill-of-Material requirements Recognize and apply Master Scheduling and material requirements 	<ul style="list-style-type: none"> Module 5 Discussion: Make-to-Stock Master Schedule (30) Wiki Study Guide Group Module 5 Read Chapter 5 in Proud Personal Journal Entry (personal reflection) Time Phasing the Bill-of-Material Assignment (50)
6 Module 6	Blackboard	<p>Master Schedule Priorities</p> <ul style="list-style-type: none"> Define and apply Master Schedule and production plan integration Deploy methods of choosing a correct strategy Develop MS capacities, activities and events 	<ul style="list-style-type: none"> Production Plan Integration Assignment (50) Wiki Study Guide Group Module 6 Personal Journal Entry (personal reflection) Read Chapter 6 in Proud

7 Module 7	Blackboard	Scheduling in a Flow Environment <ul style="list-style-type: none"> Describe Intermittent Flow and Flow Environments Explain the Planning Process Recognize and apply Line Scheduling 	Due <ul style="list-style-type: none"> Flow Environment Assignment (50) Module 7 Discussion: Line Scheduling (30) Wiki Study Guide Group Module 7 Personal Journal Entry (personal reflection) Read Chapter 7 in Proud
8 Module 8	Blackboard	Planning Bills <ul style="list-style-type: none"> Describe the Overly Complex Bill-of-Material Evaluate the creation of demand at the Master Schedule level Deploy the ability to restructure company bills through case study 	Due <ul style="list-style-type: none"> Mid-Term Examination (100) Read Chapter 8 in Proud
9 Module 9	Blackboard	MPS Output & Make-to-Order Environment <ul style="list-style-type: none"> Describe the Common-Items Master Schedule Explain the handling of abnormal demand Deploy the linkage of the Master Schedule and the Material Plan 	Due <ul style="list-style-type: none"> Virtual Group Project Phase 1 Module 9 Discussion: Common-items MS (30) Module 9 Blog: Abnormal Demand (25) One-Minute Paper – MS and MP Linkage (25) Read Chapter 10 in Proud
10 Module 10	Blackboard	Custom-Products Environment <ul style="list-style-type: none"> Describe New-Product introductions Explain capacity-driven environments Recognize and apply Make-to-Contract environments 	Due <ul style="list-style-type: none"> Capacity-Driven Environment Assignment (50) Make-to-Contract Assignment (50) Wiki Study Guide Group Module 10 Personal Journal Entry (personal reflection) Read Chapter 11 in Proud
11 Module 11	Blackboard	Finishing Schedules <ul style="list-style-type: none"> Describe Manufacturing Strategy and Finishing Schedules Explain the Kanban System Demonstrate an ability to choose the most effective approach to finishing schedules 	Due <ul style="list-style-type: none"> Module 11 Course Wiki: Finishing Schedules (25) Module 11 Discussion: Kanban (30) Virtual Group Project Part 2 Wiki Study Guide Group Module 11 Read Chapter 12 in Proud
12 Module 12	Blackboard	Sales and Operating Planning (S&OP) <ul style="list-style-type: none"> Describe Workable and Adjustable Plans Explain S&OP integration with the Master Schedule Synchronize demand and supply 	Due <ul style="list-style-type: none"> Module 12 Discussion 1: Workable/Adjustable Plans (30) Module 12 Discussion 2: S&OP Integration (30) Wiki Study Guide Group Module 12 Personal Journal Entry (personal reflection) Read Chapter 13 in Proud
13 Module 13		Rough Cut and Capacity <ul style="list-style-type: none"> Discuss the Rough Cut Process Explain Rough Cut and Master Schedule integration Implement the Rough Cut Process 	Due <ul style="list-style-type: none"> Module 13 Blog: Rough Cut Process (25) Implementing Rough Cut Assignment (50) Virtual Group Project Final Submission (100) Wiki Study Guide Group Module 13 Read Chapter 14 in Proud

14
Module 14

- Supply Management & Demand Management
- Describe Supply Management in Action
- Describe coping with forecast inaccuracies
- Analyze the problem of Abnormal Demand

Due

- Supply & Demand Case Study (100)
- Wiki Study Guide Group Module 14
- Read Chapter 15 in Proud

15
Module 15

- Effective Implementation of Master Scheduling
- Define the Path to Implementation
- Employ Stage 1: Evaluation and Preparation
- Employ Stage 2: Design and Action
- Employ Stage 3: Launch and Cutover

Due

- Module 15 Discussion: Implementation of the M5 (30)
- Self-Assessment Exercise Part II
- Personal Journal Entry (personal reflection)
- Read Chapter 17 in Proud
- Read Final Examination Information

Final
Examination

Read the information in Module 15 and in your final exam folder

Due

- Final Exam Value of 100 points
- Must complete in a single session
- Three hours to complete the final
- Utilize all resources available

Arkansas Tech University

Course Addition

Assessment Form

BAS 4653 ~~Production Planning & Scheduling~~ *Manufacturing Systems*

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

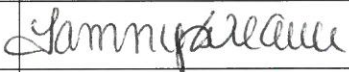
Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? BAS 4653 ~~Production Planning and Scheduling~~ *Manufacturing Systems* provides the student with deployable knowledge and skills in production planning and scheduling, effective for use in multiple industrial, manufacturing, and technical domains. Master scheduling is the pivotal point in a manufacturing business when demand from the marketplace is balanced with the capabilities and capacities of the company and its suppliers in real-time terms. This course defines the master scheduling process, explores specific tools and techniques used in various manufacturing environments, and provides an introduction to the supporting functions of production planning and scheduling. This course supports the university mission by expanding upon its technological traditions and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Recognize and solve master scheduling and production planning challenges. 2) Employ master scheduling abilities to maximize desired stakeholder outcomes. 3) Integrate effective master scheduling implementation within the stakeholder's parameters.
- d. What assessment tool or measure will you use to assess student learning? Quizzes/Exams, Discussion Forums, Module Assignments, Case Study, and Analysis Papers.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? This course focuses on the exploration of production planning and scheduling as a means to efficient, effective and economical operations in a manufacturing unit of an organization. Production planning and master scheduling ensures an organization can deliver a product in a timely and regular manner. Production planners work with production supervisors, management, the company's purchasing department and outside suppliers of materials to determine the most efficient and economical path to product availability.

Student will demonstrate the ability to collaborate virtually with peers to produce a master scheduling project based on a presented case study. Students must analyze real-world case studies and produce analysis papers of given scenarios.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. Production planning and scheduling was identified by employers as a highly-desired skill. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.
- g. How does this course 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. The University of Arkansas at Fort Smith offers PRFS Production Planning & Scheduling as a part of a Bachelor of Applied Science degree.

Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee	
FROM (Initiating Department):	Professional Studies	
DATE SUBMITTED:	January 6, 2017	
Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL) BAS	Course Number: (e.g., 1003) 4751	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) Career Planning and Personal Development		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Career Planning		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> 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. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text"/>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <input type="text"/>		
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? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? <input type="text"/> Other
If selected other list fee type: <input type="text"/>
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> 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? <input type="text" value="Each semester"/>
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).
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Not applicable
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Not applicable
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php . Not applicable

Arkansas Tech University
BAS 4751 Career Planning and Personal Development
Term

Instructor:
Office:
Phone:
Email:
Office Hours:

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:

BAS 4751: Career Planning and Personal Development

Prerequisite: Senior Standing

Course Description:

In BAS 4751, students develop an ePortfolio highlighting various competencies learned as a BAS student. The course prepares the BAS student with the skills, knowledge, and abilities to communicate a critical understanding of his/her work through the articulation of goals, critique, and self-assessment. The course introduces students to the portfolio development process and improves their ability to think critically and communicate more effectively while developing personal goals and mission statements, and working collaboratively with other students on competency-based case studies.

Offered: Spring/Fall/Summer

Required Text:

Lubrano, A. (2005). *Limbo: Blue-Collar Roots, White-Collar Dreams*. Hoboken, NJ: Wiley.

ISBN: 978-0471714392

Justification for the Course

In this course students develop an ePortfolio using web-development software, Weebly, as a means for showcasing various competencies learned as a Bachelor of Applied Science student. The ePortfolio will be a great resource to show potential employers why a student would be the best candidate for a position, as it will provide documentation and demonstration of individual accomplishments. Additionally, student explore the socio-economic, spiritual, and cultural influences of the higher-education journey.

