Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO:	Select Appropriate Committee
FROM (Initiating Department):	**Professional Studies**
DATE SUBMITTED:	July 1, 2016

Title	Signature	Date
Department Head Dr. Jeff Aulgur	*(signature)*	6/27/16
Dean Dr. Hanna Norton	*(signature)* Hanna Norton	6/27/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver	*(signature)* Weaver	8/10/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
PS	**4643**	○ Spring ● **Summer I**

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)

Occupational Globalization & Diversity

Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)

Occup Globalization/Diversity

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

○ Yes ● No

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

If so, list course subject and number.   ○ Yes ● No

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

Grading: ● Standard Letter   ○ P/F   ○ Other

Mode of Instruction (check appropriate box):

● 01 Lecture   ○ 02 Lecture/Laboratory   ○ 03 Laboratory only

○ 05 Practice Teaching ○ 06 Internship/Practicum   ○ 07 Apprenticeship/Externship

○ 08 Independent Study ○ 09 Readings   ○ 10 Special Topics

○ 12 Individual Lessons ○ 13 Applied Instruction   ○ 16 Studio Course

○ 17 Dissertation   ○ 18 Activity Course   ○ 19 Seminar   ○ 98 Other

Does this course require a fee? ○ Yes ⊙ No How Much? [   ] Select Fee Type

If selected other list fee type: [   ]

☑ Elective   ☑ Major   ☐ Minor

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

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

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 N/A
    2. Cross-listing N/A
    3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
    4. Prerequisites – Junior standing
    5. Co-requisites N/A
    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
PS 4643 – Occupational Globalization and Diversity

CRN:

COURSE/SEC NO. PS 4643

INSTRUCTOR: Dr. Tennille Lasker-Scott, Assistant Professor
715 N. El Paso Ave, Russellville, AR 72801
Office Phone: (479) 356-6247
Office FAX: (479) 968-0205
Email: tlaskerscott@atu.edu

OFFICE HOURS: *I do not have set office hours but I'm flexible with my schedule. If you need to meet with me, email me your requested day and time. We can meet face-to-face, via teleconference or by phone.*

TECHNICAL SUPPORT: **Face to Face:** Blackboard Help Desk – RPL 150,
Phone: 479-968-0646 or 1-866-400-8022
Website: http://support.atu.edu
Email: campussupport@atu.edu

Blackboard System: https://bblearn.atu.edu

COURSE DESCRIPTION:

This course will discuss cultural (racial, gender, ethnic, religious) and global diversity in the workplace and classroom. Topics include cultural self-awareness, the impact of demographic changes and projections, issues in cross/intercultural settings, and theoretical perspectives of multicultural education. Applied strategies from personal, leadership and management perspectives will be explored.
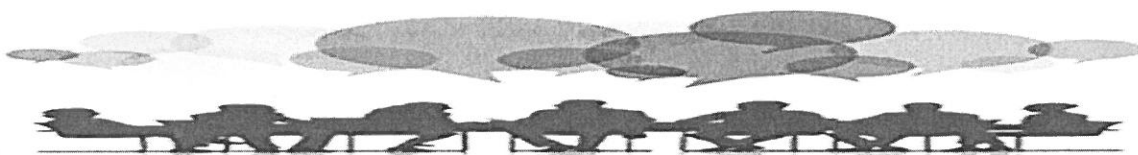
TEXT REQUIRED FOR THIS COURSE

Ferdman, B. M., & Deane, B. A. (Eds.). (2014) Diversity at Work: The Practice of Inclusion. San
Francisco, CA: Jossey-Bass.

SUPPLEMENTAL READINGS AND WEBSITES

Additional readings will be assigned from provided material or Internet resources posted in
Blackboard as necessary.

JUSTIFICATION/RATIONALE FOR THE COURSE

This course is designed to prepare students for today's workplace by means of critical thinking
and problem-solving skills, the use of advanced technology, and the ability to work within a team
environment often found in today's culturally diverse workplace.

COURSE OBJECTIVES

As the result of participation in this course, students will be able to:

- Discuss and research the importance of cultural diversity and globalization.
- Apply critical thinking skills to improve the understanding and appreciation of
  individual, cultural and organizational diversity.
- Discuss the many ways in which we are similar and different across the dimensions of
  diversity.
- Demonstrate an awareness of and sensitivity to attitudes towards difference and the
  dynamics of relating to one another.
- Assess organizational culture and identify the underlying assumptions that influence
  how diversity is managed.
- Discuss the evolution from Affirmative Action to Managing Diversity.
- Demonstrate a shared understanding of Cultural Competence, Managing Diversity and
  Inclusion
- Research, design and present a group project that identifies issues with workplace
  inclusion and offers programs of support.

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:
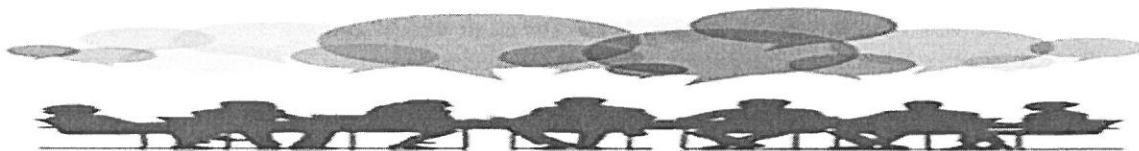
Communicate effectively
Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

GRADING SCALE

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

COURSE ASSESSMENT (Tentative)

Chapter Assignments	140
Discussion Board Topics	260
Journal	40
Group Project	100
Quizzes	210
Mid Term	50
Final Exam	100
Total	**900**

COURSE CONTENT

Weekly Assignments, Discussion Board Forums, Chat Sessions, Quizzes, and Exams

The weekly assignments, discussion board forums, chat sessions, quizzes, and exams will be made available in the Course Content section of Blackboard. The submission due date for each is shown in the Course Schedule below and in the Course Content section of your course. All assignments must be submitted by **11:59 p.m.**, on the assigned due date, unless you have received prior permission from the instructor to submit them late. In the event that the instructor changes the due dates, a notice will be posted in the Announcements section in Blackboard.
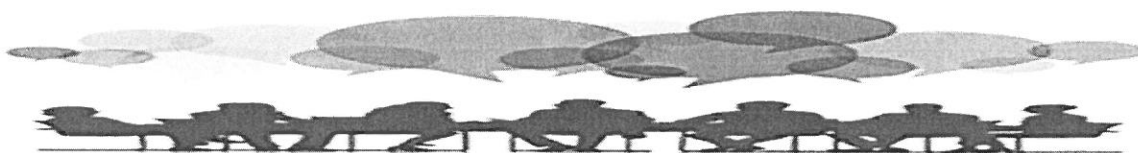
Participation in Discussion Board Forums and Chat Sessions

Students will be expected to participate in these collaboration activities. Feel free to express thoughts and ideas pertinent to the discussion. Courteous and civil discourse is expected and abusive or inappropriate comments will not be tolerated. Credit will be awarded throughout the term for continual, substantive participation in the discussion board forum.

