

Review Process Recommendation*

	Printed Name	Signature	Date
Department Head:	_____	<i>Jeffrey Aulger</i>	_____
Recommend	Not Recommended	(please provide a brief rationale)	
Dean:	_____	<i>Jeffrey Aulger</i>	_____
Recommend	Not Recommended	(please provide a brief rationale)	
VPAA:	_____	_____	_____
Recommend	Not Recommended	(please provide a brief rationale)	
President:	_____	_____	_____
Recommend	Not Recommended		

*A recommendation at the department head or dean level is considered as full support of the pre-proposal. If a pre-proposal is not recommended at the department head or dean's level it should not be sent forward to the VPAA.

Note: Recommendation for a pre-proposal should not be considered as a tacit approval of a program proposal. A pre-proposal is preliminary approval to move forward with completing a program proposal. Program approval is not final until all requisite bodies and accreditation entities have approved.

Provide a maximum 5 page narrative for the proposed program and attach relevant documentation.

Justification/Need for Program (Attach Relevant Documentation):

- State, Regional and National Data Relative to Demand for Program
- Projected Program Enrollment for 3-5 Years. Based on Internal & External Prospective Students Who Indicate a Commitment (not interest) in Enrolling (consider attrition)
- Impact on Existing Internal and External Programs (Russellville & Ozark)

Curriculum Outline

- List Major Courses and Credit Hours (denote new courses with an asterisk)
- List All Support Courses Required from Other Departments/Programs

Resources

- Anticipated New Program Costs/Expenses (i.e., faculty (FT, PT, Adjunct)/GAs/staff/lab assistant, supplies, library resources, equipment, space renovations) for 3-5 Years and How Program Will Support
- Other

Faculty

- Impact on Workload for Current Faculty
 - Other
-

The 30 credit-hour **Master of Arts in Organizational Development and Leadership (MA-ODL)** provides graduate-level instruction in organizational development, leadership development, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence-based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, multidisciplinary program is fully online. Students complete core requirements in organizational development and leadership, as well as nine credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. Collaborating departments have already agreed to be a part of the program. The MA-ODL core and elective courses provide graduate-level electives for students in any graduate program at Arkansas Tech University.

Justification/Need for Program

The Department of Professional Studies utilized an Educational Advisory Board's (EAB) market analysis, an Arkansas Department of Higher Education (AHDE) workforce analysis study, a Ruffalo Noel-Levitz (RNL) graduate enrollment analysis, and a future workplace analysis study cited in Workforce Development in Arkansas (WDA) to conduct an analysis of employer demand and competitor programs for the proposed graduate certificate and graduate degree in the area of organizational leadership. The market analysis region included Arkansas, Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, and Texas. EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight tools, as well as the United States Census Bureau, the US Bureau of Labor Statistics, and the Integrated Postsecondary Education Data System (IPEDS).

Supporting information includes:

- **Arkansas Market:** Arkansas Tech University's statewide program recognition and the relative proximity of the institution to the Little Rock, AR MSA and the Northwest Arkansas MSA: 1,500 plus employment openings, both rank among the 20 MSAs with the most program demand. (ADHA, EAB)
- **Regional Markets:** Target marketing efforts to prospective students in metropolitan areas in Texas with high employer demand. Metropolitan Statistical Areas (MSAs) in Texas account for three regional MSAs with the most demand: 25,000 plus employment openings: Dallas-Fort Worth-Arlington, TX; Houston-The Woodlands-Sugar Land, TX; and Austin-Round Rock, TX. One of the top 10 regional MSAs with the most relevant employment opening is the Memphis-TN-MS-AR MSA. Promote in-state tuition rates for states contiguous to Arkansas. (ADHE, EAB)
- **Unique in the Region:** A fully online delivery can serve working professionals who must balance academic work with other obligations. A fully online curriculum can distinguish a program at Arkansas Tech University from profiled regional competitors. Only program of its kind in the region. (EAB)
- **Multidisciplinary Curriculum & Focus on Essential (Power) Skills:** Allow students to complete electives or concentrations so they can customize the program to fit their goals and interests. Degree focus on essential skills desirable in the state and region (ADHE, EAB, RNL, WDA)

- **Growth in Field:** 153% growth in master's degrees awarded in Organizational Leadership; 23% growth over last year. 65% growth in doctoral degrees awarded; 307% growth over last year. (RNL)
- **Demand Over Time:** Regional and statewide demand for a masters-level program increased slightly between 2013-2017; the program should be marketed to mid-level professionals in healthcare and other fields to attract prospective students. Health care employers account for five of the top 20 employers with relevant skills, and professionals in the healthcare field can enroll to gain or hone in-demand skills. Potential growth in students seeking online credentials due to changes in the environment and economy. (ADHE, EAB, RNL, WDA)