At the completion of this course, you should be able to:

- Write or update an individual professional resume
- Reflect on the various subjects and courses the student experienced as a student, and how the information translates to workplace integration and employer worth.
- Organize information gathered throughout the individual's educational journey, allowing the student to purposefully select a subset of work which exemplifies the ability to apply relevant knowledge and skills
- Showcase higher education achievements, skills and abilities to prospective viewers in an effective and professional way

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 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:

Think critically
Develop ethical perspectives
Communicate effectively

Course Content Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule may also be located in Blackboard. BAS 4751 Career Planning and Personal Development addresses the following:

- Module 1: Introduction to the ePortfolio
- Module 2: Personal Career Goal-Setting
- Module 3: Career Focus Area
- Module 4: Current Issues in Career Focus Area
- Module 5: Personal Philosophy and Mission Statement
- Module 6: Leadership Style and Resume Development
- Module 7: ePortfolio Draft Submission
- Module 8: Final ePortfolio and Final Examination

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Technology Competencies

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

Course Content Tab

Every Monday new material will be posted beginning at 12:00 pm Central Time. This new material may include new PowerPoint Presentations, Discussion Boards, Assignments, and quizzes. All material for the week will open on Monday at 12:00 pm Central Time and will be due the following Sunday at 11:59 pm Central Time.

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 will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, a new discussion board question will post that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Monday. You are expected to post each week by 11:59 p.m. Central Time on Sunday. Points will be deducted for each posting that is not submitted. To earn the full points for the discussion board, you must answer the post, as well as 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 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. Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups of students to post collaboratively thoughts and comment on each others' work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

ePortfolio

Your ePortfolio will typically contain pictures, graphics, videos, guided written narratives, reflective essays, your resume, and sample work from your Tech courses. The following sections will cover the various sections of your ePortfolio and guidelines for successfully producing a quality ePortfolio.

ePortfolio Sections – In-brief

- Welcome Page
- About Me Page
 - Link to Resume Page
 - Statement of Goals
 - Statement of Personal Philosophy
 - Leadership Style
- Concentration/Focus Area
- Learning Portfolio
- Contact Page

ePortfolio Sections – In-depth

- Welcome Page
 - Provides a brief introduction to yourself and your ePortfolio
 - Favorite Quote, as it relates to life, career, leadership
 - Picture or graphic that captures your essence
- About Me Page
 - Introduction paragraphs
 - Graduation plans
 - Campus Involvement
 - Community Involvement
 - Extracurricular Activities
 - Resume Page
 - Statement of Goals
 - Provides viewers with a sense of your goal-setting abilities

- Allows potential employers to match your goals with position offerings
 - Statement of Personal Philosophy
 - This will sum up, in a few words, your approach to work and life
 - Leadership Style
 - Provide an overview of your leadership philosophy and how it translates to the workforce
- Concentration/Focus Area
 - Introduction to and rationale for focus area
 - Current/emerging trend or issue in focus area
- Learning Portfolio
 - Documented competencies from coursework
 - course reflection executive summaries
 - Examples of coursework – any assignments you elect to include
 - Limbo Critical Book Review Presentation
- Contact Page
 - This will provide a way for people to contact you through a web submission form.

At the beginning of the term, you will be assigned an ePortfolio Partner (or two) and the two to three of you will work together throughout the term on your portfolios. This is someone you can bounce ideas off of for webpage design, page content, ongoing critiquing, and questions you may have (before coming to the instructor.) Participation on your part is voluntary; you will only receive a grade for your level of interaction for any requests your partners make. In other words, you are not required to actively seek out their advice (although it would be to your advantage), but your partners will be assessing your willingness and ability to work in a small group throughout the term.

Throughout the term you will submit your module assignments to the course instructor for critiquing. At the point your submissions are deemed to be at an acceptable level, you can begin adding that information to your ePortfolio. The module assignments are designed to guide you through this process and there will be a few “spot checks” for your webpage, as we progress throughout the term, to ensure that you are working toward your final product.

Key Points to remember:

- This will continually be a work in progress throughout the semester, rather than something you throw together at the end.
- While this is a professional representation of yourself, you are also encouraged to be creative with your overall design. There is no cut-and-dry design, outside of the required sections, so make it your own!

- With that being said, your ePortfolio needs to be designed with your authentic audience in mind. Think about who will be viewing this and tailor it to what you think their preferences would be.
- You will receive a grade for your final ePortfolio submission (along with the corresponding assignments), however this ePortfolio is something you can also keep updated throughout the coming years as any changes to your information and credentials occur.

Freirian Dialogue and Online Learning

This module will explore the role spirituality potentially plays in ones journey through higher education. The modules provides an open discussion for students to engage with one another on how adult learners make meaning of their educational journey through the reading of two educationally based passages: *Teaching, Learning, and Spirituality* and *Santiago's Dance*.

Limbo Critical Book Review

This module introduces you to the book *Limbo: Blue-Collar Roots, White-Collar Dreams* and the corresponding critical book review and presentation requirements you will complete individually. This module gives you the opportunity to reflect on the cultural phenomenon of the internal conflict within individuals raised in blue-collar homes, now living white-collar lives and the role higher education plays in the transition for those individuals.

E-mail/Discussion Board Decorum

PLEASE INCLUDE THE SECTION NUMBER OF THE COURSE YOU ARE ENROLLED IN WHEN SENDING THE INSTRUCTOR AN EMAIL.

This course 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 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 do expect you to be courteous and respectful.

I will send course materials graded assignments 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 period.

Returning of Assignments

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

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments. There is no making up for the mid-term examination or the final examination.

Course Schedule

A comprehensive course schedule is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor.

Grading Summary

Freirian Dialogue	100 points
Critical Book Review	100 points
Personal Journal	300 points
Weebly	10 points
Personal Philosophy	10 points
Executive Summaries	200 points
Career-Based Interview	50 points
Current Issues Paper	50 points
Resume	50 points
3-2-1 Reflection	50 points
ePortfolio Draft	50 points
Final Portfolio	100 points
Final Exam	100 points
Competency Survey	50 points

Total Possible: 1200 points

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

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 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 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 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 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

BAS 4751 Career Planning & Professional Development Course Calendar – (Term)

Module Assignment TBD	<p>Blackboard</p> <p>Freirian Dialogue and Online Learning</p> <ul style="list-style-type: none"> Understand Define Evaluate 	<p>DUE</p> <ul style="list-style-type: none"> Read <i>Teaching, Learning, and Spirituality</i> Read <i>Santiago's Dance</i> Requirement 1: Initial Response Discussion (50 points) Requirement 2: Student Response Discussion (50 points)
Module Assignment TBD	<p>Blackboard</p> <p><i>Limbo</i>: Critical Book Review and Presentation</p> <ul style="list-style-type: none"> Describe and analyze Explain Create 	<p>Due</p> <ul style="list-style-type: none"> Submit Critical Book Review Paper (50 points) Submit Critical Book Review Presentation (50 points)
1 Module 1	<p>Blackboard</p> <p>Introduction to the ePortfolio</p> <ul style="list-style-type: none"> Describe Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> View Course Information View Module One Resources Complete Module One Journal Entry (50 points) Create Weebly Account (10 points) ePortfolio Partner Participation (20 points – end of course)
2 Module 2	<p>Blackboard</p> <p>Personal Career Goal-Setting</p> <ul style="list-style-type: none"> Describe and deploy Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> Complete Module Two Journal Entry (50 points) Course Executive Summary #1 (50 points)
3 Module 3	<p>Blackboard</p> <p>Career Focus Area</p> <ul style="list-style-type: none"> Describe Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> View Module Three Resources Complete Module Three Journal Entry (50 points) Complete Career-Based Interview Assignment (50 points) Complete Course Executive Summary #2 (50 points)
4 Module 4	<p>Blackboard</p> <p>Current Issue in Career-Focus Area</p> <ul style="list-style-type: none"> Describe Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> View Module Four Resources Complete Module Four Journal Entry (50 points) Complete Course Executive Summary #3 (50 points) Submit Current Issue Paper (50 points)
5 Module 5	<p>Blackboard</p> <p>Personal Philosophy and Mission Statement</p> <ul style="list-style-type: none"> Describe Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> View Module Five Resources Complete Module Five Journal Entry (50 points) Complete Course Executive Summary #4 (50 points)
6 Module 6	<p>Blackboard</p> <p>Leadership Style and Resume Development</p> <ul style="list-style-type: none"> Describe Explain Recognize and apply 	<p>Due</p> <ul style="list-style-type: none"> View Module Six Resources Complete Module 6 Journal Entry (50 points) Complete Course Executive Summary #5 (50 points) Submit Personal Resume (50 points)

7
Module 7

Blackboard

ePortfolio Draft Submission

- Describe
- Explain
- Recognize and apply

Due

- View Module Seven Resources
- Complete 3-2-1 Reflection Assignment (50 points)
- Submit ePortfolio Draft to Instructor (50 points)

8
Module 8

Blackboard

Final Module

- Describe
- Explain
- Recognize and apply

Due

- Submit Final ePortfolio (100 points)
- Complete the Final Exam (100 points)
- Professional Competencies Survey (50 points)