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.

The deadline for dropping this course with a "W" is **April 15.** 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.
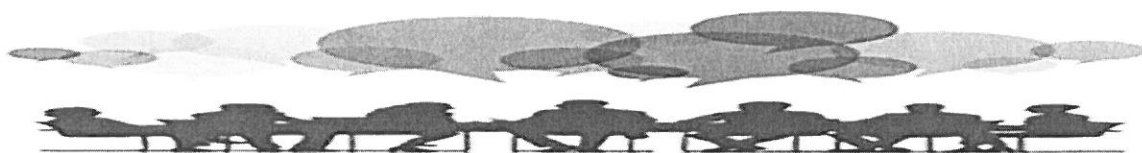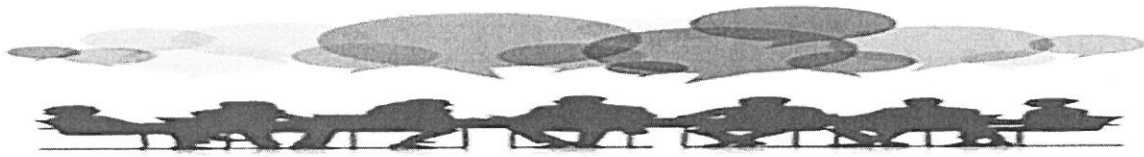
COURSE SCHEDULE (Tentative)

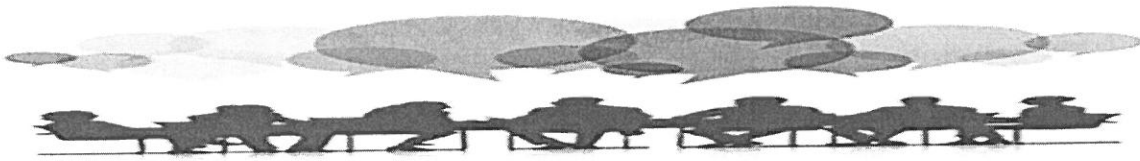| Begins	Bb Module	Learning Activities	Graded Assignments	Due 11:59 p.m.
01/11	**Course Info**	Read and Save Course Syllabus		
	Introduction	Introduction Activity	Discussion Board	
01/11	**Week One Learning Module** Perceiving Culture & Practice of Inclusion	Ferdman & Dean (2014): Chap 1	-	
		Gannon (2008): Chap 2		
		Discuss Definition of Diversity	Week One Discussion Board	
			Chapter One Quiz	
01/18	**Week Two Learning Module** Communicating About Diversity & Inclusion	Ferdman & Dean (2014): Chap 2		
			Week Two Assignments	
			Week Two Discussion Board	
			Chapter Two Quiz	
01/25	**Week Three Learning Module** The Influence of Diversity on Group Dynamics and Outcomes	Thomas (2003): Chapter 6		
		Watch "A Class Divided" video	Week Three Assignment	
			Week Three Discussion Board	
02/01	**Week Four Learning Module** Interpersonal Awareness & Intercultural Competence	Ferdman & Deane (2014): Chapter 4 & 5		
			Week Four Assignment	
			Week Four Discussion Board	
02/08	**Week Five Learning Module** Perceptions & Privilege	Gannon (2008): Chapter 7		
		Thomas (2004): Chapter 7	Week Five Discussion Board	
		Handouts on Privilege	Week Five Quiz	
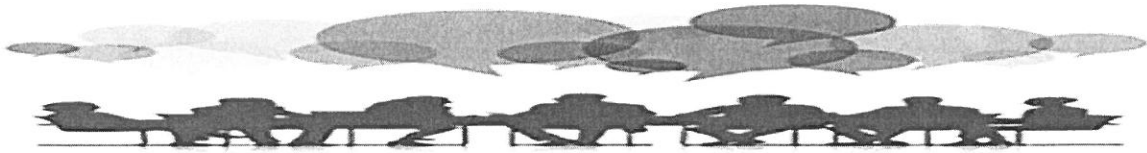
02/15	**Week Six Learning Module** The Work of Inclusive Leadership	Ferdman & Deane (2014): Chapter 6		
			Week Six Assignment (Diversity Articles)	
			Week Six Discussion Board	
			Week Six Quiz	
02/22	**Week Seven Learning Module** Leadership-Diversity to Inclusion	Ferdman & Deane (2014): Chapter 7		
		Thomas (2004): Chapter 9	Week Seven Discussion Board	
			MIDTERM EXAM	
02/29	**Week Eight Learning Module** Inclusive Organization Development	Ferdman & Deane (2014): Chapter 9		
			Week Eight Assignment	
			Week Eight Discussion Board	
03/07	**Week Nine Leaning Module** Inclusive Leadership Practice and Processes	Ferdman & Deane (2014): Chapter 10		
			Week Nine Discussion Board	
			Week Nine Quiz	
03/14	**Week Ten Learning Module** Creating Inclusive Climates in Diverse Organizations	Ferdman & Deane: Chapter 11		
			Week Ten Discussion Board	
			Week Ten: Personal Journal	
			Complete Course Survey	
		FALL/SPRING BREAK		

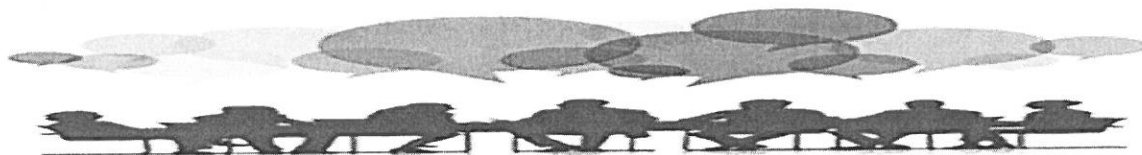|			
03/28	**Week Eleven Learning Module** Models of Global Diversity Management	Ferdman & Deane: Chapter 12	
			Week Eleven Discussion Board
			Choose Team for Group Project
04/04	**Week Twelve Learning Module** Group Project	Use this week to choose the organization that will be the subject of your project. Participate in Week Twelve Discussion Board on Group Board Answer all of the required question to start your project!	
04/11	**Week Thirteen Learning Module** The Diversity and Inclusion Journey	Ferdman & Deane: Chapter 15	
			Week Thirteen Discussion Board (Group Discussion Board)
04/18	**Week Fourteen Learning Module** Fostering Inclusion from the Outside	Ferdman & Deane (2014): Chapter 17	Group Project Submission
			Week Fourteen – Group Discussion Board
			Week Fourteen Quiz
04/25	**Week Fifteen Learning Module** **FINALS WEEK**	Ferdman & Deane (2014): Chapter 16	
			Week Fifteen Discussion Board
			FINAL EXAM

DISCUSSION BOARD RUBRIC

I know the following is posted several times in the online course but please pay close attention to the Discussion Board Rubric so there will be no misunderstandings later in the semester.

