

CURRICULUM PROPOSALS

February Faculty Senate

College of eTEch – Department of Professional Studies

1. Add the following courses to the course descriptions:
OL 3013: Foundations of Organizational Leadership; and
OL (PS) 4843: Training and Development;
2. Add the OL Organizational cross listing to PS 3003: Project Design; change the course number to 4943; change the title Applied Leadership Project; modify the prerequisite FROM: Prerequisites: Successful completion of general education English requirement, PS 3143: Applied Professional Research, and permission of the program advisor; TO: Prerequisites: Successful completion of general education English requirement, OL (PS) 3143: Applied Professional Research, and permission of the program advisor; and modify the course description as outlined in the proposal;
3. Add the OL Organizational cross listing to PS 3143: Applied Professional Research; modify the prerequisite FROM: Prerequisite: Successful completion of the general education English requirement and PS 3013: Professional Studies Seminar, or permission of instructor; TO: Successful completion of the general education English requirement or permission of instructor; and modify the course description as outlined in the proposal;
4. Add the OL Organizational cross listing to PS 4003: Capstone Project; change the course number to 4953; change the title to Organizational Leadership Capstone; modify the prerequisite FROM:
Prerequisite: PS 3003: Project Design, with a grade of C or higher; TO: Prerequisite: OL (PS) 4943: Applied Leadership Project, with a grade of C or higher; and modify the course description as outlined in the proposal;
5. Add the OL Organizational cross listing to PS 4243: Planning for Adult Learners; change the title to Workplace Learning; and modify the course description as outlined in the proposal;
6. Add the OL Organizational cross listing to the following PS Professional Studies courses:
 - a. PS 3023: Professional Communications;
 - b. PS 3133: Applied Principles of Personnel Management;
 - c. PS 4143: Nonprofit Governance;
 - d. PS 4243: Planning for Adult Learners;
 - e. PS 4343: Community Development;
 - f. PS 4443: Professional Leadership;
 - g. PS 4543: Workplace Supervision;
 - h. PS 4643: Occupational Globalization and Diversity; and
 - i. PS 4743: Organizational Change;
7. Reconfigure the Bachelor of Professional Studies to create the following curriculum:
 - a. Bachelor of Arts in Organizational Leadership Agriculture Business Concentration;
 - b. Bachelor of Arts in Organizational Leadership Child Develop Concentration;
 - c. Bachelor of Arts in Organizational Leadership Criminal Justice Concentration;

- d. Bachelor of Arts in Organizational Leadership Industrial/Organizational Psychology Concentration;
 - e. Bachelor of Arts in Organizational Leadership Interdisciplinary Studies Concentration;
 - f. Bachelor of Arts in Organizational Leadership Public Relations Concentration; and
 - g. Bachelor of Arts in Organizational Leadership Workforce Technology Concentration;
8. Move the following curriculum to phase out status:
- a. Bachelor of Professional Studies Agriculture Business Concentration;
 - b. Bachelor of Professional Studies Applied Leadership Concentration;
 - c. Bachelor of Professional Studies Child Develop Concentration;
 - d. Bachelor of Professional Studies Criminal Justice Concentration;
 - e. Bachelor of Professional Studies Industrial/Organizational Psychology Concentration;
 - f. Bachelor of Professional Studies Public Relations Concentration; and
 - g. Bachelor of Professional Studies Workforce Technology Concentration; and
- NOTE: the Bachelor of Professional Studies Interdisciplinary Concentration will remain active.



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Professional Studies	5/17/2018

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
OL	3013	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Foundations of Organizational Leadership		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
FOUNDATIONS ORG LEADERSHIP		

Will this course be cross-listed with another existing course? If so, list course subject and number.	
<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?	
<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
If so, list course subject and number.	
Is this course repeatable for additional earned hours? <input type="radio"/> Yes <input checked="" type="radio"/> No How many total hours? <input type="text"/>	
Grading: <input checked="" type="radio"/> Standard Letter <input type="radio"/> P/F <input type="radio"/> Other <input type="text"/>	
Mode of Instruction (check appropriate box):	
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course
<input type="radio"/> 03 Laboratory only	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 10 Special Topics	<input type="radio"/> 16 Studio Course
<input type="radio"/> 19 Seminar	<input type="radio"/> 98 Other
Does this course require a fee? <input type="radio"/> Yes <input checked="" type="radio"/> No How Much? <input type="text"/> Select Fee Type <input type="text"/>	
If selected other list fee type: <input type="text"/>	
<input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major
	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)	
If course is required by major/minor, how frequently will course be offered?	
<input type="text"/> At least once per term.	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)?	
No.	
Answer the following Assessment questions:	
a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A	
b. If this course is required for the major or minor, complete the following.	
1. Provide the <u>program level learning outcome(s) it addresses</u> . OL 3013 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.	
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 3013 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a	

variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

- c. What is the rationale for adding this course? What evidence demonstrates this need? OL 3013 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development.

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

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

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

Arkansas Tech University

Course Addition

Assessment Form

OL 3013: Foundations of Organizational Leadership

Our Mission

Tech is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? OL 3013 – Foundations of Organizational Leadership provides students with a broad survey of leadership theory, leadership competencies, and self-evaluative tools to begin a leadership development plan. This course serves as a core offering in the BAOL degree. The BAOL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary, multidisciplinary, and stackable degree options.
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? Students will: 1) identify, compare, and contrast classic and contemporary theoretical models and practices in organizational leadership; 2) evaluate personal leadership style and design individual leadership development plan; 3) describe the role of lifelong learning in developing capacity and leading organizations; 4) analyze the similarities and differences in private sector leadership, nonprofit leadership, and community leadership; 5) distinguish between individual, systems, and relational models of leadership; 6) discuss the impact of globalization and organizational diversity on leadership practices; 7) identify and examine traits of destructive leadership, including issues of ethics, toxicity, and hostile organizational practices; and 8) demonstrate a knowledge of leadership skills, including leading change, effective communication, team-building and motivation, data-drive decision making, and followership.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to

demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 3013 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development. In OL 3013, students will work on higher-order thinking skills through activities that will require analysis of leadership, organizational needs, evaluation of scholarly research, and the development of applied solutions to organizational problems. Students will also be required to compose multiple papers supported by research on current events and professional competencies. These activities are also designed to enhance student foundational knowledge of the discipline, their understanding of the historical and current context of organizational leadership, and application of course content in the professional world.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas at Fort Smith offers LEAD 3603: Foundations of Organizational Leadership as part of the B.S. in Organizational Leadership Completer Track program.

Arkansas Tech University

OL 3013: Foundations of Organizational Leadership

Name:**Phone:****Email:****Office Location:****Office Hours:**

Course Description

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

Cross-Listed Course: None**Prerequisites/Co-requisites:** None

Required Course Texts: Required readings assigned in each module. All required readings are provided electronically through the ATU Library. See course bibliography for course resources.

Justification for the Course

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

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	identify, compare, and contrast classic and contemporary theoretical models and practices in organizational leadership.
2	evaluate personal leadership style and design individual leadership development plan.
3	describe the role of lifelong learning in developing capacity and leading organizations.
4	analyze the similarities and differences in private sector leadership, nonprofit leadership, and community leadership.
5	distinguish between individual, systems, and relational models of leadership.
6	discuss the impact of globalization and organizational diversity on leadership practices.
7	identify and examine traits of destructive leadership, including issues of ethics, toxicity, and hostile organizational practices.
8	demonstrate a knowledge of leadership skills, including leading change, effective communication, team-building and motivation, data-drive decision making, and followership.

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • articulate a personal definition of leadership • identify the components of authentic leadership • justify the need for leadership development 	1, 2, 5
Module 2	<ul style="list-style-type: none"> • define authentic leadership • describe the three-phase transformation from “I” to “We” • articulate reasons leaders lose their way • explain how life experience influences leadership 	1, 2, 5
Module 3	<ul style="list-style-type: none"> • identify personal values • demonstrate self-awareness of leadership strengths and weaknesses • assess leadership authenticity • develop individual leadership development plan 	2, 3, 7
Module 4	<ul style="list-style-type: none"> • identify philosophical origins of leadership theory • discuss contemporary theories of leadership • examine the difference between leadership and management • develop a common definition of leadership 	1, 2, 5
Module 5	<ul style="list-style-type: none"> • describe the perspective of leadership in relation to the leader as an individual • identify individual traits that impact leadership approach • assess the link between leadership and personality • demonstrate the use of storytelling to explore leadership 	1, 2
Module 6	<ul style="list-style-type: none"> • identify links between leadership and organizational performance • investigate power dynamics in organizational leadership • discuss the concepts of rites, rituals, and belonging • define strategic organizational leadership 	1, 2, 5
Module 7	<ul style="list-style-type: none"> • discuss the importance of communication in effective leadership • demonstrate an understanding of the relational aspects of communication in leadership • justify the need for trust, confidence, and buy-in within organizational leadership 	2, 8
Module 9	<ul style="list-style-type: none"> • discuss the role of nonprofits in U.S. and global society • define leadership in the nonprofit sector • examine the role of community leadership in increasing community capacity 	1, 2, 4
Module 10	<ul style="list-style-type: none"> • define diversity in the organizational context • identify the two types of diversity that typically influence organizational behavior • explain visible diversity and underrepresentation • discuss the impact of diversity fatigue in organizations 	2, 3, 5, 6

Module 11	<ul style="list-style-type: none"> • examine the role of lifelong learning in organizations • identify settings where adult learning occurs • explain the role of learning competence in organizations • justify the need for continuous learning in organizations 	2, 3, 6
Module 12	<ul style="list-style-type: none"> • define concepts of leadership in organizational change • articulate how change is led in organizations • examine the role of leader in organizational culture 	2, 3, 6
Module 13	<ul style="list-style-type: none"> • identify what counts as data • define data-driven decision making • examine the critical role of data-informed leadership • articulate the process of creating a culture of data use for continuous improvement 	2, 8
Module 14	<ul style="list-style-type: none"> • analyze the role of cognitive processes in destructive leadership • explain the dual-process model of destructive leadership behavior • examine the environment of destructive leadership • summarize the process perspective of unethical leadership 	2, 4, 6, 7

How Course Meets General Education Requirements

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

Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

Methodology

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

Technology Competencies

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

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab. Typically, modules will be posted by 9 a.m. CT on Mondays and due by 11:59 p.m. CT on Sundays.

Assessments*Assignments*

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

Participation/Discussion Board

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

E-mail/Discussion Board Decorum

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

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

Learning Modules

Learning Module 1 – Introduction	Learning Module 9 – Community and Nonprofit Leadership
Learning Module 2 – Authentic Leadership	Learning Module 10 – Globalization and Diversity
Learning Module 3 – Discover Leadership	Learning Module 11 – Workplace Learning
Learning Module 4 – Theoretical Perspectives	Learning Module 12 – Leading Change
Learning Module 5 – Individual Perspectives	Learning Module 13 – Data Driven Leadership
Learning Module 6 – Organizational Perspectives	Learning Module 14 – Destructive Leadership
Learning Module 7 – Leadership Communication	Learning Module 15 – Final Exam
Learning Module 8 – Midterm	

Points

Graded Activity	Points
Discussion Forum Participation (7)	70
Quizzes (8)	80
Short Essays and Assignments (6)	60
Team-Based Learning (5)	90
Leadership Journal (12)	100
Midterm Exam	50
Final Exam	50
Total	500

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

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

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

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

Course Policies**Academic Misconduct**

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one

letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

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

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

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

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

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

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

Contact Information

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

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

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

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

- Describe the ethical application of training and coaching in organizations.
- Develop learning objectives for individual trainees and/or units based on application of needs assessment principles.
- Identify key components of organizational training and coaching culture.
- Demonstrate the appropriate use of training and coaching techniques for one-on-one and group training and/or coaching sessions.