BAS 4751 ePortfolio Final Grading Rubric

Welcome Page		
Proficient 8 – 10 pts	Competent 4 – 7 pts	Novice 0 – 3 pts
<p>Welcome page is present and contains the appropriate information to introduce any viewer to the ePortfolio. Student included favorite quote, mantra or saying is included and it is explained how that quote guides your actions. No mechanical errors exist. Navigation menu link is included.</p>	<p>Welcome page is present but some information is missing or is somewhat lacking in professionalism. No more than two mechanical errors exist.</p>	<p>Welcome page is not included or most of the required information is missing and/or severely lacking in professionalism. More than two mechanical errors exist.</p>
About Me Section		
Proficient 14 – 20 pts	Competent 7 – 13 pts	Novice 0 – 6 pts
<p>About Me section is included, contains all of the required sections and is presented in a professional manner. Student included name, graduation plans, any campus or community involvement that would be appropriate for a professional portfolio. Includes a link to the student's resume, Statement of Goals, Personal Philosophy, and Leadership Style and all are presented in a professional manner and are mechanically correct. Navigation menu link is included.</p>	<p>About Me section is included, contains all of the required sections but is lacking in professionalism. No more than three mechanical errors exist.</p>	<p>About Me section is not included or sections are missing and/or are severely lacking in professionalism or more than three mechanical errors exist.</p>
Concentration/Focus Area Section		
Proficient 11 – 15 pts	Competent 6 – 10 pts	Novice 0 – 5 pts
<p>Concentration/Focus Area section is included and contains all of the required sections/information: introduction to concentration area (taken from Mod 3 Journal), Current Issues paper; and all information is presented in a professional manner and is mechanically correct. Navigation menu link is included.</p>	<p>Concentration/Focus Area section is included and contains all of the required sections/information but is lacking in professionalism. No more than three mechanical errors exist.</p>	<p>Concentration/Focus Area is not included or sections are missing and/or are severely lacking in professionalism and more than three mechanical errors exist.</p>

BAS 4751 ePortfolio Final Grading Rubric

Learning Portfolio		
Proficient 14 – 20 pts	Competent 7 – 13 pts	Novice 0 – 6 pts
Learning Portfolio is included and contains all of the required sections/information: Course Executive Summaries, PS 3003 summary, PowerPoint and link to video presentation, examples of other coursework from previous courses, Limbo Critical Book Review summary and presentation. Information is presented in a professional manner and is mechanically correct. Navigation menu link is included.	Learning Portfolio is included and contains all of the required sections/ information but is somewhat lacking in professionalism. No more than three mechanical errors exist.	Learning Portfolio is not included or sections are missing and/or are severely lacking in professionalism and more than three mechanical errors exist.
Contact Page		
Proficient 5 pts	Novice 0 – 4 pts	Novice 0 – 5 pts
Contact page is included and contains no errors. Navigation menu link is included.		Contact page is not included or contains errors
ePortfolio Organization & Navigation		
Proficient 11 – 15 pts	Competent 6 – 10 pts	Novice 0 – 5 pts
ePortfolio is easy to follow, contains all of the required sections which are labeled, clearly organized and are presented in an organized fashion, allowing the viewer to easily locate an artifact and move to related pages or a different section. Layout makes sense, links to various sections are intuitive and in working order, all pages connect to the navigation menu and all external links connect to the appropriate website or file.	ePortfolio contains all of the required sections which are labeled, but navigation is faulty or hard to follow at times, locating an artifact and moving to related pages or a different section is possible but isn't presented in the most sensible manner. Layout somewhat makes sense, links to various sections are in working order but somewhat lacking in organization; no more than one link to the navigation menu is missing and no more than one error exists	ePortfolio is missing one or more of the required sections or they are present but labels are missing and/or navigation is faulty or hard to follow. Locating an artifact and moving to related pages or a different section is difficult to do or is non-existent. Layout does not make sense, links to various sections are faulty and/or severely lacking in organization; more than one link to the navigation menu is missing and more than one error exists with an external link connecting to the appropriate website or file.

BAS 4751 ePortfolio Final Grading Rubric

	with an external link connecting to the appropriate website or file.	
ePortfolio Presentation		
Proficient 11 – 15 pts	Competent 6 – 10 pts	Novice 0 – 5 pts
<p>ePortfolio is aesthetically pleasing and fully demonstrates that time was obviously spent on the design and presentation of the information, contains graphics which are appropriate for and enhance the understanding of the student's presentation of the information, text is readable, overall presentation of the information is professional and contains no errors. ePortfolio is easy to read, color and background, fonts and links enhance the readability of the information and are used consistently throughout the ePortfolio.</p>	<p>ePortfolio is aesthetically pleasing and demonstrates that time was spent on the design and presentation of the informational and but is somewhat lacking in professional and appropriate design elements. Graphics are present but are somewhat lacking in relativity to the information contained in the ePortfolio; text is readable, overall presentation of the information is professional and but contains errors. ePortfolio is readable, but color/background and/or fonts are inconsistent at times or do not fully add to the overall design of the ePortfolio.</p>	<p>ePortfolio is not aesthetically pleasing and/or demonstrates that time was obviously not spent on the design and presentation of the information, graphics are not included or are not appropriate for, related to, or enhance the understanding of the student's presentation of the information; text is not readable, overall presentation of the information is unprofessional and contains numerous errors. There is no consistency between fonts and colors throughout the ePortfolio or contrast of fonts and colors makes it nearly impossible to focus on the attributes of the ePortfolio. Severely lacking in professionalism.</p>

Arkansas Tech University

Course Addition

Assessment Form

BAS 4751 Career Planning and Personal Development

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.



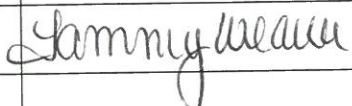
- a. How does this course fit with the university mission? In BAS 4751, students develop an ePortfolio highlighting various competencies learned as a BAS student. The course prepares the BAS student with the skills, knowledge, and abilities to communicate a critical understanding of his/her work through the articulation of goals, critique, and self-assessment. The course introduces students to the portfolio development process and improves the ability to think critically and communicate effectively. Students develop personal goals and mission statements, while working collaboratively with other students on competency-based case studies.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Write or update an individual professional resume 2) Develop, evaluate, and produce a subset of work which exemplifies the ability to apply relevant knowledge and skills 4) Construct a comprehensive ePortfolio to showcase higher education achievements, skills, and abilities to prospective viewers in an effective and professional manner.
- d. What assessment tool or measure will you use to assess student learning? Critical book review, scholarly article analysis, ePortfolio, discussions, and executive summaries.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? In this course students develop an ePortfolio using web-development software, Weebly, as a means for showcasing various competencies learned as a Bachelor of Applied Science student. The ePortfolio will be a great resource to show potential employers why a student would be the best candidate for a position, as it will provide documentation and demonstration of individual accomplishments. Students explore the socio-economic, spiritual, and cultural influences of the higher-education journey. Students demonstrate learned skills, knowledge and attributes through the development of a comprehensive

ePortfolio designed to enhance employment options. Students will use critical book analysis, scholarly article analysis, journal entries, and executive summaries to demonstrate self-knowledge as a part of the higher education journey.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.
- g. How does this course 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. The University of Arkansas offers UNIV 1401 – Career Exploration. This course examines seven individual competencies: self-awareness, career exploration, experience, job search strategies, resume/cover letter writing, interview skills, and professional networking.

Arkansas Tech University REQUEST FOR COURSE ADDITION

TO:	Curriculum Committee
FROM (Initiating Department):	Department of Professional Studies
DATE SUBMITTED:	January 6, 2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/17
Dean Dr. Hanna Norton		1/6/17
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		1/17/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL) PS	Course Number: (e.g., 1003) 4743	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) Organizational Change		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) Organizational Change		
Will this course be cross-listed with another existing course? If so, list course subject and number. <input type="radio"/> Yes <input checked="" type="radio"/> No		
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? <input type="radio"/> Yes <input checked="" type="radio"/> No		
If so, list course subject and number.		
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text"/>		
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <input type="text"/>		
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? <input type="radio"/> Yes <input checked="" type="radio"/> No	How Much? <input type="text"/>	Select Fee Type <input type="text"/>
If selected other list fee type: <input type="text"/>		
<input type="checkbox"/> Elective <input checked="" type="checkbox"/> Major <input type="checkbox"/> 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?		
<input type="text" value="Spring, Fall and Summer"/>		
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 <ol style="list-style-type: none"> 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).		
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Not applicable		
Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Not applicable		
Attach the Course Addition Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at http://www.atu.edu/assessment/		
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php .		