If you only do the minimum, three posts (your initial post and responding to at least two of your classmates – with little to no grammatical and spelling errors), you will only receive the minimum grade, a "C."

To receive higher grades you must exceed the minimum. If you make four to five postings, with little to no grammatical and spelling errors, you will receive at least a "B" and depending on the content, an "A" if you make five or more postings.

ATTENTION: ONE AND TWO SENTENCE RESPONES ARE NOT ACCEPTED!!!!! You must create or add to the dialogue.

Community Development Discussion Forum Grading Rubric

	Exceeds	Meets	Emerging	Not Yet
	6 points	4 points	2 points	0 points
Initial Response to Discussion Board & **Responses to Others**	Student shows an understanding of the concepts covered in the learning module. Student demonstrates material was read and the ability to apply that material in a practical setting. Student uses firsthand experience and references the readings when responding.	Student shows an understanding of the concepts covered in the learning module. Student demonstrates material was read and the ability to apply the material in a practical setting.	Student shows material for the learning module was read, but does not demonstrate a solid understanding of the material nor the ability to apply the material in a practical setting.	Student does NOT show material for the learning module was read. Student does not respond to the question.
	Student responds to others in a way that advances learning. This includes offering advice, asking follow up questions, providing an alternate viewpoint, acknowledging shared experiences, etc. Student uses at least two of the above methods to advance learning.	Student responds to others in a way that advances learning. This includes offering advice, asking follow up questions, providing an alternate viewpoint, acknowledging shared experiences, etc. Student uses at least one of the above methods to advance learning.	Student responds to others, but does not advance learning in a sustentative way.	Student responds to others using simple statements of agreement (e.g., I agree; You are right; Great post). Student does not respond to others.
Grammar & **Following Directions**	No grammatical mistakes made.	No more than 2 grammatical mistakes.	No more than 4 grammatical mistakes.	More than 4 grammatical mistakes.
	Student posts above the 3 (1 initial response, 2 responses to classmates) minimum required posts for the week. Student posts initial response early in the week. Student meets all deadlines.	Student meets the minimum required posts for the week. Student posts initial response by Thursday deadline. Student posts all responses by Sunday deadline.	Student meets some requirements and deadlines for the week, but not all.	Student does not meet any requirements or deadlines for the week.
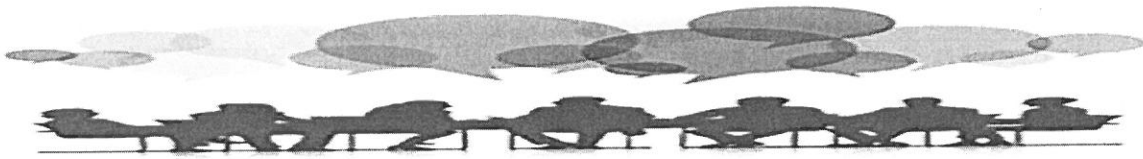
Group Projects

Decide among the group members to use one of your occupations as the subject/example for the group project.

Choose the workplace that has the least diversity or that has issues with diversity and inclusion. This will make it easier for you in the end.
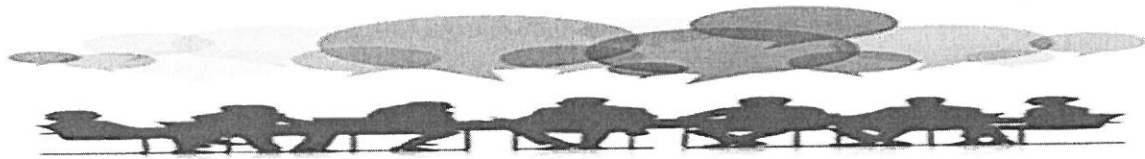
Your assignment is to develop a diversity program for that occupation, using the techniques, models and information from the course readings and from at least three (3) other outside sources (articles, magazines, videos, websites, etc.).

You will submit a PowerPoint presentation with lecture, through Tegrity Lecture Capture, that includes:

- Background on the company (type/industry of business, number of employees, business structure in an organizational chart).
- Statement of the problem
- Miniature Literature Review (Minimum of two (2) slides, using at least five (5) references.
- Introduction/Proposal of program implementation
- Explanation for specific use of technique or model
- Expectation/Assumption
- References

You will have to decide who will do the voice over for the project. I will give you access to the tool in the upcoming weeks.

I want you to be creative. Look on the following page for the group project grading rubric.

Group Project Grading Rubric			
	Exceed Standard	Met Standard	Did Not Meet Standard
Content & Knowledge (30 pts)	The presentation contained an abundance of material, which clearly related to the proposed program. External research was used to justify arguments or solutions. There is a clear relation between the references and the proposed program. The presentation has no spelling or grammatical errors. (27-30 pts)	The presentation contained at least five (5) reference materials that relate to the subject matter. At least two sources from the course readings and three external research sources were used to justify the proposed implementation. The presentation has two (2) or less spelling and grammatical errors. (21-26 pts)	The presentation contains less than five (5) reference materials that relate to the subject matter. There is little to no connect of the reading material and/or references to the project. The presentation has three or more spelling or grammatical errors. (0-20 pts)
Creativity (20 pts)	The presentation of the material was original and presented in a creative way that held audience attention. (18-20 pts)	The the presentation of the material was appropriate, but only somewhat held audience attention. (14-17 pts)	The presentation lacked creativity and did not hold audience attention. (0-13 pts)
Teamwork (20 pts)	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project and indicated a high level of mutual respect and collaboration. (18-20 pts)	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful. (14-17 pts) of each other.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other. (0-13 pts)
Contribution (20 pts)	The individual contributed in a valuable way to the project. The individual also volunteered to complete significant tasks for the group. (18-20 pts)	The individual contributed in the group discussion and participated in the decisions toward the project. (14-17 pts)	The individual participated in little or none of the group discussion and did little to no work on the group project. (0-13 pts)
Peer Evaluation (10 pts)	Using the explanations supplied under "Content & Knowledge" and "Creativity," carefully consider the group's presentation and award the group a score between 0-10.		