Survey of Current Professional Studies Students and Recent Graduates

Survey sent to approximately 400 students; 89 student responses:

- 78 participants indicated interest in the degree program
- 72 participants indicated a likelihood to enroll
- 24 students provided contact information to receive information about the degree

Projected Program Enrollment

- 2021 – 2022 15 students
- 2022 – 2023 30 students
- 2023 - 2024 45 students

Projected Graduates (3-5 years)

It is estimated the average student in the MA-ODL program will be a part-time graduate student, as the program facilitates the needs of individuals currently in the workplace or who are mid-career. The typical MA-ODL student will complete 6-12 graduate hours each year. As a conservative estimate, it is projected 30 students will earn the MA-ODL by AY 2026.

Impact on Existing Programs

The MA-ODL requires students to select a focus area. These focus areas are offered outside the department of Professional Studies. It is expected that these departments will see growth in enrollment in courses aligned with the MA-ODL. The MA-ODL is not designed to be in competition with any other graduate degree offered at Arkansas Tech.

The MA-ODL is a continuation in the reconfiguration of degrees in the Department of Professional Studies. The curriculum builds more opportunities for collaboration with other colleges/departments and provides a degree pathway for students to specialize in skills identified as desirable by employers along with concentrations in a variety of focus areas. The MA-ODL will also provide an Associate's to Master's pathway for students. One such example would be a seamless pathway from the A.A.S. in Banking Services to the Bachelor of Arts in Organizational Leadership to the MA-ODL. Students in this pathway would also earn undergraduate and graduate certificates in leadership. This is one such pathway that would be highly marketable to students and employers.

The MA-ODL provides a framework for future growth in accelerated graduate programs, as well as growth in focus areas.

Curriculum Outline

Organizational Development and Leadership - 30 credit hours total
Organizational Development and Leadership Core
ODL 6003* – Foundations of Organizational Development and Leadership
ODL 6013* – Strategy, Ethics, and Social Responsibility in Organizational Development
ODL 6023* – Equity and Inclusion in Organizational Development and Leadership
ODL 6033* – Leading Organizational Development and Change
- Applied Project Option (6 credit hours)
ODL 6933* – Research Methods I (potential cross-listing with EMHS 6933 or CSP 6113)
ODL 6953* – Organizational Development and Leadership Capstone (Thesis/Project Completion)
- Thesis Option (9 credit hours)
ODL 6933* – Research Methods I (potential cross-listing with EMHS 6933 or CSP 6113)
ODL 6943* – Advanced Research Methods in Organizational Development and Leadership
ODL 6953* – Organizational Development and Leadership Capstone (Thesis/Project Completion)
Focus Area (9 credit hours)
Approved Focus Area Coursework
Organizational Development and Leadership Electives (if needed - offered on rotation)
ODL 6043* – Teambuilding, Communication, and Conflict Resolution
ODL 6053* – Evidence Based Decision Making
ODL 6063* – Performance Improvement and Leadership Development
Approved non-ODL graduate level elective
Supplemental Organizational Development and Leadership Courses (offered as needed)
ODL 6883* - Special Problems in Organizational Development and Leadership
ODL 6891-6984* - Independent Study in Organizational Development and Leadership
ODL 6991-6993* - Thesis Continuation in Organizational Development and Leadership

Support Courses/Focus Areas (9 credit hours)

The following courses have received departmental approval from previous degree proposal.

Behavioral Science

SOC 5183 - Social Gerontology
 SOC 6043 - Evaluation and Assessment
 SOC 6063 - Advanced Topics in Gerontology

Emergency Management

EMHS 6063 - Principles of Emergency Management
 EMHS 6093 - Fundamentals of Homeland Security
 EMHS 6193 - International Emergency Management

Health Informatics

HI 6053 - Emerging Trends in HIT
 HI 6063 - Leadership in Health Informatics
 HI 6083 - Health Care Policy

Nonprofit Leadership

OL 5143 - Nonprofit Governance
 OL 5343 - Community Development
 OL 5543* - Philanthropy and Fundraising

Organizational Management

MGMT 6103 - Org Management & Leadership
 MKT 6103 - Strategic Marketing Management
 FIN 6003 - Corporate Financial Management

Student Affairs

CSP 6023 - Intro to College Student Personnel Work
 CSP 6053 - Legal Issues for Professionals in CSP
 CSP 6143 - Administration in CSP

Resources

Anticipated New Program Costs

The proposed MA-ODL has zero startup costs associated with new faculty or staff lines.

New administrative costs (number and position titles of new administrators).

The program does not require any new administrative costs.