OL 3013: Foundations of Organizational Leadership - Course Schedule

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

Begin 7:00 a.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Due 11:59 p.m.			
<p align="center">Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.</p>			
	Learning Module 1: Introduction	<ul style="list-style-type: none"> • George: Introduction (required) • Syllabus Quiz • Module 1 Discussion – Leadership Definition • Leadership Development – Short Essay 	<ul style="list-style-type: none"> • articulate a personal definition of leadership • identify the components of authentic leadership • justify the need for leadership development
	Learning Module 2: Authentic Leadership	<ul style="list-style-type: none"> • George: Chapters 1 – 3 (required) • Module 2 Quiz • Leadership Derailment Assignment • Leadership Journal 1 	<ul style="list-style-type: none"> • define authentic leadership • describe the three-phase transformation from “I” to “We” • articulate reasons leaders lose their way • explain how life experience influences leadership
	Learning Module 3: Discover Leadership	<ul style="list-style-type: none"> • George: Chapters 4 – 6 (required) • Module 3 Discussion – Values • Team-Based Learning: Strengths and Weaknesses • Leadership Journal 2 	<ul style="list-style-type: none"> • identify personal values • demonstrate self-awareness of leadership strengths and weaknesses • assess leadership authenticity • develop individual leadership development plan
	Learning Module 4: Theoretical Perspectives	<ul style="list-style-type: none"> • Bolden: Chapter 2 (required) • Module 4 Quiz • Team-Based Learning: Leadership Definition • Leadership Journal 3 	<ul style="list-style-type: none"> • identify philosophical origins of leadership theory • discuss contemporary theories of leadership • examine the difference between leadership and management • develop a common definition of leadership
	Learning Module 5:	<ul style="list-style-type: none"> • Bolden: Chapter 3 (required) • Assignment: Storytelling • Module 5 Quiz 	<ul style="list-style-type: none"> • describe the perspective of leadership in relation to the leader as an individual • identify individual traits that impact leadership approach

	Individual Perspectives	<ul style="list-style-type: none"> Leadership Journal 4 	<ul style="list-style-type: none"> assess the link between leadership and personality demonstrate the use of storytelling to explore leadership
	Learning Module 6: Organizational Perspectives	<ul style="list-style-type: none"> Bolden: Chapter 4 (required) Module 6 Discussion – Rites and Rituals Strategic Leadership – Short Essay Leadership Journal 5 	<ul style="list-style-type: none"> identify links between leadership and organizational performance investigate power dynamics in organizational leadership discuss the concepts of rites, rituals, and belonging define strategic organizational leadership
	Learning Module 7: Leadership Communication	<ul style="list-style-type: none"> Pauley: Chapters 1 – 6 (required) Assignment: Establishing Trust Module 7 Discussion – Buy In Leadership Journal 6 	<ul style="list-style-type: none"> discuss the importance of communication in effective leadership demonstrate an understanding of the relational aspects of communication in leadership justify the need for trust, confidence, and buy-in within organizational leadership
	Learning Module 8	<ul style="list-style-type: none"> Mid-course Exam 	
	Learning Module 9: Community and Nonprofit Leadership	<ul style="list-style-type: none"> Heyman: Chapters 1 – 3 (required) Pigg: Chapter 1 (required) Team-Based Learning: Community Capacity Module 9 Quiz Leadership Journal 7 	<ul style="list-style-type: none"> discuss the role of nonprofits in U.S. and global society define leadership in the nonprofit sector examine the role of community leadership in increasing community capacity
	Learning Module 10: Globalization and Diversity	<ul style="list-style-type: none"> Livermore: Chapter 1 (required) De Bona: Chapter 2 (required) Module 10 Discussion – Diversity Fatigue Assignment: Leading Diversity Efforts Leadership Journal 8 	<ul style="list-style-type: none"> define diversity in the organizational context identify the two types of diversity that typically influence organizational behavior explain visible diversity and underrepresentation discuss the impact of diversity fatigue in organizations
	Learning Module 11: Workplace Learning	<ul style="list-style-type: none"> Merriam: Chapter 1 (required) Roßnagel: Chapter 2 (required) Team-Based Learning: Learning Settings Module 11 Quiz Leadership Journal 9 	<ul style="list-style-type: none"> examine the role of lifelong learning in organizations identify settings where adult learning occurs explain the role of learning competence in organizations justify the need for continuous learning in organizations
	Learning Module 12: Leading Change	<ul style="list-style-type: none"> Hickman: Chapters 1 – 3 (required) Module 12 Discussion – Change Leader Module 12 Quiz Leadership Journal 10 	<ul style="list-style-type: none"> define concepts of leadership in organizational change articulate how change is led in organizations examine the role of leader in organizational culture

	Learning Module 13: Data-Driven Leadership	<ul style="list-style-type: none"> • Datnow: Chapters 1 – 3 (required) • Assignment: Data-Driven Decisions • Module 13 Quiz • Data-Informed Leadership – Short Essay • Leadership Journal 11 	<ul style="list-style-type: none"> • identify what counts as data • define data-driven decision making • examine the critical role of data-informed leadership • articulate the process of creating a culture of data use for continuous improvement
	Learning Module 14: Destructive Leadership	<ul style="list-style-type: none"> • Hansbrough: Chapters 2 – 5 (required) • Module 14 Discussion – Process Perspective • Team-Based Learning: Unethical Leadership • Leadership Journal 12 	<ul style="list-style-type: none"> • analyze the role of cognitive processes in destructive leadership • explain the dual-process model of destructive leadership behavior • examine the environment of destructive leadership • summarize the process perspective of unethical leadership
	Learning Module 15: Final Exam	<ul style="list-style-type: none"> • Final Exam 	

OL 3013 Bibliography

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Professional Studies	5/17/2018

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
OL	4843	<input checked="" type="radio"/> Spring <input type="radio"/> Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Training and Development		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
TRAINING AND DEVELOPMENT		

Will this course be cross-listed with another existing course? If so, list course subject and number.	
<input type="radio"/> Yes	<input checked="" type="radio"/> No
Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog?	
<input checked="" type="radio"/> Yes	<input type="radio"/> No
If so, list course subject and number. PS 4843	
Is this course repeatable for additional earned hours?	
<input type="radio"/> Yes	<input checked="" type="radio"/> No
How many total hours? _____	
Grading:	
<input checked="" type="radio"/> Standard Letter	<input type="radio"/> P/F
<input type="radio"/> Other	_____
Mode of Instruction (check appropriate box):	
<input checked="" type="radio"/> 01 Lecture	<input type="radio"/> 02 Lecture/Laboratory
<input type="radio"/> 05 Practice Teaching	<input type="radio"/> 06 Internship/Practicum
<input type="radio"/> 08 Independent Study	<input type="radio"/> 09 Readings
<input type="radio"/> 12 Individual Lessons	<input type="radio"/> 13 Applied Instruction
<input type="radio"/> 17 Dissertation	<input type="radio"/> 18 Activity Course
<input type="radio"/> 03 Laboratory only	<input type="radio"/> 07 Apprenticeship/Externship
<input type="radio"/> 10 Special Topics	<input type="radio"/> 16 Studio Course
<input type="radio"/> 19 Seminar	<input type="radio"/> 98 Other
Does this course require a fee?	
<input type="radio"/> Yes	<input checked="" type="radio"/> No
How Much? _____	Select Fee Type _____
If selected other list fee type: _____	
<input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Major
	<input type="checkbox"/> Minor
(If major or minor course, you must complete the Request for Program Change form to add course to program.)	
If course is required by major/minor, how frequently will course be offered?	
At least once per term.	
Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.	
Will this course require a special classroom (computer lab, smart classroom, or laboratory)?	
No.	
Answer the following Assessment questions:	
a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A	
b. If this course is required for the major or minor, complete the following.	
1. Provide the <u>program level learning outcome(s) it addresses</u> . OL 4843 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.	
2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4843 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a	

variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

- c. What is the rationale for adding this course? What evidence demonstrates this need? OL 4843 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development.

OL 4843 was successfully delivered as a special topics course in Spring and Summer 2017. The courses had a total enrollment of approximately 40 students. Based on end of course evaluations, students felt the content covered in this course was directly applicable to their personal and professional experience. Five students enrolled in the course were current or former training professionals. They conveyed that the course was highly beneficial to their professional development. Students who held leadership positions in organizations felt the course provided them with a greater understanding of how to develop and retain employees.

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

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

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

Arkansas Tech University

Course Addition

Assessment Form

OL 4843: Training and Development

Our Mission

Tech is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

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

- a. How does this course fit with the university mission? OL 4843 – Training and Development provides students with the skills needed to participate in organizational training and development efforts by gaining a theoretically and practically grounded perspective on training and development in the workplace. This course serves as a core offering in the BAOL degree. The BAOL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary, multidisciplinary, and stackable degree options.
- 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? Students will: 1) explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations; 2) apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process; 3) identify and analyze the training and development (training, coaching, mentoring) needs of an organization; 4) classify key components of organizational, training, and coaching culture; 5) develop a training and development/coaching plan to address organizational needs; 6) compare, contrast, and recommend training/coaching tools in a diversity of organizational contexts; 7) evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI; and 8) discuss ethical concerns, current trends, and future of training, coaching, mentoring, and training equity in organizations.
- d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
- e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to

demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to develop organizational training and development plans, and comprehensive midterm and final exams.

- f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 4843 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development. OL 4843 was successfully delivered as a special topics course in Spring and Summer 2017. The courses had a total enrollment of approximately 40 students. Based on end of course evaluations, students felt the content covered in this course was directly applicable to their personal and professional experience. Five students enrolled in the course were current or former training professionals. They conveyed that the course was highly beneficial to their professional development. Students who held leadership positions in organizations felt the course provided them with a greater understanding of how to develop and retain employees.
- g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas Online offers HRWD 3313: Training and Development as part of the B.S.E. in Human Resources and Workforce Development.

Arkansas Tech University
OL 4843: Training and Development

Name:
Phone:
Email:
Office Location:
Office Hours:

Course Description

This course is designed to introduce students to training and development in organizations. Students will learn about practical approaches and models to employee training, coaching, mentoring, and performance improvement in a workplace setting. Topics include strategic training, training design, training methods, evaluation, diversity training, and ethics. Participation in course requires access to a webcam or other video capture technology.

Cross-Listed Course: PS 4843 – Training and Development

Prerequisites/Co-requisites: None

Required Course Texts

Noe, R. A. (2017). *Employee Training and Development* (7th ed). New York, NY: McGraw Hill.

Wilson, C. (2014). *Performance coaching: A complete guide to best practice coaching and training* (2nd ed.). London: Kogan Page. **(ELECTRONIC VERSION PROVIDED)**

Supplemental Course Texts

Barbazette, J. (2013). *How to write terrific training materials: methods, tools, and techniques*. Retrieved from <https://ebookcentral.proquest.com> **(ELECTRONIC VERSION PROVIDED)**

Fee, K. (2011). *101 Learning and Development Tools: Essential Techniques for Creating, Delivering and Managing Effective Training*. London: Kogan Page. **(ELECTRONIC VERSION PROVIDED)**

Justification for the Course

This course is designed to introduce students to training and performance coaching in organizations. Students will learn about practical approaches and models to training, coaching, mentoring, and performance improvement in a workplace setting. Topics include history of training and development, current trends in training and development, adult learning theory, evaluation of training, coaching and training tools, ethical concerns, and the future of coaching, training, and performance improvement in the workplace.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations.
2	apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process.
3	identify and analyze the training and development (training, coaching, mentoring) needs of an organization.
4	classify key components of organizational, training, and coaching culture.
5	develop a training and development/coaching plan to address organizational needs.
6	compare, contrast, and recommend training/coaching tools in a diversity of organizational contexts.
7	evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI.
8	discuss ethical concerns, current trends, and future of training, coaching, mentoring, and training equity in organizations.