Arkansas Tech University

Course Addition

Assessment Form

PS 4643

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 4643 Occupational Globalization and Diversity will provide students the opportunity of thinking critically about the issues of globalization and diversity as it applies to their specific field of study. PS 4643 supports the university's commitment to providing educational foundations for life-long learning to a diverse community of learners by using it as an example of the national and international trends. Through the examination of the practical, ethical and philosophical purposes of inclusion, the course provides students with scientific and qualitative techniques of implementing diversity and inclusion programs.
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?** Upon completion of the course, the student will 1.) possess an understanding of the importance of cultural diversity and globalization, 2.) apply critical thinking skills to improve the understanding and appreciation of individual, cultural and organizational diversity, and 3.) assess organizational culture and identify the underlying assumptions that influence how diversity is managed.
d.	**What assessment tool or measure will you use to assess student learning?** 1.) Students are given assignments, projects, quizzes/exams and discussion forum topics that relate to material covered in each course module. 2.) Student learning is assessed through textbook readings, supplemental readings, PowerPoint presentations, on-line discussions, and individual and group assignments. 3.) The assessment of student learning with regard to program assessment centers on student performance on the higher order learning outcomes expected in a senior level undergraduate course, including the submission of an individual and group leadership projects. Student learning is further assessed by student self-evaluations at the beginning and end of the course. The individual project and the group project challenge the student by participation in experiential learning.

e.	**What will students demonstrate, represent, or produce to provide evidence of their learning?** Students will demonstrate the knowledge of distinguishing between diversity and inclusion methods through in-depth weekly dialogue. Students are able to effectively assess and communicate the diversity and inclusion issues on an institutional, occupational and individual level through individual assignments and a group project.
f.	**Provide an example or examples of student learning assessment evidence which supports the addition of this course.** PS 4643 was offered as a Special Topics (PS 4993 – Occupational Globalization & Diversity) elective course during Spring 2016 semester. There were 25 students enrolled in the course. As of 6/17/2016, the course has 10 students enrolled for fall. The end of semester course survey shows the high level of interest in the course, how the course was used to assist students in their current occupations, and informed how the course was a catalyst for change in the students' personal and professional lives. The following are student comments from the end of semester survey: -- "I feel that I have already learned a great deal more about diversity and inclusion in the workplace. The text and discussions have provided a greater insight into differences in cultures and how it affects a person's job." -- "Interesting topics of conversations that force people out of their normal comfort zone of thought and reflection." -- "I like how it is applied to actual work and school settings and environments. I like how everyone is encouraged to be honest and open about how they really feel about the topics at hand. I feel like this course is really here to not only educate individuals, but to actually help people as well." -- "What I like most about this course is the fact that it provides multiple perspectives of the workplace. Different levels of responsibilities, race, age, and gender are all considered throughout this course. This gives me an opportunity to open my mind and think from other people's perspectives on a regular basis." -- "I love that I have learned a lot more how to be more inclusive and diverse in business practices. I do not think that this issue is something that I think about enough. This course has opened my eyes to some things that I could be better at."
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 topic of occupational globalization and diversity is not often advertised or offered as one complete course regarding the specifics. The topics are often covered briefly within several courses that include cases pertaining to that particular field of study. PS 4643 Occupational Globalization and Diversity was created to provide students with a more in-depth examination of inclusion techniques to apply to their fields of study, while also encouraging critical thinking skills on how diversity and globalization affects varying aspects of education, workplace environment, professional development. The course supports the program and learning objectives of the Professional Studies program, as listed in the Professional Studies Program Review. Aligning with the Professional Studies outcomes, at the completion of the course, students will: obtain experience in exercising team membership skills, build

awareness of ethical issues facing students now and on the job (including discrimination and sexual harassment), illustrate the ability to develop a recommended action plan by analyzing research data and formulate a plan for a business to follow, apply newly acquired knowledge to the solution of hypothetical personnel problems, demonstrate the ability to conduct research by presenting a clear analysis and findings report of data gathered from the research, and illustrate the ability to develop a recommended action plan by analyzing research data and formulate a plan for a business to follow. The course is not limited to these specific outcomes. Similar courses are found at: University of Arkansas – SCWK 3193: Human Diversity and Social Work; Arkansas State – SW 3363: Cultural Diversity, MGMT 3173: Special Topics in Human Resources; University of Central Arkansas – MGMT 3315: Diversity and Multicultural Communications, EDUC 3322: Diverse Learners in Inclusive Settings.
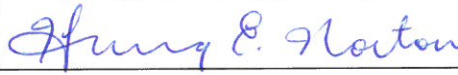
Arkansas Tech University
PROPOSAL FOR CHANGE IN PROGRAM

TO:	Curriculum Committee
FROM (Initiating Department):	**Professional Studies**
DATE SUBMITTED:	July 1, 2016

Title	Signature	Date
Department Head Dr. Jeff Aulgur		7/25/16
Dean Dr. Hanna Norton	Hanna E. Norton	7/25/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		8/10/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Program Title:	Requested changes will be
Bachelor of Professional Studies	effective Summer I for next catalog year

Outline change in program:

1. Add PS 4643 Occupational Globalization and Diversity as an upper-division elective option in the Professional Core (applies to all concentration options).

2. Add PS 4543 Workplace Supervision and PS 4643 Occupational Globalization and Diversity as required upper-division courses in the Professional Core of the Applied Leadership concentration. All other upper-division elective options in the Professional Core are required courses in the Applied Leadership concentration. Delete footnote 4.

3. Add a new concentration in Child Development (matrix provided below).

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

The change will not have a material impact on the Department of Professional Studies with respect to staffing, programs, or space allocation. The potential impact on other programs is decreased SSCH as BIOL/PHSC 3213 Science Education in the Elementary School and MATH 2033 Mathematical Concepts I are removed from the Professional Studies curriculum with the phase-out of the Early Childhood Education concentration. Conversely, the SSCH for PSY 3063 Developmental Psychology I and ENGL 4723 Teaching People of Other Cultures will increase with the addition of the Child Development concentration. The proposed concentration in Child Development was developed in collaboration with the Department of Curriculum and Instruction to provide a seamless transition for graduates of the Associate of Science in Early Childhood Education program to the Bachelor of Professional Studies degree with a concentration in Child Development.

Attach the Change in Program 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.