Number of new faculty (full-time and part-time) and costs.

The program will not require additional full-time faculty in Years 1-5. If the limited use of adjunct faculty is required due to program growth, the proposed adjunct faculty will be utilized at the undergraduate level. Under current adjunct funding levels (\$84,000/academic year), the department can fully implement the MA degree without an increase in funding. Any increase in funding would be due to higher than expected program growth at the undergraduate and/or graduate level.

Full-Time Faculty Overload & Adjunct Funding - 5 Year Projection						
Academic Year		2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	84,000	84,000	84,000	84,000	84,000
FALL		(31,500)	(39,000)	(42,000)	(42,000)	(42,000)
SPRING		(31,500)	(37,800)	(37,800)	(37,800)	(37,800)
SUMMMER (balance)*		21,000	7,200	4,200	4,200	4,200

* balance for adjunct summer pay only; F-T faculty summer pay is separate budget item

Additional Funding Requests		
	Yes	No
Additional graduate assistant and student worker support.		X
New library resources and costs.		X
New/renovated facilities and costs.		X
New instructional equipment and costs.		X

Faculty

Impact on Workload

Based on a three-year projection of faculty load in the Department of Professional Studies there is no difference in full-time faculty workload when comparing future section assignments with and without the MA-ODL. Historically, full-time faculty in the Department of Professional Studies teach a three credit-hour overload each term. This will not change regardless of the addition of the MA degree. The PS faculty will teach a three credit-hour overload with or without the MA degree offered in the department.

The Department of Professional Studies has experienced a continuous enrollment decline beginning in AY 2014-2015, which has reduced overall faculty workload in other areas (e.g., academic advising). The reconfiguration of the undergraduate program and the addition of a graduate program are actions designed to address the decline in enrollment.

3 Year Projections Based on Undergraduate Enrollment Remaining Consistent							
Instructional Load Projection <u>with</u> MA Degree				Instructional Load Projection <u>without</u> MA Degree			
Term	Sections			Term	Sections		
	FT Faculty	Adjunct*	Total		FT Faculty	Adjunct*	Total
Fall 21	~23	12	35	Fall 21	~23	10	33
Spring 22	~22	12	34	Spring 22	~22	8	30
Fall 22	~23	16	39	Fall 22	~23	10	33
Spring 23	~22	15	37	Spring 23	~22	8	30
Fall 23	~23	17	40	Fall 23	~23	10	33
Spring 24	~22	15	37	Spring 24	~22	8	30
Total	135	87	222		135	54	189

* adjunct figures include adjunct faculty in BAS program

HISTORICAL TEACHING LOAD VS PROJECTED TEACHING LOAD WITH MA											
Historical Teaching Load						Projected Teaching Load					
Term	Faculty	Sections	Term	Faculty	Sections	Term	Faculty	Sections	Term	Faculty	Sections
201670			201870			202170		UG/G	202320		UG/G
	Stuckey	5		Stuckey	5		Aulgur	3		Aulgur	1/1
	Schwehm	4		Schwehm	4		Schwehm	4/1		Schwehm	2/3
	Saxton	5		Saxton	5		Lasker	4/1		Lasker	2/3
	Lasker	5		Lasker	5		Stuckey	5		Stuckey	5
	Aulgur	3		Aulgur	2		Saxton	5		Saxton	5
	Adjunct	30		Adjunct	23		BAS/Adj	12		BAS/Adj	15
Total		52			44	Total		35			37
201720			201920			202220			202370		
	Stuckey	5		Stuckey	5		Aulgur	2		Aulgur	2/1
	Schwehm	4		Schwehm	4		Schwehm	3/2		Schwehm	3/2
	Saxton	5		Saxton	5		Lasker	3/2		Lasker	2/3
	Lasker	5		Lasker	4		Stuckey	5		Stuckey	5
	Aulgur	0		Aulgur	2		Saxton	5		Saxton	4/1
	Adjunct	22		Adjunct	15		BAS/Adj	12		BAS/Adj	17
Total		41			35	Total		34			40
201770			201970			202270			202420		
	Stuckey	5		Stuckey	5		Aulgur	3		Aulgur	1/1
	Schwehm	4		Schwehm	3		Schwehm	2/3		Schwehm	2/3
	Saxton	5		Saxton	5		Lasker	2/3		Lasker	3/2
	Lasker	5		Lasker	5		Stuckey	5		Stuckey	5
	Aulgur	3		Aulgur	3		Saxton	5		Saxton	4/1
	Adjunct	19		Adjunct	7		BAS/Adj	16		BAS/Adj	15
Total		41			28	Total		39			37
201820			202020								
	Stuckey	5		Stuckey	5						
	Schwehm	4		Schwehm	4						
	Saxton	5		Saxton	6						
	Lasker	5		Lasker	6						
	Aulgur	2		Aulgur	1						
	Adjunct	23		Adjunct	3						
Total		44			25						