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • Discuss current and historical forces influencing workplace learning • Explain how training, development, and informal learning contribute to organizational success • Identify various aspects of the training and development process • Describe the amount and types of training in the U.S. • Describe key roles for training professionals 	1, 4
Module 2	<ul style="list-style-type: none"> • Evaluate how organizational strategy influences training and development • Describe the strategic training and development process • Evaluate how staffing and HR planning influence training • Evaluate the advantages and disadvantages of centralized training • Discuss the strengths of an organization-embedded learning function 	2, 4
Module 3	<ul style="list-style-type: none"> • Evaluate different methods used in the needs assessment process • Apply the steps involved in conducting a task analysis • Analyze task analysis data to determine training needs • Explain competency modules and the process used to develop them • Identify how feedback influences performance and learning 	3, 7
Module 4	<ul style="list-style-type: none"> • Analyze the five types of learning outcomes • Explain the implications of adult learning theory for instructional design • Incorporate adult learning theory into the design of a training program • Explain the transfer of training concept 	2, 6
Module 5	<ul style="list-style-type: none"> • Explain the program design process • Summarize the steps in site selection and preparation • Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map • Design application assignments to enhance learning and transfer of training • Develop a self-management module for a training program 	2, 6
Module 6	<ul style="list-style-type: none"> • Explain why evaluation is important • Discuss the process used to plan and implement an effective training evaluation • Evaluate the strengths and weaknesses of different evaluation designs • Conduct a cost-benefit analysis and calculate ROI for a training program • Assess the role of analytics in determining the value of training practices 	1, 2, 7
Module 7	<ul style="list-style-type: none"> • Evaluate the strengths and weaknesses of presentational, hands-on, and group building training methods • Develop a self-directed learning module and a case study • Discuss the key components of behavior modeling training • Justify the use of team training to improve team performance • Explain how new technologies influence training and development • Examine the strengths and weaknesses of e-learning, mobile learning, and simulations 	2, 6, 7

	<ul style="list-style-type: none"> • Compare the different types of distance learning • Recommend what should be included in an electronic performance support system 	
Module 9	<ul style="list-style-type: none"> • Discuss the role of training partnerships in contributing to local communities • Identify potential ethical and legal issues that relate to training • Develop a program for effectively managing diversity • Design a program for preparing employees for cross-cultural management • Describe policies to help employees active work-life balance 	5, 8
Module 10	<ul style="list-style-type: none"> • Identify future trends influencing training departments and trainers • Discuss how rapid instructional design differs from traditional training design • Describe the advantages of embedded learning • Examine how training can contribute to an organization's sustainability initiatives • Explain ethical concerns on the future of training and development 	1, 8
Module 11	<ul style="list-style-type: none"> • Describe the origins of the term coaching • Discuss the principles of coaching • Identify types of coaching • Compare coaching, therapy, counselling, mentoring, and consultancy • Examine the coaching-mentoring-management continuum • Demonstrate the use of goal setting and positive feedback 	1, 2, 6
Module 12	<ul style="list-style-type: none"> • Describe a coaching culture • Identify the pillars of a coaching culture • Summarize the ten-step plan to create a coaching culture • Compare internal and external coaching • Apply principles of cross-cultural coaching • Define corporate social responsibility • Measure ROI in coaching 	1, 3, 4, 7
Module 13	<ul style="list-style-type: none"> • Identify the five levels of listening • Demonstrate the use of reflecting, summarizing, clarifying, questioning, and permission protocol • Compare and contrast the GROW and EXACT models of coaching • Describe the structure of coaching 	2, 6, 8
Module 14	<ul style="list-style-type: none"> • Develop an organizational coaching plan • Apply coaching skills and tools in an organizational setting • Justify the use of a specific coaching tool in a coaching context • Demonstrate the use of an appropriate coaching tool in a specific type of coaching session 	5, 6, 7

How Course Meets General Education Requirements

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

Think critically
Develop ethical perspectives
Apply scientific and quantitative reasoning

Methodology

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

Technology Competencies

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

Class Lectures

Class lectures will be posted by 9AM Central Time on the first day of the learning module unless noted otherwise. Class lectures can be located in weekly learning modules in Blackboard under the "Content" tab. Typically, modules will be posted by 9 a.m. CT on Mondays and due by 11:59 p.m. CT on Sundays.

Assessments*Assignments*

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

Participation/Discussion Board

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

E-mail/Discussion Board Decorum

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

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

Learning Modules

Learning Module 1 – Introduction	Learning Module 9 – Midterm
Learning Module 2 – Strategic Training	Learning Module 10 – What is Coaching
Learning Module 3 – Learning Needs	Learning Module 11 – Coaching Culture
Learning Module 4 – Theories & Objectives	Learning Module 12 – Coaching Culture Cont.
Learning Module 5 – Planning	Learning Module 13 – Coaching Skills
Learning Module 6 – Methods	Learning Module 14 – Application
Learning Module 7 – Evaluation	Learning Module 15 – Final Exam
Learning Module 8 – Application	

Points

Graded Activity	Points
Application Assignments	120
Discussion Forum	60
Group Case Study & Coaching Group	50
Applied Projects	100
Quizzes	70
Midterm Exam	50
Final Exam	50
Total	500

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

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

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

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one

letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

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

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

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

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

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

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

Contact Information

University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

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

- Describe the ethical application of training and coaching in organizations.
- Develop learning objectives for individual trainees and/or units based on application of needs assessment principles.
- Identify key components of organizational training and coaching culture.
- Demonstrate the appropriate use of training and coaching techniques for one-on-one and group training and/or coaching sessions.

OL 4843: Training and Development - Course Schedule

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

Begin 7:00 a.m.	Module	Graded Assignments	Module Learning Objectives
End 11:59 p.m.			
<p>Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.</p>			
	Learning Module 1: Introduction to Training and Development	<ul style="list-style-type: none"> • Noe – Chapter 1 (required) • Fee – Introduction and 01 (supplemental) • Syllabus Quiz • Module 1 Discussion 	<ul style="list-style-type: none"> • Discuss current and historical forces influencing workplace learning • Explain how training, development, and informal learning contribute to organizational success • Identify various aspects of the training and development process • Describe the amount and types of training in the U.S. • Describe key roles for training professionals
	Learning Module 2: Strategic Training	<ul style="list-style-type: none"> • Noe – Chapter 2 (required) • Fee – 02, 14, 15 (supplemental) • Module 2 Quiz • Group Case Study – Discussion Forum 	<ul style="list-style-type: none"> • Evaluate how organizational strategy influences training and development • Describe the strategic training and development process • Evaluate how staffing and HR planning influence training • Evaluate the advantages and disadvantages of centralized training • Discuss the strengths of an organization-embedded learning function
	Learning Module 3: Assessing Learning Needs	<ul style="list-style-type: none"> • Noe – Chapter 3 (required) • Fee – 03, 04, 05 (supplemental) • Application Assignment – Needs Assessment • Module 3 Discussion 	<ul style="list-style-type: none"> • Evaluate different methods used in the needs assessment process • Apply the steps involved in conducting a task analysis • Analyze task analysis data to determine training needs • Explain competency modules and the process used to develop them • Identify how feedback influences performance and learning
	Learning Module 4:	<ul style="list-style-type: none"> • Noe – Chapter 4 (required) • Fee – 06, 07, 9, 10, 11, 19 (supplemental) • Barbazette – Chapter 2 (supplemental) 	<ul style="list-style-type: none"> • Develop the five types of learning outcomes • Explain the implications of adult learning theory for instructional design • Incorporate adult learning theory into the design of a training program

	Transfer of Training	<ul style="list-style-type: none"> • Application Assignment - Objectives • Group Case Study – Wiki 	<ul style="list-style-type: none"> • Explain the transfer of training concept
	Learning Module 5: Training Design	<ul style="list-style-type: none"> • Noe: Chapter 5 (required) • Module 5 Discussion • Application Assignment – Action Plan • Module 5 Quiz 	<ul style="list-style-type: none"> • Explain the program design process • Summarize the steps in site selection and preparation • Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map • Design application assignments to enhance learning and transfer of training • Develop a self-management module for a training program
	Learning Module 6: Training Evaluation	<ul style="list-style-type: none"> • Noe – Chapter 6 (required) • Fee – 80 - 81, 89 - 96 (supplemental) • Barbazette – Chapter 10 (supplemental) • Application Assignment – Training Evaluation • Module 7 Discussion 	<ul style="list-style-type: none"> • Explain why evaluation is important • Discuss the process used to plan and implement an effective training evaluation • Evaluate the strengths and weaknesses of different evaluation designs • Conduct a cost-benefit analysis and calculate ROI for a training program • Assess the role of analytics in determining the value of training practices
	Learning Module 7: Training Methods	<ul style="list-style-type: none"> • Noe – Chapters 7, 8 (required) • Barbazette – Chapters 4, 5 (supplemental) • Application Assignment – Design Learning Materials • Group Case Study – Discussion Forum 	<ul style="list-style-type: none"> • Evaluate the strengths and weaknesses of presentational, hands-on, and group building training methods • Develop a self-directed learning module and a case study • Discuss the key components of behavior modeling training • Justify the use of team training to improve team performance • Explain how new technologies influence training and development • Examine the strengths and weaknesses of e-learning, mobile learning, and simulations • Compare the different types of distance learning • Recommend what should be included in an electronic performance support system
		<ul style="list-style-type: none"> • Mid-course Exam 	

	Learning Module 8		
	Learning Module 9: Social Responsibility	<ul style="list-style-type: none"> • Noe – Chapter 10 (required) • Applied Training Project 	<ul style="list-style-type: none"> • Discuss the role of training partnerships in contributing to local communities • Identify potential legal issues that relate to training • Develop a program for effectively managing diversity • Design a program for preparing employees for cross-cultural management • Describe policies to help employees active work-life balance
	Learning Module 10: The Future of T & D	<ul style="list-style-type: none"> • Noe – Chapter 11 (required) 	<ul style="list-style-type: none"> • Identify future trends influencing training departments and trainers • Discuss how rapid instructional design differs from traditional training design • Describe the advantages of embedded learning • Examine how training can contribute to an organization’s sustainability initiatives
	Learning Module 11: Coaching in Organizations	<ul style="list-style-type: none"> • Wilson – Introduction, Chapters 1 – 5 (required) • Module 10 Discussion • Module 10 Quiz 	<ul style="list-style-type: none"> • Describe the origins of the term coaching • Discuss the principles of coaching • Identify types of coaching • Compare coaching, therapy, counselling, mentoring, and consultancy • Examine the coaching-mentoring-management continuum • Demonstrate the use of goal setting and positive feedback
	Learning Module 12: Coaching Culture	<ul style="list-style-type: none"> • Wilson – Part 2 Introduction, Chapters 6 – 18 (required) • Coaching Group Exercise • Application Assignment 	<ul style="list-style-type: none"> • Describe a coaching culture • Identify the pillars of a coaching culture • Summarize the ten-step plan to create a coaching culture • Compare internal and external coaching • Apply principles of cross-cultural coaching • Define corporate social responsibility • Measure ROI in coaching
	Learning Module 13:	<ul style="list-style-type: none"> • Wilson – Part 3 Introduction, Chapters 19 – 27 (required) 	<ul style="list-style-type: none"> • Identify the five levels of listening

	Coaching Skills	<ul style="list-style-type: none"> • Module 13 Discussion • Application Assignment 	<ul style="list-style-type: none"> • Demonstrate the use of reflecting, summarizing, clarifying, questioning, and permission protocol • Compare and contrast the GROW and EXACT models of coaching • Describe the structure of coaching
	Learning Module 14: Coaching Tools	<ul style="list-style-type: none"> • Wilson – Part 4 Introduction, Chapters 28 – 52 (required) • Applied Coaching Project 	<ul style="list-style-type: none"> • Develop an organizational coaching plan • Apply coaching skills and tools in an organizational setting • Justify the use of a specific coaching tool in a coaching context • Demonstrate the use of an appropriate coaching tool in a specific type of coaching session
	Learning Module 15: Final Exam	<ul style="list-style-type: none"> • Final Exam 	



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PS	3003
Official Catalog Title:	
Project Design	

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

Yes No

Request to change: (check appropriate box):

Course Number

Title

Course Description

Cross-Listing

Prerequisite

Co-requisite

Grading

Fee

Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

OL 4943

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

Applied Leadership Project

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

APPLIED LEADERSHIP PROJECT

New Course Description:

This course will provide an opportunity for the student to facilitate a process for identifying a specific problem in an actual industry or business environment relevant to the student's specialty area. The student will outline a formal plan of action for identifying the problem through the development of a needs assessment which identifies deficiencies or areas of improvement needed within the business. At the conclusion, the student will develop a strategic recommended plan of action based on the findings from the empirical research. The student will demonstrate presentation ability, appropriate leadership styles, critical thinking, and communications skills in a formal presentation of the strategic plan to the group responsible for implementing the strategies.

Note: Student must earn a grade of C or higher to enroll in OL 4953/PS 4003.

New Cross List:

Adding Cross-Listing

Changing Cross-Listing

Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number **PS 3003**

New Prerequisite (list all, as you want them to appear in the catalog):

Successful completion of general education English requirement, OL/PS 3143, and permission of the program advisor.