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

Curriculum Matrix for Catalog	
Curriculum in Professional Studies Child Development Concentration	
Freshman Fall Semester Change: Electives from 3 hours to 6 hours Delete: 3 hours Technical Courses Total Hours: 17	**Freshman Spring Semester** Add: ECE 2113: Basic Child Growth and Development Delete: ECED 2003: Introduction to Early Childhood Education Total Hours: 16
Sophomore Fall Semester Change: Electives from 6 hours to 9 hours Delete: 3 hours Technical Courses Total Hours: 15	**Sophomore Spring Semester** Add: PSY 3063: Development Psychology Delete: MATH 2033: Mathematical Concepts I Total Hours: 15
Junior Fall Semester Add: ECE 2313: Theories of Early Childhood SEED 3552: Child and Adolescent Development One hours Elective Delete: ECED 3023: Foundations of Early Childhood Education ECED 3033: Child Development Total Hours: 15	**Junior Spring Semester** Add/Change: Delete: Total Hours: 12
Senior Fall Semester Change: Electives from 3 hours to 9 hours Delete: 6 hours Technical Courses Total Hours: 15	**Senior Spring Semester** Add: ENGL 4723: Teaching People of Other Cultures 9 hours Electives Delete: BIOL/PHSC 3213: Science Education in the Elementary School 9 hours Technical Courses Total Hours: 15

Arkansas Tech University

Proposal for Change in Program

Assessment Form

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 the program change fit with the university mission? The Bachelor of Professional Studies program embodies all three core elements of the university's mission.** The proposed changes in the Professional Core of the Bachelor of Professional Studies program are designed to increase the emphasis on scholastic development and professionalism with the following changes 1) Adding PS 4643 Occupational Globalization and Diversity as an upper-division elective option in the professional core to offer students the opportunity to explore diversity and globalization in the professional workforce. 2) Add PS 4543 Workplace Supervision and PS 4643 Globalization and Diversity as required upper-division electives in the professional core of the Applied Leadership concentration as all other upper-division elective options in the professional core are required courses within the Applied Leadership Concentration. 3) Add a new concentration in Child Development to meet the educational needs of Professional Studies majors whose career paths include day care center owners, day care center directors, and employment opportunities in Head Start early childhood programs. The proposed changes to the Bachelor of Professional Studies program of study enhance the program's academic intent of developing well-rounded and well-educated individuals who will have the knowledge, skills and attributes to become a force multiplier for their employers or potential employers.
b.	**If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.** Not applicable
c.	**How will the program change impact learning for students enrolled in this program?** Students pursuing any of the concentrations offered other than Early Childhood Education will not be impacted. Students enrolled in the Early Childhood Education concentration will have an opportunity to complete their program of study or migrate to the newly adopted concentration in Child Development.

d.	**What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?** As identified in the Bachelor of Professional Studies Continuous Improvement Plan, proof of learning is captured through a qualitative and quantitative assessment process for the following learning outcomes: 1.) Communicate in a group setting with organization or agency stakeholders; 2.) Apply research, identify and comprehend the research process, identify and evaluate ethical issues in research, develop an action research plan and a needs assessment process; 3). Conduct a formal needs assessment; 4) Analyze research data and formulate a business plan. The Continuous Improvement Plan assesses evidence of student learning in the following courses: PS 3143 Applied Professional Research, PS 3003 Project Design and PS 4003 Capstone Project.
e.	**Provide an example or examples of student learning assessment evidence which supports the changes in the program.** A) Add PS 4643 Occupational Globalization and Diversity as an upper-division elective option in the Professional Core (applies to all concentration options). In 2015-2016, the Department of Professional Studies revised the Professional Core to include six (6) hours of upper-division electives from existing departmental options (PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS 4443 Professional Leadership, and PS 4543 Workplace Supervision). The addition of PS 4643 as an elective option in the Professional Core increases student choice in tailoring his or her core to meet personal education goals. Additionally, PS 4643 offers Professional Studies students an opportunity to explore cultural diversity. B) Add PS 4543 Workplace Supervision and PS 4643 Globalization and Diversity as required upper-division electives in the Professional Core of the Applied Leadership Concentration. All other upper division elective options in the Professional Core (PS 4143, PS 4243, PS 4343, PS 4443) are required courses in the Applied Leadership concentration. C) Add a new concentration in Child Development. The Bachelor of Professional Studies program has offered a concentration in Early Childhood Education since the program became available 100% online in 2011. Before recent changes in teacher education curriculum in Arkansas, as well as limitations to the pathway to alternative teacher certification, the concentration in Early Childhood Education provided a viable path to alternative teacher certification. This previous path no longer exists in Arkansas. As an alternative to the concentration in Early Childhood Education, the Department of Professional Studies proposes the addition of a concentration in Child Development. The proposed concentration will continue to meet the educational needs of Professional Studies majors whose career paths include day care center owners, day care center directors, and employment opportunities in Head Start early childhood programs. To focus on child development, the proposed concentration includes PSY 3063 Developmental Psychology I, ECE 2113 Basic Child Growth and Development, ECE 2313 Theories of Early Childhood Education, SEED 3552 Child and Adolescent Development, EDMD 3013 Integration Instructional Technology, and ENGL 4723 Teaching People of Other Cultures. If the program changes are approved, the Early Childhood Education concentration will be closed to new enrollments with the start of the 2017 summer term.
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 course or program,**

provide comparative examples from regional educational institutions. Arkansas Tech University's Department of Curriculum and Instruction offers an Associate of Science degree in Early Childhood Education in a 100% distance learning format. The existing Bachelor of Professional Studies degree with a concentration in Early Childhood Education provides a seamless path to the baccalaureate degree for a graduate of the AS-ECE program. The Department of Professional Studies consulted the Department of Curriculum and Instruction to ensure the proposed concentration in Child Development continued to offer continuity in degree programs. An exploration of degree completion programs in Arkansas indicated a comparable online option in Child Development does not exist. The University of Memphis offers a Bachelor of Professional Studies degree with a program of study in Child Development & Family Studies. The University of Memphis program is not designed as a degree completion program, as it requires 48 hours of coordinated study in Child Development and Family Services, Family and Society, Counseling, Historical Context, Social Services and Public Policy, and Educational Context. Northwestern State University of Louisiana offers an online Bachelor of Science in Family and Consumer Sciences with a Concentration in Child Development and Family Relations. Students seeking this degree from Northwestern State University of Louisiana must complete 59 hours with the 120 semester hour Family and Consumer Science curriculum. Comparable programs of study were not identified in Oklahoma or Missouri.

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 see attached Professional Studies program outcomes and curriculum map for 2016 – 2017.

The Department of Professional Studies, in cooperation with the Office of Assessment and Institutional Effectiveness, completed an Assessment Peer Review Degree/Program Continuous Improvement Report in 2014. The results of the peer review process indicated a need to revise the assessment protocols for the Professional Studies program to include, but not limited to,

- updating the Continuous Improvement Plan annually,

- measuring formative and summative learning,

- deploying direct and indirect measures of assessment,

- discussions of student strengths and weaknesses, and

- the rationale for making or not making changes.