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- Anticipated New Program Costs/Expenses (i.e., faculty (FT, PT, Adjunct)/GAs/staff/lab assistant, supplies, library resources, equipment, space renovations) for 3-5 Years and How Program Will Support
- Other

Faculty

- Impact on Workload for Current Faculty
 - Other
-

The 15 credit-hour **Graduate Certificate in Organizational Leadership (GC-OL)** provides graduate-level instruction in organizational leadership, leadership development, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence-based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. The GC-OL courses can provide graduate-level electives for students in any graduate program at Arkansas Tech University. **The GC-OL is aligned with the proposed Master of Arts in Organizational Development and Leadership.**

Justification/Need for Program

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- **Unique in the Region:** A fully online delivery can serve working professionals who must balance academic work with other obligations. A fully online curriculum can distinguish a program at Arkansas Tech University from profiled regional competitors. Only program of its kind in the region. (EAB)
- **Focus on Essential (Power) Skills:** Allow students to complete electives or concentrations so they can customize the program to fit their goals and interests. Degree focus on essential skills desirable in the state and region (ADHE, EAB, RNL, WDA)
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Survey of Current Professional Studies Students and Recent Graduates

Survey sent to approximately 400 students; 89 student responses:

- 78 participants indicated interest in the degree/credential program
- 72 participants indicated a likelihood to enroll
- 24 students provided contact information to receive information about the degree/credential

Impact on Existing Programs

The GC-OL is not designed to be in competition with any other graduate degree offered at Arkansas Tech. The GC-OL is a continuation in the reconfiguration of degrees in the Department of Professional Studies. Select graduate level courses in other departments can apply as an elective in the GC-OL certificate program.

Curriculum Outline

Graduate Certificate in Organizational Leadership - 15 credit hours total
Organizational Development and Leadership Core (12 Credit Hours)
ODL 6003* – Foundations of Organizational Development and Leadership
ODL 6013* – Strategy, Ethics, and Social Responsibility in Organizational Development
ODL 6023* – Equity and Inclusion in Organizational Development and Leadership
ODL 6033* – Leading Organizational Development and Change
Leadership Focused Elective (3 credit hours)
ODL 6043* – Teambuilding, Communication, and Conflict Resolution
ODL 6053* – Evidence Based Decision Making
ODL 6063* – Performance Improvement and Leadership Development
ODL 6883* - Special Problems in Organizational Development and Leadership
OL 5143 - Nonprofit Governance
OL 5343 - Community Development
OL 5543* - Philanthropy and Fundraising
Approved non-ODL graduate level elective

Resources

Anticipated New Program Costs

The proposed GC-OL has zero startup costs associated with new faculty or staff lines.

New administrative costs (number and position titles of new administrators).

The program does not require any new administrative costs.

Number of new faculty (full-time and part-time) and costs.

The program will not require additional full-time faculty in Years 1-5. If the limited use of adjunct faculty is required due to program growth, the proposed adjunct faculty will be utilized at the undergraduate level. Under current adjunct funding levels (\$84,000/academic year), the department can fully implement the GC-OL without an increase in funding. Any increase in funding would be due to higher than expected program growth at the undergraduate and/or graduate level.

Full-Time Faculty Overload & Adjunct Funding - 5 Year Projection						
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	Budget	84,000	84,000	84,000	84,000	84,000
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* balance for adjunct summer pay only; F-T faculty summer pay is separate budget item

Additional Funding Requests		
	Yes	No
Additional graduate assistant and student worker support.		X
New library resources and costs.		X
New/renovated facilities and costs.		X
New instructional equipment and costs.		X

Faculty

Impact on Workload

Based on a three-year projection of faculty load in the Department of Professional Studies there is no difference in full-time faculty workload when comparing future section assignments with and without the GC-OL. Historically, full-time faculty in the Department of Professional Studies teach a three credit-hour overload each term. This will not change regardless of the addition of the GC-OL.

The Department of Professional Studies has experienced a continuous enrollment decline beginning in AY 2014-2015, which has reduced overall faculty workload in other areas (e.g., academic advising). The reconfiguration of the undergraduate program and the addition of a graduate program are actions designed to address the decline in enrollment.

3 Year Projections Based on Undergraduate Enrollment Remaining Consistent							
Instructional Load Projection <u>with</u> GC-OL				Instructional Load Projection <u>without</u> GC-OL			
Term	Sections			Term	Sections		
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Total	135	87	222		135	54	189
* adjunct figures include adjunct faculty in BAS program							