New Co-requisite (list all, as you want them to appear in the catalog):

Elective

Major

Minor

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

Answer the following Assessment questions:

- If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- If this course is required for the major or minor, complete the following.

- a. Provide the program level learning outcome(s) it addresses. OL 4943 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.
- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4943 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
- c. What is the rationale for adding this course? What evidence supports this action? OL 4943 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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.

OL 4943 Project Design Assessment

Bachelor of Arts in Organizational Leadership – Program Learning Outcomes	
Upon successful completion of BA in Organizational Leadership, the student will be able to:	
1	Effective Communication – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	Critical Thinking/Problem Solving/Ethical Decision Making – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
4	Change Management – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
5	Team Building – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
6	Talent Management – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
7	Financial Literacy - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
8	Social Responsibility – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

Course Objectives	
Upon completion of this course with a grade of “C” or above, the student will be able to:	
1	Demonstrate the ability to communicate effectively with agency/organization stakeholders on project information and issues
2	Conduct a formal needs assessment and SWOT analysis to obtain first-hand knowledge of solving a real-world business problem.
3	Demonstrate problem-solving skills for challenges faced and proposed solutions with various phases of the project
4	Design an action research plan for problems identified in the needs-assessment process.
5	Demonstrate the ability to conduct research by presenting a clear analysis and findings report of data gathered from the research.
6	Develop a recommended action plan to solve an industry problem using research data
7	Present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies
8	Employ project management strategies to successfully carry out an action research plan
9	Create a formal research report to articulate project ideas, identified problems, research initiatives, data analysis and recommended solutions
10	Create presentation materials to showcase research and project findings to agency/organization personnel

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • Research and identify project location and stakeholder/project supervisor • Articulate personal expectations, questions, and concerns for the Project Design process 	1, 3, 8
Module 2	<ul style="list-style-type: none"> • Evaluate organizational needs through a formal needs assessment process • Articulate organizational strengths, weaknesses, opportunities, and threats through completion of a SWOT Analysis • Communicate with agency/organization personnel to develop project design topic. 	1, 2, 3, 8
Module 3	<ul style="list-style-type: none"> • Research and articulate agency/organization background as it relates to the project topic • Identify the purpose of the project, expanding on the statistical impact on the industry as a whole • Articulate the global or industry-wide impact of the project's purpose • Explain how the chosen project site (agency/organization) relates to student's own career goals • Articulate any challenges the SWOT Analysis process presented and explain how those challenges impacted project progress 	1, 2, 4, 8, 9
Module 4	<ul style="list-style-type: none"> • Identify the agency/organization problem that is the focus of the research • Explain why the issue identified is specifically a problem for the agency/organization • Articulate what the potential consequences are for not resolving the problem in question • Create an action research plan to gather data to solve the project problem • Develop a primary and secondary research instrument which will be used to gather data to solve the problem • Articulate any challenges faced and solutions identified with communication with agency personnel (Stakeholder) and project management 	1, 3, 4, 8, 9
Module 5	<ul style="list-style-type: none"> • Execute planning of final presentation to agency/organization personnel (Stakeholders) • Identify challenges and successes with locating authoritative references which relate to project topic 	1, 3, 8
Module 6	<ul style="list-style-type: none"> • Interpret data to formulate a recommended action plan • Illustrate ability to draw conclusions from data gathered during the research process • Create a formal recommended action plan containing a solution to the agency/organization problem • Articulate challenges faced and solutions identified with conducting research and gathering data 	1, 3, 5, 6, 7, 8, 9
Module 7	<ul style="list-style-type: none"> • Create a PowerPoint Presentation of the various phases of the project • Identify challenges faced and solutions identified with analyzing the data and creating an action plan to solve the problem 	1, 3, 7, 8, 10
Module 8	<ul style="list-style-type: none"> • Articulate challenges faced and solutions identified with overall project management process • Prepare aspects of final presentation to be made to agency/organization Stakeholders 	1, 3, 7, 8, 10
Module 9	<ul style="list-style-type: none"> • Deliver final project presentation to agency/organization Stakeholders • Evaluate overall success of the project as a whole • Articulate if personal goals for the course were met • Identify course take-a-ways and articulate how those skills will be applied to personal and professional endeavors 	1, 3, 7, 8, 10



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL) PS	Course Number: (e.g., 1003) 3143
Official Catalog Title: Applied Professional Research	

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

Yes • No

Request to change: (check appropriate box):

- Course Number Title Course Description
 Cross-Listing Prerequisite Co-requisite
 Grading Fee
 Other _____

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

OL 3143

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

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

APPLIED RESEARCH

New Course Description:

This course provides an overview of professional research fundamentals, including instruction in applying citations and appropriate statistics in professional settings. Topics covered include, but are not limited to, different types of research, the research process, ethics in research, reference citation models, and statistical concepts. Participation in course requires access to a webcam or other video capture technology.

Note: This course must be taken as a prerequisite for OL 4943/PS 3003 unless waived upon advisor approval.

New Cross List:

- Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

PS 3143

New Prerequisite (list all, as you want them to appear in the catalog):

Successful completion of the general education English requirement or permission of instructor.

New Co-requisite (list all, as you want them to appear in the catalog):

- Elective Major Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. OL 3143 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 3143 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
- c. What is the rationale for adding this course? What evidence supports this action? OL 3143 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	define the concept of research in an applied context.
2	identify and apply the fundamental concepts and steps in the research process.
3	demonstrate an understanding of types of variables, levels of measurement, reliability, validity, sampling, and statistical significance.
4	gain a familiarity of types of research, including descriptive, historical, correlational, qualitative, true experimental, and quasi-experimental.
5	identify and evaluate ethical issues that may arise in professional research.
6	synthesize information from authoritative sources into a comprehensive literature review.
7	develop a research proposal based on the results of a needs assessment and supporting information from research literature.
8	demonstrate the ability to correctly apply reference citations in APA format.

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • Develop an understanding of the research process • Define applied research • Explain the role of research in the workplace • Discuss past experience with research • Understand course expectations 	1, 2
Module 2	<ul style="list-style-type: none"> • Explain the importance of teamwork and collaboration in research • Discuss experiences with collaboration in a virtual setting • Reflect on own role in a team • Demonstrate knowledge of avoiding and resolving conflict in a virtual setting 	1, 2
Module 3	<ul style="list-style-type: none"> • Describe the role of research in specific contexts • Identify important factors in the research process • Develop a null and alternate hypothesis • Explain what research methods to use in a specific context • Define the relationship between independent and dependent variables 	2, 3, 4
Module 4	<ul style="list-style-type: none"> • Describe the linear process from idea to research question to hypothesis • Differentiate among sources and types of information • Label sources as primary or secondary • Utilize electronic tools in research activities • Conduct a needs assessment to generate research ideas 	2, 4, 6
Module 5	<ul style="list-style-type: none"> • Describe probability and nonprobability sampling strategies • Explain selection of a sampling strategy in a given research context • Calculate sample size in a given research context • Identify important considerations in selecting a sampling strategy and sample size 	2, 3, 4
Module 6	<ul style="list-style-type: none"> • Define the different levels of measurement • Define the concepts of reliability and validity • Identify types of reliability and validity • Explain the relationship between reliability and validity 	2, 3, 4
Module 7	<ul style="list-style-type: none"> • Utilize electronic search strategies to locate authoritative sources • Explain the criteria used for judging a research study 	4, 5, 6, 8

	<ul style="list-style-type: none"> • Compile a list of authoritative sources based on an identified research question • Summarize and synthesize multiple authoritative sources 	
Module 9	<ul style="list-style-type: none"> • Examine the strengths and weaknesses of a research study • Summarize a research study • Develop and comprehensive, logical analysis of a research study 	6, 8
Module 10	<ul style="list-style-type: none"> • Discuss the importance of practicing ethics in research • Describe how to ensure high ethical standards in research • Define coercion, informed consent, and confidentiality 	5
Module 11	<ul style="list-style-type: none"> • Identify the ten commandments of data collection • Construct a data collection form • Define and calculate measures of central tendency • Demonstrate an understanding of distribution of scores, variability, standard deviation, and normal distributions 	1, 2, 3, 4
Module 12	<ul style="list-style-type: none"> • Discuss the difference between significance and meaningfulness in an applied research setting • Explain how a test of significance works • Describe how inference works in research • Explain the difference between non-experimental and quasi-experimental research • Compute and explain Pearson Correlation Coefficient 	1, 2, 3, 4
Module 13	<ul style="list-style-type: none"> • Identify the key differences in quantitative, qualitative, and mixed-methods research • Describe the qualitative research process • Examine the use of case studies, ethnographies, and historical research in applied research • Identify advantages and disadvantages of the case study method in applied research • Identify sources of historical data 	2, 4, 6
Module 14	<ul style="list-style-type: none"> • Write a research proposal • Justify the use of quantitative, qualitative, or mixed-methods research to address a research problem • Write a null and alternate hypothesis • Design a data collection instrument to address a research problem • Justify a sampling strategy and compute an appropriate sample size 	6, 7, 8



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

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Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
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Committee	Approval Date
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Teacher Education Committee (Graduate or Undergraduate Proposals)	
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	
Graduate Council (Graduate Proposals Only)	

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PS	4003
Official Catalog Title:	
Capstone	

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

Yes No

Request to change: (check appropriate box):

- Course Number Title Course Description
 Cross-Listing Prerequisite Co-requisite
 Grading Fee
 Other

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

OL 4953

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

Organizational Leadership Capstone

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

ORG LEADERSHIP CAPSTONE

New Course Description:

In this course, students develop an ePortfolio highlighting various competencies learned throughout the degree program. The course prepares students with the skills, knowledge, and ability to communicate a critical understanding of his/her work through the articulation of goals, critique, and self-assessment. The course introduces students to the portfolio development process and improves their ability to think critically and communicate more effectively while developing personal goals and mission statements, understanding personal leadership styles, researching career options related to his/her concentration or focused area of study, working collaboratively with other students on competency-based case studies, and engaging in critical inquiry of the role Higher Education plays in one's life.

Note: Student must earn a grade of C or higher

New Cross List:

- Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

PS 4003

New Prerequisite (list all, as you want them to appear in the catalog):

Successful completion of general education English requirement, OL 4943/PS 3003, with a grade of C or higher.

New Co-requisite (list all, as you want them to appear in the catalog):

- Elective Major Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- b. If this course is required for the major or minor, complete the following.

- a. Provide the program level learning outcome(s) it addresses. OL 4953 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.
- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4953 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
- c. What is the rationale for adding this course? What evidence supports this action? OL 4953 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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.

OL 4953 Organizational Leadership Capstone Assessment

Bachelor of Arts in Organizational Leadership – Program Learning Outcomes	
Upon successful completion of BA in Organizational Leadership, the student will be able to:	
1	Effective Communication – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	Critical Thinking/Problem Solving/Ethical Decision Making – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
4	Change Management – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
5	Team Building – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
6	Talent Management – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
7	Financial Literacy - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
8	Social Responsibility – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

Course Objectives	
Upon completion of this course with a grade of “C” or above, the student will be able to:	
1	Reflect on various subjects and courses taken as a OL student and indicate how that knowledge applies in an organizational setting
2	Utilize communication skills to work collaboratively with peers toward a common goal
3	Employ critical thinking and communication skills to develop a comprehensive ePortfolio
4	Demonstrate project management skills by initiating, planning, executing, controlling and closing a project
5	Engage in self-assessment by documenting personal progress toward a group project
6	Demonstrate technology competencies by utilizing various project and resource management tools
7	Reflect on one’s educational journey through completion of a critical book review and presentation