Major revisions to the Professional Studies curriculum were approved in fall 2015, and these changes will be deployed with the 2016-2017 university catalog. The Department of Professional Studies is developing new program assessment protocols for implementation in the 2016-2017 academic year to match the revised curriculum. The formal program review process and a separate formative assessment (the Professional Studies Student Survey) will serve as the program assessment for the 2015-2016 academic year. The faculty will finalize new program outcomes as the conclusion of the program review process. The following program outcomes are tentative and under review.

Program Outcome 1: The graduate maximizes professional communication skills in a group setting with the organizational or agency stakeholder's present (Bloom's Taxonomy Level 4: Apply).

Program Outcome 2: The graduate evaluates empirical research by producing an academic literature review of peer-reviewed scholarly sources (Bloom's Taxonomy Level 5: Evaluating).

Program Outcome 3: The graduate proposes a real-world business solution by conducting a formal needs assessment, developing an action plan, and offering a viable course of action (Bloom's Taxonomy Level 6: Creating).

Program Outcome 4: The graduate constructs a research proposal through academic study and personal development, culminating with the presentation of his or her findings (Bloom's Taxonomy Level 6: Creating).

Program Outcome 5: The graduate interprets the professional and corporate work environments as a member of an enterprise leadership team through an active case study (Bloom's Taxonomy Level 4: Analyze).

Program Outcome 6: The graduate analyzes stakeholder challenges and constructs an academic research project displaying his or her ability to write and communicate in a professional manner (Bloom's Taxonomy Level 5: Creating).

Professional Studies Program 2016-2017 Program Assessment

	Stakeholder	Action Word	Learning Statement	Criterion	Bloom's
Program Outcome 1	The graduate	maximizes	professional verbal communication skills	in a group setting with organization or agency stakeholders present.	6 - Creating
Program Outcome 2	The graduate	evaluates	empirical research	by producing an academic literature review of peer-reviewed scholarly sources.	5 - Evaluating
Program Outcome 3	The graduate	proposes	a real-world business solution	by conducting a formal needs assessment, developing an action plan and proposes a course of action.	6 - Creating
Program Outcome 4	The graduate	constructs	a research proposal	through academic research and development and presenting results and findings.	6 - Creating
Program Outcome 5	The graduate	interprets	the professional and corporate work environments	as a member of a corporate leadership team through active case study.	5 - Evaluating
Program Outcome 6	The graduate	analyzes	potential courses of action	(intent is to display written communication)	4 - Analyzing

Required Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
PS 3013 Professional Studies Seminar	I	I	I	I	I	I
PS 3133 Principles/Personnel Management						R
PS 3023 Professional Communication	R	R		R	R	R
PS 3143 Applied Prof Research		R	R	R	R	R
PS 3003 Project Design	R	M	M	M		M
PS 4003 Capstone Project	M				M	

I - Introduce
R - Reinforce
M - Master

Summative Assessment

The department created the tentative curriculum map below to show the graduate's path to mastery of the program outcomes identified below. The curriculum map reflects approved curriculum changes to the program's professional core (to begin 2016-17 AY) and not the core curriculum as presented elsewhere in the program review. Each program objective is delivered through a process of introduction, reinforcement, and mastery. The goal of the summative assessment is to measure the level of success or proficiency that has been obtained at the end of the program of study, by comparing it against a benchmark determined by the department. The summative assessment will employ both qualitative and quantitative measurements.

Required Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
PS 3013 PS Seminar	I	I	I	I	I	I
PS 3133 Principles/Personnel Management				R	R	R
PS 3023 Professional Communication	R	R		R	R	R
PS 3143 Applied Professional Research		R	R	R	R	R
PS 3003 Project Design	R	M	M	M		M
PS 4003 Capstone Project	M				M	

I – Introduce

R – Reinforce

M – Master

Formative Assessment

The goal of formative assessment is to gather feedback that can be used by the department to guide improvements in the ongoing teaching, learning, and advising contexts. The Department of Professional Studies deployed the Professional Studies Student Survey in December 2015 to assess student perceptions in five domains: Comfort, Community, Facilitation, Interaction and Collaboration, and Advising. The response rate for the survey was 19.8% (152/767) over a seven-day period. This high response rate indicates a student population engaged in the educational process. For each of the questions below, the highest response category on the Likert Scale is shown.

a.   Comfort

1. I feel comfortable introducing myself in online courses.

75% Strongly Agree

2. I can effectively communicate in an online course.

70% Strongly Agree

3. I feel comfortable asking other students for help in online courses.

38% Somewhat Agree

4. I do not have difficulties with expressing my thoughts in my online courses.

60% Strongly Agree

5. I am comfortable expressing my opinions and feelings in an online course.

57% Strongly Agree

6. I feel comfortable in the online learning environment provided.

77% Strongly Agree

b. Community

7. I can easily make acquaintances in my online courses.

35% Somewhat Agree

8. My peers know me quite well in my online course.

35% Neither Agree or Disagree

9. I feel that students depend on me in my online courses.

42% Neither Agree or Disagree

10. I spend a lot of time with my peers in my online courses.

32% Neither Agree or Disagree

11. I feel emotionally attached to other students in my online courses.

 32% Strongly Disagree

c. **Facilitation**

12. Instructors integrate collaboration tools into my online courses.

48% Strongly Agree

13. Instructors promote collaboration between students in online courses.

51% Strongly Agree

14. I receive frequent feedback from my instructors in my online courses.

41% Strongly Agree

15. My instructors participate in discussions in my online courses.

32% Somewhat Agree

16. My instructors are responsive to my questions in my online courses.

54% Strongly Agree

17. I feel my instructors have created a safe environment in which I can freely express myself in my online course.

67% Strongly Agree

18. I know some of my faculty members well in my online courses.

33% Neither Agree or Disagree

d. **Interaction and Collaboration**

19. I discuss my ideas with other students in my online courses.

7% Somewhat Agree

20. I value the contributions of my peers in my online courses.

47% Strongly Agree

21. I share information with other students in my online courses.

40% Somewhat Agree

22. I collaborate with other students in my online courses.

40% Somewhat Agree

e. **Advising**

23. My advisor advocates for my success as a student.

68% Strongly Agree

24. I would first contact my advisor for a quick answer related to Arkansas Tech.

57% Strongly Agree

25. I would contact my advisor about such topics as:

15% Course Selection; 15% Degree Requirements; 12% Graduation; 11% Enrollment

26. I am satisfied with my overall advising experience in the Department of Professional Studies.

75% Strongly Agree

Free Text Responses

The Professional Studies Student Survey offered a free text response question for each of the five domains. The design of each free text question afforded the student an opportunity to further discuss each topic addressed in the Likert-item questions.
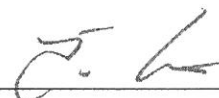
- Please share any additional comments regarding your level of comfort as an online student at Arkansas Tech University. (Comfort)