Course Syllabus
PS 4743: Organizational Change
Term

CRN:

Instructor:

Phone:

Office:

E-mail:

Office Hours:

Important Course Dates: Course Start Date –
 Course Ending Date –
 Last Day to Drop With:
 100% Tuition/Fees Refund –
 80% Tuition/Fees Refund–
 A “W” or Change to Audit –

Blackboard Technical Help: Campus Support Center
 Pendergraft Library; RPL 150
 Local: 479-968-0646
 Toll Free: 1-866-400-8022
 <http://www.atu.edu/etech/help-desk.shtml>
 tech.support@atu.edu

PS 4743: Organizational Change

Prerequisites: None

Course Description

This course is designed to provide students with both the conceptual framework and the practical skills needed to design, implement and evaluate effective organizational change. Uncertainty, complexity and rapidly changing organizational environments create the necessity for organizations to adapt in order to survive in the 21st century. Students will work individually or in groups to engage in various activities intended to illustrate or practice the skills involved in planning and implementing organizational change.

Offered: Fall/Spring/Summer

Text Required for Course

Cawsey, T. F., Deszca, G. & Ingols, C. *Organizational Change: An Action-Oriented Toolkit*. Thousand Oaks, CA: Sage Publications, 2015 (Third Edition).

ISBN: 9781483359304.

The required textbook can be ordered online through the ATU Bookstore website at: <http://www.atu.edu/bookstore> or through any on-line service such as Amazon.com.

Supplemental Readings and Websites

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2008-09 Edition, <http://www.bls.gov/oco/>

United States Department of Labor – OSHA, <https://www.osha.gov/law-regs.html>

Justification/Rationale for the Course

With a rapidly changing environment, aggressive competition, and ever-increasing customer demands, organizations must understand how to effectively adapt to challenges and find opportunities to successfully implement change. Bridging current theory with practical applications, this course combines conceptual models with concrete examples and useful exercises to dramatically improve the knowledge, skills, and abilities of students in creating effective change. Students will learn to identify needs, communicate a powerful vision, and engage others in the change process. The course will provide students with practical insights and tools to implement, measure, and monitor sustainable change initiatives to guide organizations to desired outcomes.

Course Objectives

Upon completion of this course, students will be able to:

- To refine skills in recognizing change opportunities in organizations.
- To develop an understanding of the processes through which planned change may be accomplished: the development of the need for change, the creation of vision, the analysis and influencing of stakeholders, and managing the transition.
- To develop change agent competencies by requiring participants develop and execute plans to achieve meaningful, useful organizational change.

How Course Meets General Education Objectives

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

Course Content Outline

A detailed schedule of modules and assignments for this term is attached to this syllabus. The course schedule may also be located in Blackboard. PS 4743 Organizational Change addresses the following:

Module 1: Introduction to Organizational Change
Module 2: Changing Organizations in a Complex World
Module 3: Frameworks for Leading Organizational Change
Module 4: Frameworks for Diagnosing Organizations
Module 5: Building and Energizing the Need for Change
Module 6: Navigating Change Part I
Module 7: Navigating Change Part II
Module 8: Politics and Culture
Module 9: Recipients of Change
Module 10: Internal Stakeholders
Module 11: Master Change Agent
Module 12: Action Planning
Module 13: Case Studies Set I
Module 14: Case Studies Set II
Module 15: Case Studies Set III and Final Examination

Grading Scale

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

Course Assessment (Tentative)

Chapter Assignments	241
Discussion Board Forums	95
Chapter Blog	20
Surveys & Quizzes	187
Mid Term Exam	100
Team Project & Wiki	100
Case Studies	300
Final Exam	<u>100</u>
Total	1118

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, on-line discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Technology Competencies

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

Course Content Tab

Every Monday new material will be posted beginning at 12:00 pm Central Time. This new material may include new PowerPoint Presentations, Discussion Boards, Assignments, and quizzes. All material for the week will open on Monday at 12:00 pm Central Time and will be due the following Sunday at 11:59 pm Central Time.

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 will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Participation/Discussion Board

Each week there is a lecture posted on Blackboard, a new discussion board question will post that I expect you to answer as part of getting the week's participation points. New discussion forums will post on Monday. You are expected to post each week by 11:59 p.m. Central Time on Sunday. Points will be deducted for each posting that is not submitted. To earn the full points for the discussion board, you must answer the post, as well as 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 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. Please refer to the specific guidance to discussion board participation and expectation located in the Course Information folder.

Blogs

A Blog is a collaborative tool that allows students to post their personal reflection about the Course or discuss and analyze Course related materials. Blogs are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected and created by the group with the rest

of the course. Individual Blogs provide each student with his or her area to publicly share thoughts and work with others in the course and to receive comments and feedback on entries. Avatars added by students will be displayed in their public space to help personalize the page. Course Blogs allow all users in the course to share their thoughts and work in one common area that everyone can read and post comments. All entries are posted on the same page to help promote collaboration among all course members. Users can add entries and comment on entries anonymously to maintain privacy. Group Blogs allow groups of students to post collaboratively thoughts and comment on each others' work while all other users in the course can view and comment on their entry.

In each of these cases, users create entries, which are added to their Blog or Journal. The entries can be saved as drafts or published and then edited later. When entries are added to the Blog or Journal, they are added automatically to an index organized by date. A "New" indicator is displayed on entries and comments that the user has not yet displayed. Entries also can be marked as "New" again to create a reminder.

Wikis

A Wiki is a document that all members can create and edit. Much like Wikipedia, the Wiki tool in Blackboard allows students to share their knowledge with the rest of the group.

Journals

A journal is a self-reflective tool for students. Only the student and the instructor can add comments to journal entries.

E-mail/Discussion Board Decorum

PLEASE INCLUDE THE SECTION NUMBER OF THE COURSE YOU ARE ENROLLED IN WHEN SENDING THE INSTRUCTOR AN EMAIL.

This course 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 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 do expect you to be courteous and respectful.

I will send course materials graded assignments 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 period.

Returning of Assignments

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

Make-Up Policy/Late Work

I will not accept late work unless there is an unavoidable or extenuating circumstance. I will consider each instance individually and try to work with you the best I can. It is the instructor's decision whether to award half-credit for late assignments. There is no making up for the mid-term examination or the final examination.

Course Policies

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>.

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

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 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 if 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 course and receiving an "F". Tech now has a very lenient withdrawal policy which eliminates the deadlines for receiving a "WP" (withdrawn with passing) or "WF" (withdrawn with failing) and has extended the period for withdrawing with just 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.

**PS 4743: Organizational Change
Course Schedule
15-wk Section
(TERM)**

Begins 7:00 a.m.	Bb Module	Graded Assignments	Due 11:59 p.m.
<p>Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.</p>			
	Week One Learning Module	<ol style="list-style-type: none"> 1. Introduction Activity Discussion Board [10 points] 2. Assignment: Case Analysis Methods [30 points] 3. Quiz: Course Expectations [22 points] 	
	Week Two Learning Module Changing Organizations in a Complex World Cawsey, Chapter 1	<ol style="list-style-type: none"> 1. Chapter 1 Discussion Board [20 points] 2. Chapter 1 Assignment [36 points] 	
	Week Three Learning Module Frameworks for a Leading the Process of Organizational Change Cawsey, Chapter 2	<ol style="list-style-type: none"> 1. Chapter 2 Discussion: Ethics & Management [20 points] 2. Chapter 2 Quiz: Frameworks [30 points] 	
	Week Four Learning Module Frameworks for Diagnosing Organizations Cawsey, Chapter 3	<ol style="list-style-type: none"> 1. Chapter 3 Assignment: Role of the Manager [25 points] 2. Chapter 3 Blog: Diagnosis Methodologies [20 points] 	
	Week Five Learning Module Building and Energizing the Need for Change Cawsey, Chapter 4	<ol style="list-style-type: none"> 1. Chapter 4 Discussion: Managing the Energy [20 points] 2. Chapter 4 Quiz: Basic Approaches to Change [25 points] 	
	Week Six Learning Module Navigating Change Part I Cawsey, Chapter 5	<ol style="list-style-type: none"> 1. Chapter 5 Assignment: Tariffs, Customers and Turnaround. [50 points] 	