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • Create ePortfolio site and choose portfolio template • Identify personal/professional introductory information for your ePortfolio • Identify courses within degree program which relate to your professional goals • Identify learned degree competencies that are present in the courses • Communicate with ePortfolio partners 	1, 2, 3, 4, 6
Module 2	<ul style="list-style-type: none"> • Identify 4 to 5 personal career goals • Using the first course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Create Welcome and About Me pages of ePortfolio site • Communicate with ePortfolio Partners • Communicate with OL Group Case Study Project Group members • Articulate your desired group role for the OL Group Case Study Project 	1, 2, 3, 4, 5, 6
Module 3	<ul style="list-style-type: none"> • Indicate desired career specifics by conducting an interview with a career professional • Articulate how your degree concentration aligns with your career aspirations • Using the second course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Create Personal or Career Goals section of your ePortfolio • Research case study specifics to begin creating project presentation for OL Group Case Study 	1, 2, 3, 4, 6
Module 4	<ul style="list-style-type: none"> • Identify current issues in desired career field • Using the third course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Research various aspects of chosen current issue, including expanded information on topic, related literature review, and implications on the career field • Create Concentration/Focus Area section of ePortfolio • Present completed OL Group Case Study presentation • Draw conclusions and support ideas about your educational journey through completion of a critical book review 	1, 2, 3, 4, 5, 6, 7
Module 5	<ul style="list-style-type: none"> • Develop personal mission statement or philosophy • Using the fourth course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Continue creating Concentration/Focus Area section of ePortfolio with completion of current issues paper • Evaluate team and individual performance of OL Group Case Study Project • Create a presentation of the material you introduced in the critical book review 	1, 3, 4, 5, 6, 7
Module 6	<ul style="list-style-type: none"> • Identify your personal leadership style characteristics and explain how those skills are useful in a professional setting • Create your professional resume • Using the fifth course chosen in Module 1, identify competency skills learned and application of those skills in a professional setting • Create a summary of your OL 4943 Applied Leadership Project Report • Create the Personal Mission Statement/Philosophy section of ePortfolio 	1, 3, 4, 6
Module 7	<ul style="list-style-type: none"> • Reflect on the ePortfolio journey • Execute ePortfolio draft for instructor critique 	3, 4, 6, 7
Module 8	<ul style="list-style-type: none"> • Execute final ePortfolio website for final grading, based on instructor's critique of the draft 	3, 4, 6



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/6/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
PS	4243
Official Catalog Title:	
Planning for Adult Learners	

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

Request to change: (check appropriate box):

Course Number Title Course Description
 Cross-Listing Prerequisite Co-requisite
 Grading Fee
 Other _____

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)
OL 4243

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

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

New Course Description:
 This course provides an overview of adult learning in the context of the workplace. Students will explore the historical context of learning in the workplace, basic theories of instructional design and adult learning, frameworks and models of program planning in the workplace, learning interventions, and the overall relationship between lifelong learning and work.

New Cross List:

Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number **PS 4243**

New Prerequisite (list all, as you want them to appear in the catalog):
 Successful completion of the general education English requirement or permission of instructor.

New Co-requisite (list all, as you want them to appear in the catalog):

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

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**

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

a. Provide the program level learning outcome(s) it addresses. OL 4243 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.

- b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4243 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
- c. What is the rationale for adding this course? What evidence supports this action? OL 4243 is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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

Course Objectives

Upon completion of this course with a grade of "C" or above, the student will be able to:

1	Explain the historical, current, and future role of adult learning in the context of the workplace
2	Understand models of program planning and the application of their components to adult learning paradigms
3	Examine the role of multiple program planning models and applying change as the primary outcome of education and training programs for adults in the workplace
4	Identify basic theories of instructional design and adult learning and their application in workplace settings
5	Explain the role of training logistics, to include formats, schedules, staff needs, budgeting, marketing and facilities in workplace learning
6	Describe assessment and evaluation approaches in workplace learning
7	Compare and contrast traditional and digital/electronic approaches to workplace learning
8	Discuss the role of ethics, power, and social responsibility in workplace learning

Module	Module Objectives	Course Objectives
Module 1	<ul style="list-style-type: none"> • Distinguish between pedagogy and andragogy • Examine the purposes of learning in the workplace • Identify the six principles of adult learning and their relationship to learning in organizations • Recognize change as a primary outcome in workplace learning 	1, 2, 4
Module 2	<ul style="list-style-type: none"> • Distinguish between theory and practice in workplace learning • Identify the differences between education and learning • Examine the relationship between adult learning and workplace learning 	2, 4
Module 3	<ul style="list-style-type: none"> • Discuss personal beliefs and experiences related to workplace learning • Examine parameters influencing training programs in organizations • Describe appropriate uses of technology in workplace learning • Identify the value and context of traditional and digital/electronic delivered material 	2, 3, 7
Module 4	<ul style="list-style-type: none"> • Identify the similarities and differences in formal and informal learning in the workplace • Discuss the impact of the “knowledge economy” on organizational learning needs • Describe the role of informal learning in organizations • Explain historical factors that influence current learning practices in organizations 	2, 3, 4
Module 5	<ul style="list-style-type: none"> • Identify and describe the roles of program planning in organizations • Examine how power influences the program planning process • Discuss the role of ethics in program planning • Critique strategies for building and sustaining partnerships in workplace learning 	3, 4, 8
Module 6	<ul style="list-style-type: none"> • Describe prominent theories of adult learning and their application in the workplace • Examine the role of training and development professionals in leading workplace learning • Investigate transformative learning practices in changing organizational culture 	1, 3, 4
Module 7	<ul style="list-style-type: none"> • Describe instructional design approaches to planning learning in organizations • Examine the application of instructional design theory to workplace learning • Review the role of technology in instructional design and deliver of workplace learning • Analyze instructional design approaches and their application in the workplace 	1, 4
Module 9	<ul style="list-style-type: none"> • Describe the selection process for education and training programs in the workplace • Generate ideas through a variety of techniques • Assessing needs for a training program 	3, 5

	<ul style="list-style-type: none"> • Examine how priorities are defined • Quantitative and qualitative approaches to prioritization 	
Module 10	<ul style="list-style-type: none"> • Identify the steps to assessing and evaluation of workplace learning • Describe measureable and non-measureable program outcomes • Explain the design and delivery process of assessment tools to measure learning 	5, 6
Module 11	<ul style="list-style-type: none"> • Discuss the role of learning objectives and learning outcomes in workplace learning • Select and organize program content • Match instructional design techniques with learning outcomes • Discern the difference between teaching and facilitation 	4, 5, 6
Module 12	<ul style="list-style-type: none"> • Examine the role of organizational leaders in driving workplace learning • Discuss learning origination from a top-down and bottom-up perspective • Investigate the role of workplace learning in professionalism and norming in organizations 	1, 5, 8
Module 13	<ul style="list-style-type: none"> • Discuss the role of ethics in workplace learning • Describe unethical practices in workplace learning • Examine possible tensions and resistance to learning in the workplace • Analyze the role of workplace learning in organizational culture and social responsibility 	1, 8
Module 14	<ul style="list-style-type: none"> • Predict future trends in design and delivery of workplace learning • Identify career opportunities in workplace learning • Reassess personal disposition to learning in the workplace 	1, 6, 7, 8



ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE CHANGE

Department Initiating Proposal	Date
Department of Professional Studies	5/21/18

Title	Signature	Date
Department Head Dr. Aulgur		7/26/18
Dean Dr. Aulgur		7/26/18
Assessment Dr. Austin		7/30/18
Registrar Mrs. Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)
Official Catalog Title:	
See attached list.	

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

Yes No

Request to change: (check appropriate box):

Course Number Title Course Description

Cross-Listing Prerequisite Co-requisite

Grading Fee

Other _____

NOTES: These changes will become effective in the Summer I Term of the new catalog year. If this course is cross-listed, a prerequisite/co-requisite, or included in the course description of other courses, a Course Change must be submitted to address all changes in related courses.

New Course Number: (e.g., 1003)

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

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

New Course Description:

New Cross List:

Adding Cross-Listing Changing Cross-Listing Deleting Cross-Listing

If adding or changing cross-listing, indicate course subject and number

New Prerequisite (list all, as you want them to appear in the catalog):

New Co-requisite (list all, as you want them to appear in the catalog):

Elective Major Minor

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

Answer the following Assessment questions:

- a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **Not Applicable**
- b. If this course is required for the major or minor, complete the following.
 - a. Provide the program level learning outcome(s) it addresses. These courses address the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Change Management, Team Building, Talent Management, Financial Literacy, and Social Responsibility.
 - b. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached assessment document for alignment of program objectives. Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative

Course Change List		
Current Course Listing	New Course Listing	New Cross-Listing
PS 3023	OL 3023	PS 3023
PS 3133	OL 3133	PS 3133
PS 4143	OL 4143	PS 4143
PS 4243	OL 4243	PS 4243
PS 4343	OL 4343	PS 4343
PS 4443	OL 4443	PS 4443
PS 4543	OL 4543	PS 4543
PS 4643	OL 4643	PS 4643
PS 4743	OL 4743	PS 4743

communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.

- c. What is the rationale for adding this course? What evidence supports this action? These courses are part of the proposed core coursework in the Bachelor of Arts in Organizational Leadership (BAOL) program. The BAOL meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability.

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.

Bachelor of Arts in Organizational Leadership

Assessment Map

Bachelor of Arts in Organizational Leadership – Program Learning Outcomes

Upon successful completion of BA in Organizational Leadership, the student will be able to:	
1	Effective Communication – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	Critical Thinking/Problem Solving/Ethical Decision Making – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
3	Change Management – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, adult learning and change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
4	Team Building – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
5	Talent Management – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
6	Financial Literacy - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
7	Social Responsibility – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

Bachelor of Arts in Organizational Leadership – Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
OL 3013	I	I	I	I	I	I	I
OL 3023	R	R		R			
OL 3133	R	R		R		R	
OL 3143	R	R		R			
OL 4143		R	R	R	R	R	R
OL 4243					R		
OL 4343	R		R	R		R	R
OL 4443			R				
OL 4543		R				R	
OL 4643		R		R			
OL 4743		R	R		R		R
OL 4843			R		M	R	R
OL 4943	M	M	M			M	
OL 4953	M	M		M			M

I – Introduced; R – Reinforced; M - Mastered

Bachelor of Arts in Organizational Leadership – Proposal Summary

I. Justification

The Bachelor of Arts in Organizational Leadership (BA-OL) represents a **reconfiguration** of current Professional Studies course offerings into a 42 credit hour upper-division core that provides students with instruction in leadership skills applicable in diverse organizational settings. The discipline-driven core in Organizational Leadership (CIP 52.0213) represents a shift away from the original intent of degree completion as the program's singular focus (CIP 30.999). Professional Studies currently delivers the certificate of Professional Leadership under CIP 52.0213.

The BA-OL degree retains 18 credit hours of interdisciplinary concentration coursework and 25 credit hours of electives, which continues to provide maximum flexibility for students entering the institution with significant transfer coursework. This degree offers the opportunity for seamless transition to transfer students or to those who have earned an associate's degree. The 42 credit hour core meets the 40 upper-division credit hour minimum for a baccalaureate degree.

The BA-OL degree addresses institutional goals of increasing credentialing opportunities, stackability, and interdisciplinary degrees. The proposed degree reconfiguration delivers options for innovative, multi-disciplinary, multi-college degrees. As an example, a student could complete 35 credit hours in General Education, 42 credit hours in Organizational Leadership, 23 credit hours in Agriculture, and 20 credit hours in Marketing/Management.

Required Core (42 Hours)

BA - Organizational Leadership		
Core: 42 credit hours		
OL 3013	Foundations of Organizational Leadership	3
PS/ OL 3023	Professional Communication	3
PS/ OL 3133	Applied Principles of Personnel Management	3
PS/ OL 3143	Applied Professional Research	3
PS/ OL 4143	Nonprofit Governance	3
PS/ OL 4243	Workplace Learning	3
PS/ OL 4343	Community Development	3
PS/ OL 4443	Professional Leadership	3
PS/ OL 4543	Workplace Supervision	3
PS/ OL 4643	Occupational Globalization and Diversity	3
PS/ OL 4743	Organizational Change	3
OL 4843	Training and Development	3
PS3003/ OL 4943	Applied Leadership Project	3
PS4003/ OL 4953	Organizational Leadership Capstone	3
Total		42

II. Impact on Bachelor of Professional Studies

The Bachelor of Professional Studies (BPS) in Interdisciplinary Studies will remain as a degree completion option for students who have an excess amount of multi-disciplinary credit hours. All other BPS degree options will be phased out until current BPS students graduate or transition into the BA-OL degree. Professional Studies degree options and most non-core courses will be removed from the course catalog. No new majors or change of majors will be accepted into the BPS program **EXCEPT** for those enrolling in BPS – Interdisciplinary Studies.