- Do you have any additional comments regarding your sense of community as an online student at Arkansas Tech? (Community)

- Do you have any comments regarding your instructors' facilitation of your online courses? (Facilitation)

- Do you have any comments regarding the level of interaction and collaboration in your online courses? (Interaction and Collaboration)

- Do you have any other information you would like to share regarding your advising experience in the Department of Professional Studies? (Advising)

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

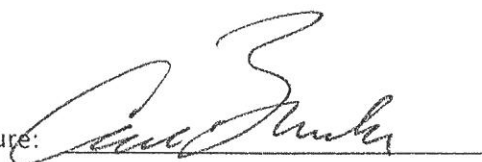| Department Affected: Curriculum and Instruction	This department x supports ☐ does not support the change.
Comments: The Department of Professional Studies proposes a new concentration in Child Development for the Bachelor of Professional studies degree. The 17-hour concentration consists of the following: Department of Curriculum and Instruction ECE 2113 Basic Child Growth and Development ECE 2313 Theories of Early Childhood SEED 3552 Child and Adolescent Development EDMD 3013 Integrating Instructional Technology Department of Behavioral Sciences PSY 3063 Developmental Psychology I Department of English and World Languages ENGL 4723 Teaching People of Other Cultures	

Department Head Signature: _____

Date: 8/5/16

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: English and World Languages	This department x supports ☐ does not support the change.
Comments: The Department of Professional Studies proposes a new concentration in Child Development for the Bachelor of Professional studies degree. The 17-hour concentration consists of the following: Department of Curriculum and Instruction ECE 2113 Basic Child Growth and Development ECE 2313 Theories of Early Childhood SEED 3552 Child and Adolescent Development EDMD 3013 Integrating Instructional Technology Department of Behavioral Sciences PSY 3063 Developmental Psychology I Department of English and World Languages ENGL 4723 Teaching People of Other Cultures	

Department Head Signature: _____

Date: 08-05-16

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

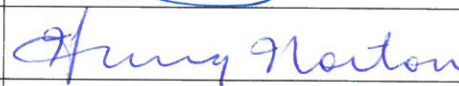| Department Affected: Behavioral Sciences	This department x supports ☐ does not support the change.
Comments: The Department of Professional Studies proposes a new concentration in Child Development for the Bachelor of Professional studies degree. The 17-hour concentration consists of the following: Department of Curriculum and Instruction ECE 2113 Basic Child Growth and Development ECE 2313 Theories of Early Childhood SEED 3552 Child and Adolescent Development EDMD 3013 Integrating Instructional Technology Department of Behavioral Sciences PSY 3063 Developmental Psychology I Department of English and World Languages ENGL 4723 Teaching People of Other Cultures	

Department Head Signature: _____

Date: Aug 5, 2016

Arkansas Tech University
PROPOSAL FOR NEW CERTIFICATE PROGRAM

TO:	Check Appropriate Committee:
	☒ Curriculum Committee
	☐ Graduate Council
FROM (Initiating Department):	Professional Studies
DATE SUBMITTED:	

Title	Signature	Date
Department Head Dr. Jeff Aulgur		7/25/16
Dean Dr. Hanna Norton	Hanna Norton	7/25/16
Teacher Education Council (if applicable)		
Graduate Council (if applicable)		
Registrar Mrs. Tammy Weaver		8/9/16
Vice President for Academic Affairs Dr. Mohamed Abdelrahman		

Program Title: **Certificate in Professional Leadership**	CIP Code: **52.0213**	Proposed Date: **Summer 2017**

Reason for proposed program implementation:

The certificate in Professional Leadership offers a 15-hours stand-alone solution for individuals currently employed in professional, corporate, management, industrial, and nonprofit positions but whose formal academic background may not have emphasized this skillset. The certificate also offers an opportunity for individuals who have earned some college credit but who have not received a baccalaureate degree to enhance his or her leadership abilities. For these potential students, the certificate in Professional Leadership would serve as a gateway to the Bachelor of Professional Studies degree. Finally, a certificate in Professional Leadership provides current students with an opportunity to enhance their employability before graduation, regardless of the field of study.

The *Harvard Business Review* (March 2014), published an article entitled "The Seven Skills You Need to Thrive in the C-Suite." The seven skills are:

- Leadership
- Strategic Thinking
- Technical and Technology
- Team- and Relationship Building
- Communication and Presentation.
- Change-Management
- Integrity

The certificate in Professional Leadership provides students with the knowledge, skills, and attributes employers demand across all professional, industrial and corporate environments.

Provide the following:

a. **Curriculum outline - List of courses in new program – Underline required courses and mark distance technology courses with an asterisk***

      PS 3133 <u>Applied Principles of Personnel Management</u>*
      PS 3023 <u>Professional Communication</u>*
      PS 4443 <u>Professional Leadership</u>*
      PS 4543 <u>Workplace Supervision</u>*
      PS 4343 Community Development* **OR**
      PS 4643 Occupational Globalization and Diversity*

b. **Total semester credit hours required for proposed program (Program range: 6-21 semester credit hours)**

      15 semester credit hours

c. **New courses and new course descriptions**

      PS 4643 Occupational Globalization and Diversity is proposed as a new course in the curriculum of the certificate program in Professional Leadership as well as an upper-division elective option in the Professional Core for the Bachelor of Professional Studies degree. The proposed course is currently offered as a Professional Studies special topics course.

d. **Program goals and objectives**

    1. The graduate maximizes written communication skills for management and leadership.
    2. The graduate analyzes real-world business solutions based on critical analysis.
    3. The graduate constructs professional presentations (written and visual) by conducting formal needs assessment, developing an action plan and proposing a course of action.
    4. The graduate interprets the professional and corporate work environment through virtual small-group analysis and solution exercise.
    5. The graduate analyzes potential courses of action with consideration to work environment, diversity, and community.

e. **Expected student learning outcomes**

    1. Ability to lead and work in a team structure (professional, industrial or nonprofit). Supports Goals 4 and 5.
    2. Ability to make decisions and solve problems from the front-line to the executive suite. Supports Goal 2.
    3. Ability to plan, organize and prioritize work (as an individual and for a team). Supports Goal 4.
    4. Ability to create and edit written reports, letters, memorandum, and white papers. Supports Goals 1 and 3.
    5. Ability to lead in a diverse work environment through assessment, education, and solution implementation. Supports Goals 2, 4 and 5.