	Week Seven Learning Module Navigating Change Part 2 Cawsey, Chapter 5	<ol style="list-style-type: none"> 1. Chapter 5 Assignment: Role of Unions [20 points] 2. Chapter 5 Self-Assessment Survey [20 points] 	
	Week Eight Learning Module Politics and Culture Cawsey, Chapter 6	<ol style="list-style-type: none"> 1. Chapter 6 Assignment: Office Politics and Change [20 points] 2. Midterm Exam [100 points] 3. Midcourse Evaluation Survey [10 points] 	
		FALL BREAK	
	Week Nine Learning Module Recipients of Change Cawsey, Chapter 7	<ol style="list-style-type: none"> 1. Chapter 7 Assignment: Interpersonal Group Processes [20 points] 2. Chapter 7 Quiz: Managing Groups [25 points] 	
	Week Ten Learning Module Internal Stakeholders Cawsey, Chapter 7	<ol style="list-style-type: none"> 1. Chapter 7 Assignment: Group Dynamics [20 points] 2. Chapter 7 Discussion: Managing Internal Stakeholders [20 points] 	
	Week Eleven Learning Module Master Change Agent Cawsey, Chapter 8	<ol style="list-style-type: none"> 1. Chapter 8 Assignment: Restructuring the Organization [20 points] 2. Chapter 8 Quiz: Transformation Implications [30 points] 	
	Week Twelve Learning Module Action Planning Cawsey, Chapters 9 - 10	<ol style="list-style-type: none"> 1. Begin Group Case Study Project (Group Work) [100 points awarded at the end of project] 	
	Week Thirteen Learning Module Case Studies	<ol style="list-style-type: none"> 1. Continue Group Case Study Project (Group Work) 2. Case Study 1: Building Community (50 points) 3. Case Study 2: Food Banks Canada (50 points) 	
		THANKSGIVING HOLIDAY	
	Week Fourteen Learning Module	<ol style="list-style-type: none"> 1. Submit Group Case Study Project (Group Work) 2. Case Study 3: Pressures to Compromise (50 points) 3. Case Study 4: Leading Change (50 points) 	
	Week Fifteen Learning Module	<ol style="list-style-type: none"> 1. Final Exam [100 points] 2. Final Course Evaluation Discussion Forum [5 points] 3. Case Study 5: Highland State University (50 points) 4. Case Study 6: Tufts Medical Center (50 points) 	

Arkansas Tech University
Course Addition
Assessment Form
PS 4723 Organizational Change

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. How does this course fit with the university mission? PS 4743 Organizational Change provides students with both the conceptual framework and the practical skills needed to design, implement and evaluate effective organizational change. Uncertainty, complexity and rapidly changing organizational environments create the necessity for organizations to adapt in order to survive in the 21st century. Students will work individually or in groups to engage in various activities intended to illustrate or practice the skills involved in planning and implementing organizational change. PS 4723 Organizational Change supports the mission of Arkansas Tech University by providing opportunities for progressive intellectual development and empowering members of the community to achieve their goals.
- b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable
- c. Provide up to three student learning outcomes students will achieve after completing this course? 1) Acquire and apply skills in recognizing change opportunities in organizations 2) Employ an understanding of the processes through which planned change may be accomplished: the development of the need for change, the creation of vision, the analysis and influencing of stakeholders, and managing the transition 3) Develop and deploy change agent competencies by requiring participants develop and execute plans to achieve meaningful, useful organizational change
- d. What assessment tool or measure will you use to assess student learning? Exams, Discussion Forums, Personal Journals, Analysis Papers, Topic-Driven Assignments, Virtual Group Project
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? With a rapidly changing environment, aggressive competition, and ever-increasing customer demands, organizations must understand how to effectively adapt to challenges and find opportunities to successfully implement change. Bridging current theory with practical applications, this course combines conceptual models with concrete examples and

useful exercises to dramatically improve the knowledge, skills, and abilities of students in creating effective change. Students will learn to identify needs, communicate a powerful vision, and engage others in the change process. The course will provide students with practical insights and tools to implement, measure, and monitor sustainable change initiatives to guide organizations to desired outcomes.

f.

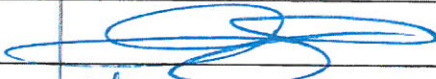
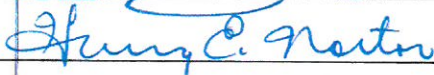
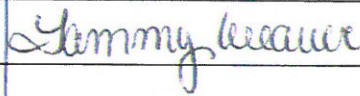
g. Provide an example or examples of student learning assessment evidence which supports the addition of this course. In a Fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. The same survey asked employers to identify the skills, knowledge, and abilities most desired in a Bachelor of Applied Science degree. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of responding students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree. The proposed PS 4743 Organizational Change was delivered in Fall 2016 as PS 4993 Special Topics: Organizational Change with a final enrollment of 25 students. PS 4993 Special Topics: Organizational Change is offered in the Spring 2017 term, with a current enrollment of 24 students. The preceding enrollment numbers indicate demand for this topic among Bachelor of Professional Studies students. It is anticipated the offering of PS 4743 as an elective course in the Bachelor of Applied Science will increase current enrollment numbers.

h. How does this course 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. The University of Arkansas offers MGMT 4263 Organizational Change and Development.

REVISED

Arkansas Tech University PROPOSAL FOR NEW PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	Professional Studies
DATE SUBMITTED:	1/6/2017

Title	Signature	Date
Department Head Dr. Jeff Aulgur		1/6/2017
Dean Dr. Hanna Norton		1/6/2017
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Ms. Tammy Weaver		1/11/17
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Program Title: Bachelor of Applied Science	CIP Code: 30.9999
Contact Person: Dr. Jeff Aulgur, Dept. Head, Professional Studies Institution Name: Arkansas Tech University Address: 715 North El Paso Ave. E-mail Address: jaulgur@atu.edu Phone Number: 479 964-3637	Proposed Date: Fall 2017
Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information) The Bachelor of Applied Science [B.A.S.] degree provides students who have earned an Associate of Applied Science degree [A.A.S.] in any discipline a seamless transition to the online B.A.S. degree. This stackable education sequence enhances an individual's academic qualifications and increases potential career upward mobility. The degree design maximizes earned hours; a student with an A.A.S. degree must complete 66 hours to earn the B.A.S. degree (26 hours General Education / 40	

hours Degree Requirements). To maximize credentialing opportunities, a student in the B.A.S. program may earn the Certificate in Professional Leadership by completing the first 15 hours of the program. This degree supports the institution's Strategic Plan Goal 2.6.

The program will require the addition of one full-time faculty member. No additional library, facilities or library equipment is necessary.

The Program Objectives are:

Student Learning Outcomes

Communication Skills (LO1) – Students will demonstrate proficiency of written communication skills to address issues of audience, purpose, structure, format, and knowledge dissemination; students will exhibit proficiency in spelling, grammar, mechanics, word choice, and format appropriate to the writing task.

Critical Thinking and Problem Solving Skills (LO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

Analytical Skills (LO3) – Students will apply quantitative and qualitative reasoning, synthesize information that represents differing perspectives, organize evidence to reveal similarities and differences, and develop conclusions that are a logical extrapolation of the evidence.

Ethics (LO4) – Students will apply ethical principles in personal, professional, and societal contexts.

Diversity (LO5) – Students will demonstrate an understanding of the relationships between diversity, inequality, and economic/social/political power, consider diverse perspectives in decision making, express an understanding of intercultural complexities, and articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives.

Teamwork (LO6) – Students will demonstrate teamwork fundamentals through participation and engagement, the fulfillment of team roles, responsibilities, and obligations, address conflict directly and constructively, and assess the effectiveness and contributions of oneself, team members, and the overall team.

Technical Expertise (LO7) – Students will demonstrate proficiency in project management, computer literacy, technology, financial management, and knowledge application.

Leadership and Management (LO8) – Students will examine leadership and management theories, articulate their leadership style, values, and goals, apply leadership and management strategies in professional settings, and demonstrate proficiency in human resources management, conflict management, and conflict resolution.

The Program Curriculum is as follows:

General Education (35 hours)

1. Assumes 9 hours of General Education in the A.A.S. degree.
 - 6 hours of English Composition
 - PSY 2003 (Social Science)
2. The student needs an additional 26 hours of General Education.
3. Requires PSY 2003 as a pre-requisite to PSY 3093 Industrial Psychology.

Technical / Applied Career Field (45 hours)

1. 45 of 48 technical field or applied program hours accepted.
2. Include seamless transfer of ATU-Ozark PLA credit.

BACHELOR OF APPLIED SCIENCE PROFESSIONAL Major Courses (40 hours)

Professional Communication	PS 3023
Management	BUAD 3123
Group Communication	COMM 3073
Industrial Psychology	PSY 3093
Applied Principles of Personnel Management	PS 3133
Professional Leadership	PS 4443
Workplace Supervision	PS 4543
Occupational Globalization and Diversity or Organizational Change	PS 4643 PS 4743
Quality Control and Continuous Improvement*	BAS 4253
Project Management* <i>Workflow Maintenance: Industrial Environments</i>	BAS 4353
Problem Solving and Root Cause Analysis*	BAS 4453
Workplace Health and Safety*	BAS 4553
Production Planning and Scheduling* <i>MANUFACTURING SYSTEMS</i>	BAS 4653
Career Planning and Personnel Development*	BAS 4751

*Indicates proposed courses requiring development and curricular approval.

TOTAL HOURS: 120

MAJOR HOURS: 40

UPPER DIVISION HOURS: 40

List existing degree programs that support the proposed program: Professional Studies (PS courses) College of Business (BUAD 3123) Communication & Journalism (COMM 3073) Behavioral Science (PSY 3093)

In a fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. Representative positions included front line supervisors, plant manager, human resources, sales manager, production manager, farm manager, project manager, maintenance manager, fleet supervisor, team leaders, platform leaders and buyers. Of the responding employers 32 employers, 25 (89%) offer tuition assistance to employees. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree.