III. Summary of Changes

Degree Program	Status	Catalog
BPS – Interdisciplinary Studies	Remain	Remain
BPS – Agriculture Business	Phase Out	Remove
BPS – Applied Leadership	Phase Out	Remove
BPS – Child Development	Phase Out	Remove
BPS – Criminal Justice	Phase Out	Remove
BPS – Industrial/Organizational Psychology	Phase Out	Remove
BPS – Public Relations	Phase Out	Remove
BPS – Workforce Technology	Phase Out	Remove
BAOL – Agriculture Business	New	Add
BAOL – Child Development	New	Add
BAOL – Criminal Justice	New	Add
BAOL – Industrial/Organizational Psychology	New	Add
BAOL – Interdisciplinary Studies	New	Add
BAOL – Public Relations	New	Add
BAOL – Workforce Technology	New	Add

Current PS Core Courses	Status	Catalog
PS 3013: Professional Studies Seminar	Remain	Remain
PS 3023: Professional Communication	CL: OL 3023	Remain
PS 3133: Applied Principles of Personnel Management	CL: OL 3133	Remain
PS 3143: Applied Professional Research	CL: OL 3143	Remain
PS 3003: Project Design	CL: OL 4943	Remain
PS 4003: Capstone	CL: OL 4953	Remain
Current PS Elective Courses	Status	Catalog
PS 4951 - 4: Undergraduate Research in PS	Remain	Remain
PS 4991 - 4: Special Problems in Professional Studies	Remain	Remain
PS 4143: Nonprofit Governance	CL: OL 4143	Remove
PS 4243: Planning for Adult Learners	CL: OL 4243	Remove

PS 4343: Community Development	CL: OL 4343	Remove
PS 4443: Professional Leadership	CL: OL 4443	Remove
PS 4543: Workplace Supervision	CL: OL 4543	Remove
PS 4643: Occupational Globalization and Diversity	CL: OL 4643	Remove
PS 4743 : Organizational Change	CL: OL 4743	Remove

CL = Cross-Listed



ARKANSAS TECH UNIVERSITY

RECONFIGURATION OF EXISTING DEGREE PROGRAM
Modification to Create New Degree
(75% of coursework from existing degree)
ADHE LETTER OF NOTIFICATION – 11M

Department Initiating Proposal	Date
Department of Professional Studies	8/8/2018

Title	Signature	Date
Department Head Dr. Jeff Aulgur		8/8/18
Dean Dr. Jeff Aulgur		8/8/18
Assessment Dr. Christine Austin		8/8/18
Registrar Mrs. Tammy Weaver		8/8/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Phillip Bridgmon		

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

Program Title: Bachelor of Professional Studies (All Concentrations)

LETTER OF NOTIFICATION – 11M

RECONFIGURATION OF EXISTING DEGREE PROGRAMS

Modification to Create New Degree
(75% of coursework from existing degree)

1. Institution submitting request: Arkansas Tech University
2. Contact person/title: Dr. Jeff Aulgur, Department Head for Professional Studies
Interim Dean, College of eTech
3. Title(s) of degree programs to be modified: Bachelor of Professional Studies
4. Current CIP Code(s): 30.999
5. Current Degree Code(s): 30.999
6. Proposed title of modified program: Bachelor of Arts in Organizational Leadership
7. Proposed CIP Code for new program: 52.0213
8. Proposed Effective Date(Term/Year): Fall 2019
9. Reason for proposed consolidation/reconfiguration:

The Bachelor of Arts in Organizational Leadership (BA-OL) represents a realignment of current Professional Studies course offerings into a 42 credit hour upper-division core that provides students with instruction in leadership skills applicable in diverse organizational settings. The BA-OL discipline-driven core in Organizational Leadership (CIP 52.0213) represents a shift away from the original intent of degree completion as the program's singular focus (CIP 30.999). Professional Studies currently delivers the certificate of Professional Leadership under CIP 52.0213.

Upon approval of the proposed Bachelor of Arts in Organizational Leadership for inclusion in the 2019-2020 catalog, the Department of Professional Studies will cease new admissions to all concentrations in the Bachelor of Professional Studies degree, with the exception of the Interdisciplinary Studies concentration, effective January 1, 2020. All students enrolled in the Bachelor of Professional Studies degree before January 1, 2020 must complete the program of study by June 1, 2022. The Bachelor of Professional Studies with a concentration in Interdisciplinary Studies will be retained as a degree completion option for current and former Arkansas Tech University students.

The degree program aligns with the expansion of the Department of Professional Studies, which began in 2006 with three course offerings and one faculty member. The department now includes over 20 course offerings and five faculty. The BA-OL degree retains 18 credit hours of interdisciplinary concentration coursework and 25 credit hours of electives. This degree provides the opportunity for seamless transition to transfer students or to those who have earned an associate's degree. The 42 credit hour core meets the 40 upper-division credit hour minimum for a baccalaureate degree. The BA-OL supports Arkansas Tech's Strategic Plan, Goal 2.6, by maximizing credentialing opportunities and creating future opportunities to develop innovative, multi-disciplinary baccalaureate degrees.

The BA-OL degree meets three primary needs: a) expansion of curriculum with a soft skills focus to meet industry need, b) alignment with degree naming conventions, and c) increased opportunity for innovation and degree stackability. According to a recent survey of over 60,000 managers (PayScale, 2016), new college graduates lack the requisite soft skills necessary for the professional world. Of managers surveyed, 60% felt recent graduates lacked critical thinking skills, and over 40% identified under-preparedness in attention to detail, communication, and leadership skills. The 42 credit hour BA-OL core specifically meets these needs through a focus on leadership development.

The BA-OL degree addresses institutional goals of increasing credentialing opportunities, stackability, and interdisciplinary degrees. The BA-OL offers students credentialing opportunities in the Professional Leadership certificate, as well as stackability from the leadership certificate to a baccalaureate degree in Organizational Leadership, and then a master's degree in Leadership, Learning, and Organizational Development. Depending on concentration selection, students may select 25–43 credit hours of interdisciplinary coursework to meet their specific professional needs. Additionally, the BA-OL delivers options for innovative, multi-disciplinary degrees. For example, in this inter-college option, a student could complete 35 credit hours in General Education, 42 credit hours in Organizational Leadership, 23 credit hours in Agriculture, and 20 credit hours in Marketing/Management.

The BA-OL provides instruction in professional leadership, supervision, communication, personnel management, non-profit governance, community development, financial literacy, globalization, diversity and inclusion, training and development, and organizational change.

As evidenced by the letter of support (see Appendix C Letters of Support) provided by Jessica Brock, Director of Admissions at Arkansas Tech University, the proposed BA-OL aligns with institution's strategic enrollment plan, appeals to first-year degree-seeking students with an interest or financial need to remain in their hometown, and offers a four-year degree option for concurrent students who may not have considered enrollment at a four-years institution.

General Education (35 hours): 6 hours of English Composition; 8 hours of Lab Science; 6 hours of Fine Arts and Humanities; 3 hours of Speech Communication; 3 hours of United States History or Government; 6 hours of Social Sciences; 3 hours of Mathematics.

Required Core (42 Hours)

OL 3013 (New)	Foundations of Organizational Leadership
OL 3023 / PS 3023	Professional Communication
OL 3133 / PS 3133	Applied Principles of Personnel Management
OL 3143 / PS 3143	Applied Professional Research
OL 4143 / PS 4143	Nonprofit Governance
OL 4243 / PS 4243	Workplace Learning
OL 4343 / PS 4343	Community Development
OL 4443 / PS 4443	Professional Leadership
OL 4543 / PS 4543	Workplace Supervision
OL 4643 / PS 4643	Occupational Globalization and Diversity
OL 4743 / PS 4743	Organizational Change
OL 4843 (New)	Training and Development
OL 4943 / PS 3003	Applied Leadership Project
OL 4953 / PS 4003	Organizational Leadership Capstone

Interdisciplinary Concentration (18 hours): Agriculture Business; Child Development; Criminal Justice, Industrial/Organizational Psychology; Inter-College; Public Relations; Workforce Technology

Electives (25 hours)

Total Hours: 120 hours

There are no additional costs associated with the BA-OL. Except two course additions (OL 3013 Foundations of Organizational Leadership and OL 4843 Training and Development), the required core consists of existing courses delivered by faculty in the Department of Professional Studies.

Start-up marketing will target employers with identified tuition reimbursement, employers affiliated with programs offered by the Ozark campus, as well as strategic 2+2 alliances with Arkansas' two-year institutions.

The Bachelor of Professional Studies (BPS) degree does not conform to traditional baccalaureate degree naming conventions. The BA-OL degree retains the interdisciplinary concentrations and eliminates confusion across current students, prospective students, and employers.

The Inter-College Program (ICP) allows the development of a unique curriculum in close consultation with a Department of Professional Studies Academic Advisor. ICP areas of study are defined by respective academic departments at Arkansas Tech University. The ICP requires the completion of the 35-hour General Education curriculum and the 42-hour upper-division Organizational Leadership core curriculum. The ICP program designs are:

- Two-Area Option: Requires a minimum of 21 hours each in two fields of study.
- Thematic Option: Requires a minimum of 42 hours chosen from at least three departments and two colleges, presenting a unifying theme throughout the program of study.
- To receive ICP consideration, a student must submit an ICP proposal to the Department of Professional Studies Department Head. Proposal elements include, but are not limited to,
 - Academic and Career Goals
 - Identify proposed fields of study
 - Identify immediate and long-term academic goals
 - Describe any further training or credentialing necessary to achieve your long-term goals.
 - Background Section
 - How have you arrived at the academic and career goals outlined?
 - What influenced your program of study (e.g., class, book, movie, article, family).
 - Course of Study Section
 - Explain the relevance of each area to your career goals and how the courses are related to each other.
 - Create a table of courses for each discipline.
 - Discuss the selected course content and the relevance to your areas of study.

As evidenced by the letter of support (see Appendix C Letters of Support) provided by Dr. Julie Mikles-Schluterman, Director of the Center for Community Engagement and Academic Outreach at Arkansas Tech University, the BA-OL Inter-College Program's inclusion of the Interdisciplinary Project Based Learning (IPBL) curriculum as an ICP option aligns not only with the institution's strategic plan, but also provides enhanced opportunities to address current and future workforce trends.

10. Provide **current** and **proposed** curriculum outline by semester. Indicate total semester credit hours required for the proposed program. List *new courses* (in italics) and provide new course descriptions. Underline required general education core courses and mark courses offered by distance technology with an *asterisk.

Appendix A contains the current curriculum (2018-2019) catalog for existing concentrations offered in the Bachelor of Professional Studies degree: Agriculture Business, Child Development, Criminal Justice, Industrial/Organizational Psychology, Interdisciplinary Studies, Public Relations, Workforce Technology, and Applied Leadership.

Appendix C contains the proposed curriculum outlines by semester for the Bachelor of Arts in Organizational Leadership, including the following concentrations: Agriculture Business, Child Development, Criminal Justice, Industrial/Organizational Psychology, Inter-College, Public Relations, and Workforce Technology.

11. Institutional curriculum committee review/approval date:

12. Provide current and proposed organizational chart.

a. Current Organizational Chart

Please see Appendix D for the current organizational chart for the College of eTech.

b. Proposed Organizational Chart

Please see Appendix D for the proposed organizational chart for the College of eTech.

13. Will the proposed degree be offered on-campus, off-campus, or via distance delivery? If yes, identify the mode of distance delivery.

The Bachelor of Arts in Organizational Leadership may be completed 100% via distance delivery; however, students may elect on-campus course sections as available. The mode of distance learning is broken into two distinct components for support and coordination:

- Academic Affairs provides program and resource support, approvals for distance learning courses/programs/degrees and oversight to the various schools/colleges within the University Structure. Course and program approval and oversight for courses and programs that will be delivered by distance technology are identical to the approval and oversight process for face-to-face instruction. The need for the program originates with the departments and the curriculum for the program goes through the same curriculum approval process as all other courses and programs.
- The College of eTECH provides instructional design and training for course creation, quality assurance and methodologies. They also provide video and audio creation and inclusion support.
- The Office of Information Systems, through the Campus Support Center, provides technical support to both faculty and students.

14. Identify mode of distance delivery or the off-campus location for the proposed program.

- Blackboard (LMS) support, video recording and playback, assignment submission and other general technical academic support needs.

15. Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (For example: A program offered for teacher licensure must be approved by the Arkansas Department of Education prior to consideration by the Coordinating Board).

- Not applicable

16. Provide copy of e-mail notification to other institutions in the area of the proposed program and their responses; include your reply to the institutional responses.