6. Ability to produce and deliver professional visual presentations in multiple formats. Supports Goal 3.

7. Ability to lead a front-lines staff or effectively supervise front-line leaders. Supports Goals 4 and 5.

8. Ability to deploy research, project management, negotiation, and analytic skills. Supports Goals 1 and 2.

9. Ability to transition from a front-line leadership role to strategic leadership. Supports Goals 4 and 5.

f. Documentation that program meets employer needs

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 occupational domain. 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 but 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 certificate in Professional Leadership 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.

g. Student demand (projected enrollment) for proposed program

Conservatively, it is anticipated at least 25 percent of students matriculating with a Bachelor of Professional Studies degree will want to simultaneously earn the certificate in Professional Leadership (approximately 50 certificates annually). It is expected the immediate response from those not enrolled in a program of study at Arkansas Tech University will be minimal but will develop over time through marketing and outreach efforts. Through internal institutional awareness, it is expected students in a wide array of disciplines will seek to earn the certificate in Professional Leadership to enhance employment opportunities.

h. Program approval letter from licensure/certification entity, if required

Not applicable

i. **Name of institutions offering similar programs and the institution(s) used as model to develop proposed program.**

Arkansas Northeastern College offers a Team Leadership Technical Certificate, designed for individuals seeking to enhance their leadership and management skills. Comparable certificate programs do not exist in the state of Arkansas. For comparative purposes, Florida State University offers a 15 credit hour Leadership Studies Certificate with the stated intent of preparing students for leadership in multiple contexts. Western Kentucky University offers a 14 credit hour certificate in Organizational Leadership to allow students to enhance the understanding of leadership theory and practice while applying it directly to the student's academic or professional area of interest. The University of Georgia offers an 18 credit hour undergraduate certificate in Leadership and Service, which is designed to enhance the leadership skills and orientation to service through the study and practice of leadership.

j. **Scheduled program review date (within 10 years of program implementation)**

The certificate in Professional Leadership program review will occur concurrently with the next next program review of the Bachelor of Professional Studies program review during the 2022-2023 academic year.

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

Arkansas Tech University

Proposal for New Program Assessment Form

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.
• **How does this proposal for the new program fit with the university mission?** The certificate in Professional Leadership offers a 15-hours stand-alone solution for individuals currently employed in professional, corporate, management, industrial, and nonprofit positions but whose formal academic background may not have emphasized this skillset. The certificate also offers an opportunity for individuals who have earned some college credit but who have not received a baccalaureate degree to enhance his or her leadership abilities. For these potential students, the certificate in Professional Leadership would serve as a gateway to the Bachelor of Professional Studies degree. Finally, a certificate in Professional Leadership provides current students with an opportunity to enhance their employability before graduation, regardless of their field of study.
• **If this program is mandated by an accrediting or certifying agency, include the directives. If not, state not applicable.** Not applicable.
• **How will this new program enhance learning for students enrolled in the program?** The Harvard Business Review (March 2014) published an article identifying the seven skills individuals need for success in the corporate environment: leadership, strategic thinking, technical and technology skills, team- and relationship building, communication and presentation, change management, and integrity. In alignment with this construct, the certificate in Professional Leadership offers the following program goals. 1) The graduate maximizes written communication skills for management and leadership. 2) The graduate analyzes real-world business solutions based on critical analysis. 3) The graduate constructs professional presentations (written and visual) by conducting a formal needs assessment, developing an action plan, and proposing a course of action. 4) The graduate interprets the professional and corporate work environment through virtual small-group analysis and solution exercises. 5) The graduate analyzes potential courses of action with consideration to work environment, diversity, and community.

1. **What will students demonstrate, represent, or produce to provide evidence of their learning once they complete the program?** Individuals completing the certificate in Professional Leadership will demonstrate the:

1.   Ability to lead and work in a team structure (professional, industrial or nonprofit). Supports Goals 4 and 5.
2.   Ability to make decisions and solve problems from the front-line to the executive suite. Supports Goal 2.
3.   Ability to plan, organize and prioritize work (as an individual and for a team). Supports Goal 4.
4.   Ability to create and edit written reports, letters, memorandum, and white papers. Supports Goals 1 and 3.
5.   Ability to lead in a diverse work environment through assessment, education, and solution implementation. Supports Goals 2, 4 and 5.
6.   Ability to produce and deliver professional visual presentations in multiple formats. Supports Goal 3.
7.   Ability to lead a front-lines staff or effectively supervise front-line leaders. Supports Goals 4 and 5.
8.   Ability to deploy research, project management, negotiation, and analytic skills. Supports Goals 1 and 2.
9.   Ability to transition from a front-line leadership role to strategic leadership. Supports Goals 4 and 5.

- **Provide an example or examples of assessment evidence which supports adding this new program.** 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 certificate in Professional Leadership 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.

- **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.** Arkansas Northeastern College offers a Team Leadership Technical Certificate, designed for

individuals seeking to enhance their leadership and management skills. Comparable certificate programs do not exist in the state of Arkansas. For comparative purposes, Florida State University offers a 15 credit hour Leadership Studies Certificate with the stated intent of preparing students for leadership in multiple contexts. Western Kentucky University offers a 14 credit hour certificate in Organizational Leadership to allow students to enhance the understanding of leadership theory and practice while applying it directly to the student's academic or professional area of interest. The University of George offers an 18 credit hour undergraduate certificate in Leadership and Service, which is designed to enhance the leadership skills and orientation to service through the study and practice of leadership.

- **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.)**

Professional Leadership 2017-2018 Program Assessment

	Stakeholder	Action Word	Learning Statement	Criterion	Bloom's
Program Outcome 1	The graduate	maximizes	written communication skills or management and leadership	in an individual or virtual group setting.	6 - Creating
Program Outcome 2	The graduate	analyzes	real-world business solutions	bsed on critical analysis and by conducting a formal needs assessment, developing an action plan and proposing a course of action.	6 – Creating / 4 - Analyzing
Program Outcome 3	The graduate	constructs	professional presentations (written and visual)	through academic research and development and presenting results and findings.	6 - Creating
Program Outcome 4	The graduate	interprets	the professional and corporate work environment	through virtual small-group analysis and solution exercises.	5 – Evaluating / 4 - Analyzing
Program Outcome 5	The graduate	analyzes	potential courses of action	with consideration to work environment, diversity, and community.	4 - Analyzing

Required Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
PS 3133 Principles/Personnel Management		I	I	I	I
PS 3023 Professional Communication	I	I	I	I	I
PS 4443 Professional Leadership	M	R	M	M	M
PS 4543 Workplace Supervision	R	M	R	M	M
PS 4343 Community Development	R	R	R	R	R
PS 4643 Occupational Globalization/Diversity	R	M	R	R	M

I - Introduce
R - Reinforce
M - Master