In a white paper entitled "The Human Factor: The hard time employers have finding soft skills," Burning Glass (2015) identified communication, writing, and organizational skills as commonly requested across all jobs families and skill levels. These are the top three requested baseline skills overall and are in the top five for every occupation family. Burning Glass further identified supervisory skills across the job market, but specifically in finance, hospitality, sales, manufacturing, and production. In a survey of over 600 employment recruiters, Bloomberg (2015) identified the following skills as less common in academic programs by highly desired by employers: strategic thinking, creative problem-solving, leadership skills, and communication skills. The Center for Creative Leadership (CCL), in a study of 400,000 people across 7,500 companies, found that nearly 70 percent of employers reported that "relational skills are critical for leadership success." According to CCL, "the inability to develop and maintain relationships is listed as their biggest weakness and the biggest hindrance to a company." The Bachelor of Applied Science degree is designed with current employer needs in demand and to develop individuals to serve in a capacity greater than the sum of their parts in his or her respective organization.

As discussed above, The Bachelor of Applied Science [B.A.S.] degree provides students who have earned an Associate of Applied Science degree [A.A.S.] in any discipline a seamless transition to the online B.A.S. degree. This stackable education sequence enhances an individual's academic qualifications and increases potential career upward mobility. The degree design maximizes earned hours; a student with an A.A.S. degree must complete 66 hours to earn the B.A.S. degree (26 hours General Education / 40 hours Degree Requirements). To maximize credentialing opportunities, a student in the B.A.S. program may earn the Certificate in Professional Leadership by completing the first 15 hours of the program.

Curriculum Outline by Semester

Fall Freshman Year (15 hours)

ENGL 1013 Composition I
 PSY 2003 General Psychology
 Career Block Electives (9)

Spring Freshman Year (15 hours)

ENGL 1023 Composition II
 Career Block Electives (12)

Fall Sophomore Year (15 hours)

General Education Math Requirement
 Career Block Electives (12)

Spring Sophomore Year (15 hours)

Speech Communication (3)
 Career Block Electives (12)

Fall Junior Year (16 hours)

PS 3023 Professional Communication
 COMM 3073 Group Communication
 Lab Science Requirement (4)
 Fine Arts & Humanities Requirement (3)

Spring Junior Year (16 hours)

BUAD 3123 Management
 PSY 3093 Industrial Psychology
 Lab Science Requirement (4)
 Fine Arts & Humanities Requirement (3)

Social Science Requirement (3) Fall Senior Year (15 hours) PS 3133 Applied Principles/Personnel Management PS 4443 Professional Leadership PS 4543 Workplace Supervision PS 4643 Occupational Globalization and Diversity OR PS 4743 Organizational Change <i>BAS 4253 Quality Control & Continuous Improvement</i> Total Hours: 120 Total Upper Division Hours: 40 General Education Hours: 35 Career Block Electives 45	US History or Government (3) Spring Senior Year (13 hours) BAS 4343 Project Management BAS 4453 Problem Solving and Root Cause Analysis BAS 4553 Workplace Health and Safety BAS 4653 Production Planning and Scheduling BAS 4751 Career Planning and Personal Development								
Total number of Semester Hours Required for Graduation: 120	Courses currently offered via distance technology: 100% of upper division requirements and 100% of General Education requirements.								
List New Courses (Please attach New Course Proposals): PS 4743 Organizational Change BAS 4253 Quality Control and Continuous Improvement BAS 4353 Applied Project Management <i>Workflow Monitoring and Industrial Environments</i> BAS 4453 Problem Solving and Root Cause Analysis BAS 4553 Workplace Health and Safety BAS 4653 Production Planning and Scheduling <i>Manufacturing Systems</i> BAS 4751 Career Planning and Personal Development									
Identify General Education Courses, Core Courses, and Major Courses: General Education Courses (35 hours) ENGL 1013 English Composition I ENGL 1023 English Composition II Lab Science (8 hours) Fine Arts and Humanities (6 hours) Speech Communication PSY 2003 General Psychology (Required) Social Science (3 hours) US History or Government (3 hours) MATH 1103 College Algebra OR MATH 1003 College Mathematics									
Major Courses <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Professional Communication</td> <td style="padding: 2px;">PS 3023</td> </tr> <tr> <td style="padding: 2px;">Management</td> <td style="padding: 2px;">BUAD 3123</td> </tr> <tr> <td style="padding: 2px;">Group Communication</td> <td style="padding: 2px;">COMM 3073</td> </tr> <tr> <td style="padding: 2px;">Industrial Psychology</td> <td style="padding: 2px;">PSY 3093</td> </tr> </table>		Professional Communication	PS 3023	Management	BUAD 3123	Group Communication	COMM 3073	Industrial Psychology	PSY 3093
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Career Planning and Personnel Development*	BAS 4751

Program Admission Requirements:

Entering Freshman/New Student

New students to Arkansas Tech University must submit an application for admission, college entrance exam scores, an official record documenting completion of secondary requirements, and proof of immunization documenting 2 MMR vaccinations. If you have concurrent college credit, an official transcript from that institution is required. For Advanced Placement (AP), College Level Examination Program (CLEP), or International Baccalaureate (IB) credit, original score reports or copies embossed by your high school will need to be submitted prior to credit being awarded. A minimum criterion for exam scores and grade point average for unconditional admission is listed below:

1. Composite ACT score of 19, composite SAT score of 1330, or composite Accuplacer score of 67 or above. Note: The ACT Writing exam is not required for admission purposes.
2. Completion of graduation requirements from an accredited public or private secondary school, a non-accredited private secondary school, or a home school program documenting a minimum 2.0/4.0 cumulative grade point average, and completion of the university's secondary school core curriculum, OR minimum GED score of 600.

Freshmen who do not meet the above unconditional admission requirements but have a minimum composite ACT score of 15 or minimum composite SAT score of 1060, or minimum composite Accuplacer score of 57, and have completed college core with a 2.0/4.0 grade point average or minimum GED score of 600, will be admitted as conditional.

Transfer Students

Transfer students making application for admission to Arkansas Tech University must submit official transcripts from all colleges/universities where they have been officially registered. Students seeking

transfer of credit from other institutions may be asked to provide a catalog or course description from the transfer institution.

Students with fewer than 24 semester hours of earned college-level credit must also submit an official final high school transcript and must request current transferable ACT or SAT scores be sent to the university. Exam scores will not be required if the English and mathematics general education requirements have been satisfied with grades of "C" or better. In the event that receipt of a student's transcript is unavoidably delayed, as may frequently occur at midyear, a transfer student may be admitted provisionally pending receipt of the official transcript. However, the university reserves the right to require immediate withdrawal if the previous record does not meet admission requirements.

Applicants for transfer must have earned a GPA of 2.00 (on a 4.00 scale) on all courses attempted and be eligible to re-enroll at the last college or university attended.

Attach the New Program Assessment Form. The form is located on the Assessment & Institutional Effectiveness web page at <http://www.atu.edu/assessment/>

List the names and credentials of all faculty teaching courses in the proposed program.

Dr. Jeff Aulgur, Department Head and Assistant Professor of Professional Studies

- Ed.D. Workforce Development Education, University of Arkansas
- M.S. Emergency Management and Homeland Security, Arkansas Tech University

Dr. Jeremy Schwehm, Assistant Professor of Professional Studies

- Ph.D. in Adult Education, University of Georgia
- M.A. in Adult Education, Northwestern State University

Dr. Tennille Lasker-Scott, Assistant Professor of Professional Studies

- Ph.D. in Adult Education, University of Georgia
- M.Ed. in Adult Education, University of Arkansas at Little Rock

Ms. Annette Stuckey, Visiting Assistant Professor of Professional Studies

- M.S. in Instructional Technology, Arkansas Tech University
- B.S. in Secondary Business Education, University of Arkansas-Pine Bluff

Ms. Jennifer Saxton, Instructor of Professional Studies

- M.S. in College Student Personnel, Arkansas Tech University
- B.A. in Sociology, Arkansas Tech University

Total number of faculty required (existing and new)

For new faculty members include expected credentials/experience and hire date

Existing Faculty

The faculty of the Department of Professional Studies will continue to deliver the Professional Studies courses included in the Bachelor of Applied Science program of study.

New Faculty (January 2018 Hire Date)

Assistant Professor of ~~Operations and Logistics~~ **Professional Studies and Applied Science**

Position Summary

This is a full-time 9-month tenure-track position. The individual is expected to demonstrate effective communication and interpersonal skills with student, peers, and administrators and be willing to serve on departmental, college, and university committees. Provide mentoring and supervision to undergraduate students. Work with faculty and advisors in developing courses and curriculum, delivering 100% online instruction, academic advising, student recruiting, fomenting career-readiness preparation, and monitoring outcome assessments.