This email is a notification that Arkansas Tech University is reconfiguring its existing Bachelor of Professional Studies degree to a Bachelor of Arts in Organizational Leadership (BA-OL) degree. Arkansas Tech University is interested in receiving comments or feedback about the programs from you. ADHE requested through e-mail communications that you not "Reply All" when sending your response about the program. If you have an objection, concern, or comment, please reply to me and copy ADHE.

The Bachelor of Arts in Organizational Leadership (CIP 52.0213) represents a realignment of current Professional Studies course offerings into a 42 credit hour upper-division core that provides students with instruction in leadership skills applicable in diverse organizational settings. The BA-OL discipline-driven core in Organizational Leadership represents a shift away from the original intent of degree completion as the program's singular focus (CIP 30.999). The BA-OL degree addresses institutional goals of increasing credentialing opportunities, stackability, and interdisciplinary degrees. Depending on concentration selection, students may select 25–43 credit hours of interdisciplinary coursework to meet their specific professional needs. Additionally, the BA-OL delivers options for innovative, multi-disciplinary degrees, and provides instruction in professional leadership, supervision, communication, personnel management, non-profit governance, community development, financial literacy, globalization, diversity and inclusion, training and development, and organizational change.

17. List institutions offering similar program and identify the institution(s) used as a model to develop the proposed program.

Institutions in Arkansas with a similar program:

John Brown University – Bachelor of Science in Organizational Leadership

University of Arkansas Fort Smith – Bachelor of Science in Organizational Leadership

In addition to the institutions identified above, the institutions below were examined to develop the proposed program at Arkansas Tech University:

Penn State University-World Campus – Bachelor of Arts in Organizational Leadership

Arizona State University-Online – Bachelor of Arts in Organizational Leadership

Duquesne University – Bachelor of Science in Organizational Leadership

Bay Path University – Bachelor of Arts in Leadership and Organizational Studies

Creighton University – Bachelor of Science in Leadership

Bethel University – Bachelor of Science in Organizational Leadership

Carson-Newman University – Bachelor of Science in Organizational Leadership

Purdue Global University – Bachelor of Science in Liberal Studies with a Leadership concentration

Colorado State University- Global Campus – Bachelor of Science in Organizational Leadership

Concordia University – Bachelor of Arts in Organizational Leadership

Valdosta State University – Bachelor of Science in Organizational Leadership

Fort Hays State University – Bachelor of Arts in Organizational Leadership

Cleveland State University – Bachelor of Arts in Organizational Leadership

18. Provide scheduled program review date (within 10 years of program implementation).

The Department of Professional Studies will complete a self-review of the Bachelor of Arts in Organizational Leadership in 2022-2023 (three years), and conduct a formal program review of the program in 2023-2024 (four years).

19. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer:

Date:

Bachelor of Arts in Organizational Leadership

Assessment Map

Bachelor of Arts in Organizational Leadership – Program Learning Outcomes

Upon successful completion of BA in Organizational Leadership, the student will be able to:	
1	Effective Communication – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings.
2	Critical Thinking/Problem Solving/Ethical Decision Making – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems.
3	Leadership Dynamics & Change Management – students will demonstrate an understanding of the foundational aspects of change management, including individual and organizational change, adult learning and change, apply models for diagnosing, implementing, and assessing organizational change, evaluate change within organizational cultures and systems, and articulate the role of change leaders in organizations.
4	Team Building – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments.
5	Adult Learning & Talent Management – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
6	Financial Literacy - students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
7	Social Responsibility and Global Understanding – students will articulate a vision of social responsibility and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

Bachelor of Arts in Organizational Leadership – Curriculum Map

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
OL 3013	I	I	I	I	I	I	I
OL 3023	R	R		R			
OL 3133	R	R		R		R	
OL 3143	R	R		R			
OL 4143		R	R	R	R	R	R
OL 4243					R		
OL 4343	R		R	R		R	R
OL 4443			R				
OL 4543		R				R	
OL 4643		R		R			
OL 4743		R	R		R		R
OL 4843			R		M	R	R
OL 4943	M	M	M			M	
OL 4953	M	M		M			M

I – Introduced; R – Reinforced; M - Mastered

- **Learning Outcome 1 (LO1 Effective Communication)** – students will communicate effectively, ethically, and competently through written and oral/verbal delivery in interpersonal, group, and organizational settings. **(Written & Oral Communication VALUE Rubric)**
 - Proficiency Criteria 1 – ability to produce junior/senior level academic writing that addresses the assigned task
 - Proficiency Criteria 2 – present and analyze complex ideas supported with relevant evidence and authoritative sources
 - Proficiency Criteria 3 – communicate with organization or agency stakeholders in an organized and professional manner
 - Proficiency Criteria 4 – awareness of basic communication theory, the communication process, and organizational models
 - Proficiency Criteria 5 – develop error-free prose that meets the standards of style set by the American Psychological Association
 - Proficiency Criteria 6 – demonstrate the use of organizational pattern (introduction, supporting material, transitions, conclusion) to present a clear, cohesive presentation
 - Proficiency Criteria 7 – exhibit appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
 - Proficiency Criteria 8 – demonstrate the use of language that is appropriate in a professional setting
 - Proficiency Criteria 9 – demonstrate the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies

- **Learning Outcome 2 (LO2 – Critical Thinking/Problem Solving/Ethical Decision Making)** – students will ethically and accurately interpret empirical evidence, identify relevant arguments, question assumptions, examine dynamics of power and privilege, and evaluate alternative points of view in solving complex interpersonal and organizational problems. **(Problem Solving & Ethical Reasoning VALUE Rubric)** –
 - Proficiency Criteria 1 – demonstrate the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors
 - Proficiency Criteria 2 – identify multiple approaches for solving complex problems that apply within a specific context
 - Proficiency Criteria 3 – evaluate solutions using logic and reasoning supported by consideration of the history of the problem, the context, and the feasibility of implementation
 - Proficiency Criteria 4 – implement solutions in a manner that thoroughly addresses all contextual factors of the problem
 - Proficiency Criteria 5 – conflict resolution learning outcome
 - Proficiency Criteria 6 – mediation learning outcome
 - Proficiency Criteria 7 – recognize ethical issues when presented in a complex, multilayered context
 - Proficiency Criteria 8 – present assumptions and implications of different ethical perspectives and concepts
 - Proficiency Criteria 9 – apply ethical concepts to an ethical question accurately and considers full implications of the application

- **Learning Outcome 3 (LO3 – Leadership Dynamics & Change Management)** – Students will demonstrate knowledge and application of leadership theory to leading change, resolving conflict, and motivation, as well as understanding of the foundational aspects of change management, including individual and organizational change, adult learning and change, apply models for diagnosing, implementing, and assessing organizational change, evaluating change within organizational cultures and systems, and articulating the role of change leaders in organizations.

- Proficiency Criteria 1 – demonstrates mastery of basic principles of leadership theory, change theory, and development theory
 - Proficiency Criteria 2 – identifies evidence-based practices in leadership, followership, and leadership ethics
 - Proficiency Criteria 3 – develops theory-based plans for strategic training, human development, and organizational change
 - Proficiency Criteria 4 – compare and contrast theories and models of motivation in the workplace, change management, and leadership dynamics
 - Proficiency Criteria 5 – understand the role of the leader in creating and sustaining vision, and leading change
 - Proficiency Criteria 6 – examine the role of trust and its impact of leadership, organizational culture, and change initiatives
- **Learning Outcome 4 (LO4 – Team Building)** – students will demonstrate the ability to effectively function in multiple roles as part of a team, apply group development models to the team building process, examine motivational models for team achievement, and articulate their own capabilities as leaders and followers within team environments. (**Teamwork VALUE Rubric**)
 - Proficiency Criteria 1 – engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
 - Proficiency Criteria 2 – fosters a constructive team climate by a) treating team members with respect, b) exhibiting positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
 - Proficiency Criteria 3 – addresses destructive conflict directly and constructively, helps manage/resolve conflict in a way that strengthens overall team cohesiveness.
- **Learning Outcome 5 (LO5 – Adult Learning & Talent Management)** – students will apply concepts and theories of adult learning, organizational/workplace learning, training, coaching, mentoring, and consultancy to assess, evaluate, and develop individuals in hiring, training, and retaining effective employees.
 - Proficiency Criteria 1 – explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations
 - Proficiency Criteria 2 – apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process
 - Proficiency Criteria 3 – articulates the links between effective leadership and lifelong learning
 - Proficiency Criteria 4 – develops theory-based plans for strategic training, human development, and organizational change
 - Proficiency Criteria 5 - evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI
- **Learning Outcome 6 (LO6 – Financial Literacy)** – students will demonstrate competency in basic concepts of budgeting and financial strategy, apply basic techniques of financial statement review and interpretation, evaluate organizational financial strategy, and prepare a written financial plan.
 - Proficiency Criteria 1 – describe and apply basic techniques of financial statement (P&L, balance sheet, etc) review and interpretation
 - Proficiency Criteria 2 – describe the budgeting process, including importance of budgeting, budgeting strategy, and short- and long-term budget planning
 - Proficiency Criteria 3 – evaluate the budget and financial strategy of an organization, unit, or improvement initiative in a professional setting
 - Proficiency Criteria 4 – prepare a written financial plan, including budget, for a proposed improvement initiative in a professional setting

- **Learning Outcome 7 (LO7 – Social Responsibility & Global Understanding)** – students will demonstrate an understanding of the importance of cultural diversity in the global and local community, articulate a vision of social responsibility, and demonstrate the ability to act on this vision for the betterment of local, state, national, and global communities through collaboration and ethical leadership.

(Intercultural Knowledge and Competence VALUE Rubric)

- Proficiency Criteria 1 – articulate insights into own cultural rules and biases and how to recognize and respond to cultural biases
- Proficiency Criteria 2 – demonstrate an understanding of the complexity of elements important to members of another culture, including history, values, politics, communication style, beliefs, and practices
- Proficiency Criteria 3 – articulate ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
- Proficiency Criteria 4 – develop complex questions about other cultures and consider questions from multiple cultural perspectives

Appendix A: Bachelor of Professional Studies Curriculum Matrices

Department of Professional Studies

Agriculture Business Concentration

Curriculum

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

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course ²	3	Mathematics ¹	3
Communication ¹	3	U.S. History/Government ¹	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

AGBU 2063 Principles of Agricultural Macroeconomics	3	AGBU 2073 Principles of Agriculture Microeconomics	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	Elective ³	6
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
AGBU 3133 Intermediate Agricultural Macroeconomics	3	PS 3143 Applied Professional Research	3
AGBU 4013 Agricultural Marketing	3	AGBU 4003 Agri-Business Management	3
Professional Studies Professional Core ⁴	6	Elective ³	3
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
AGBU 4023 Agricultural Finance	3	Technical Courses ²	9
Technical Courses ²	6	Elective ³	3
Elective ³	3		
Total Hours	15	Total Hours	15

Department of Professional Studies

Child Development Concentration

Curriculum

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

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Elective ³	6	ECE 2113 Basic Child Growth and Development	3
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Elective ³	9	PS 3013 Professional Studies Seminar	3
		PSY 3063 Developmental Psychology I	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
ECE 2313 Foundations and Theories in Early Childhood Education	3	PS 3143 Applied Professional Research	3
SEED 3552 Child and Adolescent Development	2	Elective ³	6
Professional Studies Professional Core ⁴	6		
Electives ³	1		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
EDMD 3013 Integrating Instructional Technology	3	ENGL 4723 Teaching People of Other Cultures	3
Elective ³	9	Electives ³	9
Total Hours	15	Total Hours	15

Department of Professional Studies

Criminal Justice Concentration

Curriculum

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

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course ²	3	Mathematics ¹	3
CJ 2003 Introduction to Criminal Justice	3	CJ 2043 Crime and Delinquency	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	CJ/SOC 3083 Social Deviance	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
CJ/POLS 3023 Judicial Process	3	PS 3143 Applied Professional Research	3
CJ/PSY 3033 The Criminal Mind	3	Elective ³	6
Professional Studies Professional Core ⁴	6		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
CJ/SOC 3103 The Juvenile Justice System	3	Technical Courses ²	9
Technical Courses ²	6	Elective ³	3
Elective ³	3		
Total Hours	15	Total Hours	15

Department of Professional Studies

Industrial/Organizational Psychology Concentration

Curriculum

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

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
Technical Course ²	3	Mathematics ¹	3
PSY 2003 General Psychology	3	PSY 2023 Consumer Psychology	3
TECH 1001 Orientation to the University	1		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	PSY 3063 Developmental Psychology I	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
PSY 3163 Developmental Psychology II	3	PS 3143 Applied Professional Research	3
Professional Studies Professional Core Electives ⁴	6	Elective ³	6
Elective ³	3		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
PSY 3093 Industrial Psychology	3	PSY 4043 Social Psychology	3
Technical Courses ²	6	Technical Courses ²	9
Elective ³	3		
Total Hours	15	Total Hours	15

Department of Professional Studies

Interdisciplinary Studies Concentration

Curriculum

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

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Electives ²	6	Electives ²	3
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Electives ²	9	PS 3013 Professional Studies Seminar	3
		Electives ²	6
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
Professional Studies Professional Core	6	PS 3143 Applied Professional Research	3
Electives ³	6	Electives ²	6
Electives ²	6		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
Electives ²	12	Electives ²	12
Total Hours	15	Total Hours	15

¹See appropriate alternatives or substitutions in "General Education Requirements".