Essential Duties and Responsibilities

Develop and innovative teaching and research program in ~~Operations and Logistics~~ **manufacturing and industrial processes**. The primary duty will be to teach and assess undergraduate courses in quality control and continuous improvement, ~~project management~~, problem solving and root cause analysis, workplace health and safety, ~~production planning and master scheduling~~, and career planning.

Required Qualifications

- Ph.D., ~~DBA~~ or Ed.D. in ~~logistics, supply chain, operations management, procurement~~ **workforce Development, Industrial Technology** or a closely related field. Excellent communication skills, both written and oral, are necessary. ABD candidates must demonstrate the capability of completing the terminal degree within one year of employment.

Preferred Qualifications

- At least three years of non-academic experience in one or more of the following fields: ~~logistics, supply chain~~, operations management, procurement or a closely related field. **manufacturing, workflow systems**
- Excellence in online college-level teaching methods
- Ability to inspire and motivate students from diverse and non-traditional backgrounds
- Commitment to excellence in teaching, research and service
- Commitment to the publication of research in the academic press
- Demonstrate the potential to obtain extramural funding to support research and outreach programs.
- Experience mentoring students in a virtual setting
- Demonstrated ability to design college-level coursework

For proposed graduate programs attach curricula vitae for the faculty teaching the program.
Not applicable

workflow monitoring

Manufacturing systems

manufacturing, workflow systems

<p>Description of Resources</p>
<p>Current Library and instructional facilities Additional library and instructional facilities are not required for the Bachelor of Applied Science degree.</p>
<p>New Resources Required (include costs and acquisition plan): All new costs are identified immediately below.</p>
<p>New Program Costs (Expenditures for first three years of program operation) Include:</p> <p><i>New administrative costs:</i> None</p> <p><i>New faculty:</i> Tenure-Track Assistant Professor: \$73,279 (\$56,332 salary plus \$16,947 benefits)</p> <p><i>New library resources and costs:</i> None</p> <p><i>New/renovated facilities and costs:</i> None</p> <p><i>New instructional equipment and costs:</i> Office and technology startup costs: \$4,000</p> <p><i>Distance delivery costs:</i> None</p> <p>Other new costs: Increase in Professional Studies Supplies and Services by 10%: \$1,510 Increase in Professional Studies Faculty Development by 20%: \$1,000</p> <p>Total New Cost: \$80,239</p>
<p>Detail Marketing Plan, Strategies, and Costs:</p> <p>The conservative estimate first-year enrollment is 30 students (21% of those expressing interest) averaging 12 hours per academic year, generating revenue of \$99,630 (current tuition and fees). As with Professional Studies students, this population has a minimal, if any, tuition discount rate. Start-up marketing will target employers with identified tuition reimbursement and a relationship with the Ozark campus, combined with strategic 2+2 alliances with institutions in the state of Arkansas.</p>

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College of Business	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
<p>Comments: The Department of Professional Studies proposes a Bachelor of Applied Science degree in support of support Strategic Plan Goal 2.6. The major degree requirements require the student to successfully complete PS 4353 Applied Project Management. The Department of Professional Studies and the College of Business discussed the differences in learning outcomes and pedagogical approach between the proposes PS 4353 Applied Project Management and the existing MGMT 4203 Project Management.</p> <p><i>ps 4353 Workflow Maintenance and Industrial Environments</i></p>	

Department Head Signature: _____



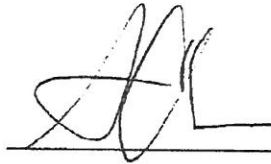
Date: 1/5/17

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College of Business	This department x supports <input type="checkbox"/> does not support the change.
Comments: The Department of Professional Studies proposes a Bachelor of Applied Science degree in support of support Strategic Plan Goal 2.6. The major degree requirements require the student to successfully complete BUAD 3123 Management.	

Department Head Signature: _____



Date: 1/5/17

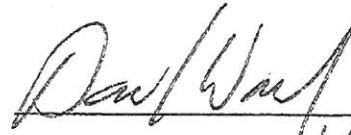
**Arkansas Tech University
DEPARTMENTAL SUPPORT FORM**

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

Department Affected: Behavioral Sciences	This department <input checked="" type="checkbox"/> supports the change. <input type="checkbox"/> does not support
Comments: The Department of Professional Studies proposes a Bachelor of Applied Science degree in support of support Strategic Plan Goal 2.6. The major degree requirements require the student to successfully complete PSY 3093 Industrial Psychology.	

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Department Head Signature:

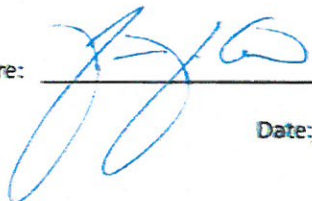

Date: 1/4/17

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Communication & Journalism	This department x supports <input type="checkbox"/> does not support the change.
Comments: The Department of Professional Studies proposes a Bachelor of Applied Science degree in support of support Strategic Plan Goal 2.6. The major degree requirements require the student to successfully complete COMM 3073 Group Communication.	

Department Head Signature: _____



Date: 1.4.17

Office of Assessment and Institutional Effectiveness (2015)

Arkansas Tech University
Proposal for New Program Assessment Form
Bachelor of Applied Science
Department of Professional Studies

Our Mission

Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.

Provide an answer for each question. Your answers are to be typed single spaced.

- a. **How does this proposal for the new program fit with the university mission?** The Bachelor of Applied Science degree supports the institution's Strategic Plan Goal 2.6 "To provide viable stackable degree opportunities within and between campuses which do not diminish the distinct educational objectives of each campus, existing curricula will be restructured and new program will be developed." The Bachelor of Applied Science degree supports the university mission by providing opportunities for progressive intellectual development, expanding technological traditions, and empowering members of the community to achieve their goals.
- b. **If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable.** Not applicable

C. How will this new program enhance learning for students enrolled in the program?

The Bachelor of Applied Science [B.A.S.] degree provides students who have earned an Associate of Applied Science degree [A.A.S.] in any discipline a seamless transition to the online B.A.S. degree. This stackable education sequence enhances an individual's academic qualifications and increases potential career upward mobility. The degree design maximizes earned hours; a student with an A.A.S. degree must complete 66 hours to earn the B.A.S. degree (26 hours General Education / 40 hours Degree Requirements). To maximize credentialing opportunities, a student in the B.A.S. program may earn the Certificate in Professional Leadership by completing the first 15 hours of the program.

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Communication Skills (LO1) – Students will demonstrate proficiency of written communication skills to address issues of audience, purpose, structure, format, and knowledge dissemination; students will exhibit proficiency in spelling, grammar, mechanics, word choice, and format appropriate to the writing task.

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Technical Expertise (LO7) – Students will demonstrate proficiency in project management, computer literacy, technology, financial management, and knowledge application.

Leadership and Management (LO8) – Students will examine leadership and management theories, articulate their leadership style, values, and goals, apply leadership and management strategies in professional settings, and demonstrate proficiency in human resources management, conflict management, and conflict resolution.

D. What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?

A Bachelor of Applied Science is a four-year degree often sought by individuals interested in working in a number of technical fields or enhancing career advancement opportunities with a current employer. The BAS degree provides graduates who desire to increase their knowledge, analytical abilities and critical thinking skills for upward mobility in their field. Graduates earn the requisite expertise and knowledge to assume management and leadership roles in industry, augment current employment, or pursue graduate study.

BAS degree holders can expect to find positions such as systems administrator, management trainee, technical assistant, human resources assistant, and financial services representative.

Individuals who previously earned an Associate of Applied Science degree and who possess significant professional experience in his or her chosen technical field may have advanced career opportunities with a Bachelor of Applied Science degree. Potential opportunities include, but are not limited to:

Industrial production managers oversee the daily operations of manufacturing and related plants. They coordinate, plan, and direct the activities used to create a broad range of goods, such as cars, computer equipment, or paper products. 2015 Median Salary \$93,940 (*Occupational Outlook Handbook*, Bureau of Labor Statistics).

Construction managers plan, coordinate, budget, and supervise construction projects from start to finish. 2015 Median Salary \$87,400 (*Occupational Outlook Handbook*, Bureau of Labor Statistics).

Purchasing managers plan, direct, and coordinate the buying of materials, products, or services for wholesalers, retailers, or organizations. They oversee the work of procurement-related occupations including buyers and purchasing agents. 2015 Median Salary \$108,120 (*Occupational Outlook Handbook*, Bureau of Labor Statistics).

Administrative services managers plan, direct, and coordinate supportive services of an organization. Their specific responsibilities vary, but administrative service managers typically maintain facilities and supervise activities that include recordkeeping, mail distribution, and office upkeep. 2015 Median Salary \$86,100 (*Occupational Outlook Handbook*, Bureau of Labor Statistics).

E. Provide an example or examples of assessment evidence which supports adding this new program.

In a fall 2016 survey of Arkansas industrial, manufacturing, and technical companies (n=32), employers identified over 40 individual positions which would benefit from having access to a bachelor degree or currently require a bachelor degree. Representative positions included front line supervisors, plant manager, human resources, sales manager, production manager, farm manager, project manager, maintenance manager, fleet supervisor, team leaders, platform leaders and buyers. Of the responding employers 32 employers, 25 (89%) offer tuition assistance to employees. A survey of currently enrolled Arkansas Tech University (Ozark Campus) students (n=140) 83.7% of students indicated they would be interested in pursuing a Bachelor of Applied Science degree online if it provided a seamless transition from the Associate of Applied Science degree. Please see attached employer survey results.

In a white paper entitled "The Human Factor: The hard time employers have finding soft skills," Burning Glass (2015) identified communication, writing, and organizational skills as commonly requested across all jobs families and skill levels. These are the top three requested baseline skills overall and are in the top five for every occupation family. Burning Glass further identified supervisory skills across the job market, but specifically in finance, hospitality, sales, manufacturing, and production. In a survey of over 600 employment recruiters, Bloomberg (2015) identified the following skills as less common in academic programs by highly desired by employers: strategic thinking, creative problem-solving, leadership skills, and communication skills. The Center for Creative Leadership (CCL), in a study of 400,000 people across 7,500 companies, found that nearly 70 percent of employers reported that "relational skills are critical for leadership success." According to CCL, "the inability to develop and maintain relationships is listed as their biggest weakness and the biggest hindrance to a company." The Bachelor of Applied Science

degree is designed with current employer needs in demand and to develop individuals to serve in a capacity greater than the sum of their parts in his or her respective organization.

As discussed above, The Bachelor of Applied Science [B.A.S.] degree provides students who have earned an Associate of Applied Science degree [A.A.S.] in any discipline a seamless transition to the online B.A.S. degree. This stackable education sequence enhances an individual's academic qualifications and increases potential career upward mobility. The degree design maximizes earned hours; a student with an A.A.S. degree must complete 66 hours to earn the B.A.S. degree (26 hours General Education / 40 hours Degree Requirements). To maximize credentialing opportunities, a student in the B.A.S. program may earn the Certificate in Professional Leadership by completing the first 15 hours of the program.

F. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the program provide comparative examples from regional educational institutions. The online Bachelor of Applied Science degree offered by Arkansas State University utilizes Associate of Applied Science major courses as the basis of a four-year degree focusing on leadership, organizational and critical thinking skills. The Arkansas State University program requires 24 hours in a defined program core with emphasis options in entrepreneurship, management, renewable energy technology, and technology. The University of Arkansas at Fort Smith offers a Bachelor of Applied Science degree via traditional delivery. This degree program has a defined program of study without emphasis options. The Bachelor of Applied Science degree offered by the University of Arkansas at Monticello "is structured for student who have completed or will have completed a technical career focus or who have obtained an associate of science, associate of applied science, or associate of applied technology degree." The degree program includes a defined core of 15 hours combined with an additional combined 27 hours from at least two program groups: communications, computer information systems, criminal justice, education, finance and general business, management, political science, psychology, and sociology. The Bachelor of Applied Science degree offered by the University of Arkansas at Little Rock requires 18 hours in organizational leadership and an additional 18 hours in professional electives.

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

Bachelor of Applied Science

College of eTech

Program Objectives, Learning Outcomes, and Assessment

Following are the program objectives, student learning outcomes, and assessment information for the Bachelor of Applied Science. Student learning outcomes were developed to align closely with the Association of American Colleges and Universities' VALUE rubrics, as well as the Competency Model Clearinghouse

Program Objectives

Graduates of the Bachelor of Applied Science program will demonstrate proficiency in the following areas:

- **Communication:** demonstrate competency in written and oral communication skills
- **Research and Problem Solving:** apply empirical research to solve complex organizational problems
- **Project Management:** implement relevant strategies needed to develop a business proposal or applied project
- **Leadership/Critical Thinking:** assume a leadership role in identifying and addressing issues in a professional environment
- **Collaboration/Teamwork:** demonstrate the ability to effectively function in multiple roles as part of a team
- **Political, Social, and Global Awareness:** demonstrate an understanding of the importance of cultural diversity in the local and global community

Student Learning Outcomes

Communication Skills (LO1) – Students will demonstrate proficiency of written communication skills to address issues of audience, purpose, structure, format, and knowledge dissemination;

students will exhibit proficiency in spelling, grammar, mechanics, word choice, and format appropriate to the writing task.

Critical Thinking and Problem Solving Skills (LO2) – Students will examine complex systems to identify root causes of problems, critically analyze and evaluate evidence, and apply data-driven solutions to complex problems that reflect an informed, well-reasoned evaluation.

Analytical Skills (LO3) – Students will apply quantitative and qualitative reasoning, synthesize information that represents differing perspectives, organize evidence to reveal similarities and differences, and develop conclusions that are a logical extrapolation of the evidence.

Ethics (LO4) – Students will apply ethical principles in personal, professional, and societal contexts.

Diversity (LO5) – Students will demonstrate an understanding of the relationships between diversity, inequality, and economic/social/political power, consider diverse perspectives in decision making, express an understanding of intercultural complexities, and articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives.

Teamwork (LO6) – Students will demonstrate teamwork fundamentals through participation and engagement, the fulfillment of team roles, responsibilities, and obligations, address conflict directly and constructively, and assess the effectiveness and contributions of oneself, team members, and the overall team.

Technical Expertise (LO7) – Students will demonstrate proficiency in project management, computer literacy, technology, financial management, and knowledge application.

Leadership and Management (LO8) – Students will examine leadership and management theories, articulate their leadership style, values, and goals, apply leadership and management

strategies in professional settings, and demonstrate proficiency in human resources management, conflict management, and conflict resolution.

Assessment (Office of Assessment & Institutional Effectiveness)

Assessment Process

1. BAS program faculty review current course/outcome alignments and determine plan for measures and criterion for success for each outcome statement.
 - a. Resource: Alignment review of courses to learning outcomes
 - b. Resource: Common rubrics selected to measure learning for each outcome. (Investigate adopting/adapting VALUE rubrics from AAC&U.)
2. BAS program faculty teaching PS/BAS/BUAD/COMM/PSY courses review rubrics, achievement benchmarks, and select representative assignments for each outcome.
 - a. Resource: BAS program faculty finalize agreement on use of rubric and achievement levels to guide assignment design.
 - b. Resource: Representative assignments from each course selected and agreed upon per learning outcome.
3. BAS program faculty apply rubrics to designated assignments and collect course level data on student outcome.
 - a. Resource: Overall data on BAS learning outcomes per course.
 - b. Resource: Random sample of student assignments aligned to outcome for BAS program faculty review.
4. BAS program faculty uses chosen rubrics to measure student achievement on selected outcomes.
5. Results of assessment will be disseminated to institution.
 - a. Resource: BAS program faculty meet for in-depth review and recommendations.
6. Recommendations reviewed and improvements made to curriculum and/or assessments.

Bachelor of Applied Science Core (40 hours)	
PS 3023	Professional Communication
BUAD 3123	Management
COMM 3073	Group Communication
PSY 3093	Industrial Psychology
PS 3133	Applied Principles of Personnel Management
PS 4443	Professional Leadership
PS 4543	Workplace Supervision
PS 4643 or PS 4743	Occupational Globalization & Diversity or Organizational Change
BAS 4253	Quality Control and Continuous Improvement
BAS 4353	Project Management <i>Workflow Monitoring and Industrial Environments</i>
BAS 4453	Problem Solving and Root Cause Analysis
BAS 4553	Workplace Health and Safety
BAS 4653	Production Planning and Scheduling <i>Manufacturing Systems</i>
BAS 4751	Career Planning and Personnel Development

Learning Outcomes Map

Learning Outcomes Map							
BAS Learning Outcome	PS 3023	BUAD 3123	COMM 3073	PSY 3093	PS 3133	PS 4443	PS 4543
LO1	X		X		X		X
LO2				X		X	
LO3				X			
LO4		X			X		X
LO5		X			X	X	X
LO6			X		X	X	X
LO7	X	X	X	X			X
LO8		X	X	X	X	X	X
BAS Learning Outcome	PS 4643/4743	BAS 4253	BAS 4353	BAS 4453	BAS 4553	BAS 4653	BAS 4751
LO1							X
LO2	X	X		X	X	X	X
LO3		X	X	X	X	X	
LO4	X			X			
LO5	X						
LO6		X	X	X		X	X
LO7		X	X	X	X	X	X
LO8	X					X	