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

³Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS

Department of Professional Studies

Public Relations Concentration

Curriculum

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

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ^{1,2}	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Technical Course ²	3	Technical Course ²	3
Elective ³	3		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	JOUR 3173 Public Relations Principles	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
COMM 3033 Interviewing Principles and Practices	3	PS 3143 Applied Professional Research	3
COMM 4153 Persuasive Theory and Audience Analysis	3	JOUR 4083 Computer Mediated Communications	3
Professional Studies Professional Core Electives ⁴	6	Elective ³	3
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
JOUR 4033 Community Journalism	3	COMM 3073 Group Communication	3
Technical Courses ²	6	Technical Courses ²	6
Elective ³	3	Elective ³	3

Department of Professional Studies

Workforce Technology Concentration

Curriculum

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

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Technical Course ²	3	COMS 2003 Microcomputer Applications	3
Elective ³	3		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Courses ²	3	PS 3013 Professional Studies Seminar	3
BDA 2003 Business Problem Solving	3	BDA 2013 Business Spreadsheet Modeling	3
Elective ³	3	Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
BUAD 3123 Management	3	PS 3143 Applied Professional Research	3
Professional Studies Professional Core Electives ⁴	6	MGMT 4073 Special Topics in Management	3
Elective ³	3	Elective ³	3
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
COMS 3053 Implications of Technology on Society	3	Technical Courses ²	9
Technical Courses ²	6	Elective ³	3
Elective ³	3		
Total Hours	15	Total Hours	15

¹See appropriate alternatives or substitutions in "General Education Requirements".

²Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.

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

⁴Six hours from the following: PS 4143 Nonprofit Governance, PS 4243 Planning for Adult Learners, PS 4343 Community Development, PS 4443 Professional Leadership, PS 4543 Workplace Supervision, PS 4643 Occupational Globalization and Diversity, PS 4743 Organizational Change. Students enrolled in the Applied Leadership concentration must take PS 4543 Workplace Supervision and an upper division elective in order to meet the six (6) hours of electives requirement.

Department of Professional Studies

Applied Leadership Concentration

Curriculum

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

*Students enrolled in the Applied Leadership concentration area must select PS 4543 Workplace Supervision and 3 hours of relevant, advisor approved upper division electives in the Professional Studies Professional Core.

⊕ Freshman

ENGL 1013 Composition I ¹	3	ENGL 1023 Composition II ¹	3
Science with Lab ¹	4	Science with Lab ¹	4
Social Sciences ¹	3	Social Sciences ¹	3
TECH 1001 Orientation to the University	1	Mathematics ¹	3
Technical Course ²	3	Elective ³	3
Elective ³	3		
Total Hours	17	Total Hours	16

⊕ Sophomore

Communication ¹	3	U.S. History/Government ¹	3
Fine Arts & Humanities ¹	3	Fine Arts & Humanities ¹	3
Technical Course ²	3	PS 3013 Professional Studies Seminar	3
Elective ³	6	BUAD 3123 Management	3
		Elective ³	3
Total Hours	15	Total Hours	15

⊕ Junior

PS 3133 Applied Principles of Personnel Management	3	PS 3023 Professional Communications	3
BUAD 3143 Marketing	3	PS 3143 Applied Professional Research	3
PS 4343 Community Development	3	Elective ³	6
PS 4543 Workplace Supervision	3		
Professional Studies Professional Core ⁴	3		
Total Hours	15	Total Hours	12

⊕ Senior

PS 3003 Project Design	3	PS 4003 Capstone Project	3
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PS 4143 Nonprofit Governance	3	PS 4243 Planning for Adult Learners	3
PS 4443 Professional Leadership	3	Technical Courses ²	9
Technical Courses ²	6		
Total Hours	15	Total Hours	15

¹See appropriate alternatives or substitutions in "General Education Requirements".

²Technical courses taken as part of an associate degree or from a community college may be transferred into the BPS degree.

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

⁴Three hours from the following: PS 4643 Occupational Globalization and Diversity or PS 4743 Organizational Change.

Appendix B: Bachelor of Arts in Organizational Leadership Curriculum Matrices

Bachelor of Arts in Organizational Leadership

Agriculture Business Concentration

Curriculum

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

• Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
Elective*	3	<u>Mathematics</u> ^{1*}	3
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>TECH 1001 Orientation to the University</u> *	1		
Total Hours	17	Total Hours	16
• Sophomore			
Fall		Spring	
<u>AGBU 2063 Principles of Agricultural Macroeconomics</u>	3	<u>AGBU 2073 Principles of Agriculture Microeconomics</u>	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives ³	9	<u>OL 3013 Foundations of Organizational Leadership</u> *	3
		Elective ³	6
Total Hours	15	Total Hours	15
• Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
AGBU 3233 International Agricultural Trade	3	OL 3143 Applied Professional Research*	3
AGBU 4013 Agricultural Marketing	3	AGBU 4003 Agri-Business Management	3
OL 4143 Nonprofit Governance*	3	OL 4443 Professional Leadership*	3
OL 4343 Community Development*	3		
Total Hours	15	Total Hours	12

• **Senior**

Fall

*OL 4943 Applied Leadership Project** 3

AGBU 4023 Agricultural Finance 3

OL 4243 Workplace Learning* 3

OL 4543 Workplace Supervision* 3

OL 4643 Occupational Globalization and Diversity* 3

Total Hours 15

Spring

*OL 4953 Organizational Leadership Capstone** 3

OL 4843 Training and Development* 3

OL 4743 Organizational Change* 3

Electives* 6

Total Hours 15

¹See appropriate alternatives or substitutions in "General Education Requirements".

Bachelor of Arts in Organizational Leadership

Child Development Concentration

Curriculum

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

• Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1,2*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
<u>TECH 1001 Orientation to the University</u> [*]	1	<u>Mathematics</u> ^{1*}	3
Elective	6	<u>ECE 2113 Basic Child Growth and Development</u> [*]	3
Total Hours	17	Total Hours	16
• Sophomore			
Fall		Spring	
<u>Communication</u> ¹	3	<u>U.S. History/Government</u> ¹	3
<u>Fine Arts & Humanities</u> ¹	3	<u>Fine Arts & Humanities</u> ¹	3
Elective	9	OL 3013 Foundations of Organizational Leadership [*]	3
		PSY 3063 Developmental Psychology I [*]	3
		Elective	3
Total Hours	15	Total Hours	15
• Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management [*]	3	OL 3023 Professional Communications [*]	3
ECE 2313 Foundations and Theories in Early Childhood Education [*]	3	OL 3143 Applied Professional Research [*]	3
SEED 3552 Child and Adolescent Development [*]	2	OL 4443 Professional Leadership [*]	3
OL 4143 Nonprofit Governance [*]	3	OL 4543 Workplace Supervision [*]	3
OL 4343 Community Development [*]	3		

Fall		Spring	
Electives*	1		
Total Hours	15	Total Hours	12

• **Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Captstone*</i>	3
EDMD 3013 Integrating Instructional Technology*	3	ENGL 4723 Teaching People of Other Cultures*	3
OL 4643 Organizational Globalization and Diversity*	3	Electives	9
OL 4743 Organizational Change*	3		
OL 4843 Training and Development*	3		
Total Hours	15	Total Hours	15

¹See appropriate alternatives or substitutions in "General Education Requirements".

Bachelor of Arts in Organizational Leadership

Criminal Justice Concentration

Curriculum

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

Freshman			
Fall		Spring	
ENGL 1013 Composition I ^{1*}	3	ENGL 1023 Composition II ^{1*}	3
Science with Lab ^{1*}	4	Science with Lab ^{1,2*}	4
Social Sciences ^{1*}	3	Social Sciences ^{1*}	3
Elective*	3	Mathematics ^{1*}	3
CJ 2003 Introduction to Criminal Justice*	3	CJ 2043 Crime and Delinquency*	3
TECH 1001 Orientation to the University*	1		
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
Communication ^{1*}	3	U.S. History/Government ^{1*}	3
Fine Arts & Humanities ^{1*}	3	Fine Arts & Humanities ^{1*}	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		CJ/SOC 3083 Social Deviance*	3
		Elective*	3
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
CJ/POLS 3023 Judicial Process*	3	OL 3143 Applied Professional Research*	3
CJ/PSY 3033 The Criminal Mind*	3	OL 4443 Professional Leadership*	3
OL 4143 Nonprofit Governance*	3	OL 4843 Training & Development	3
OL 4343 Community Development*	3		
Total Hours	15	Total Hours	12
Senior			

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
CJ/SOC 3103 The Juvenile Justice System*	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
Elective	3
Total Hours	15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4643 Occupational Globalization and Diversity*	3
OL 4743 Organizational Change	3
Electives	6
Total Hours	15

¹See appropriate alternatives or substitutions in "General Education Requirements".

Bachelor of Arts in Organizational Leadership

Industrial/Organizational Psychology Concentration

Curriculum

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

Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I^{1*}</u>	3	<u>ENGL 1023 Composition II^{1*}</u>	3
<u>Science with Lab^{1*}</u>	4	<u>Science with Lab^{1*}</u>	4
Elective*	3	<u>Social Sciences^{1*}</u>	3
Elective*	3	<u>Mathematics^{1*}</u>	3
<u>PSY 2003 General Psychology*</u>	3	PSY 2023 Consumer Psychology*	3
TECH 1001 Orientation to the University*	1		
Total Hours	17	Total Hours	16
Sophomore			
Fall		Spring	
<u>Communication^{1*}</u>	3	<u>U.S. History/Government^{1*}</u>	3
<u>Fine Arts & Humanities^{1*}</u>	3	<u>Fine Arts & Humanities^{1*}</u>	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		PSY 3063 Developmental Psychology I*	3
		Elective	3
Total Hours	15	Total Hours	15
Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
PSY 3163 Developmental Psychology II*	3	OL 3143 Applied Professional Research*	3
OL 4143 Nonprofit Governance*	3	OL 4243 Workplace Learning	3
OL 4343 Community Development*	3	OL 4443 Professional Leadership	3
Elective	3		
Total Hours	15	Total Hours	12
Senior			

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
PSY 3093 Industrial Psychology*	3
OL 4543 Workplace Supervision*	3
OL 4843 Training & Development*	3
OL 4643 Occupational Globalization and Diversity*	3

Total Hours 15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
PSY 4043 Social Psychology*	3
OL 4743 Organizational Change	3
Electives*	6

Total Hours 15

¹See appropriate alternatives or substitutions in "General Education Requirements".

Bachelor of Arts in Organizational Leadership

Inter-College Program Concentration

Curriculum

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

• Freshman			
Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ¹	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ¹	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ¹	3
<u>TECH 1001 Orientation to the University</u> [*]	1	<u>Mathematics</u> ¹	3
Electives – Career Field 1 [*]	3	Electives – Career Field 1 [*]	3
Electives – Career Field 2 [*]	3		
Total Hours	17	Total Hours	16
• Sophomore			
Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives – Career Field 1 [*]	3	OL 3013 Foundations of Organizational Leadership [*]	3
Electives – Career Field 2 [*]	6	Electives 0 Career Field 2	6
Total Hours	15	Total Hours	15
• Junior			
Fall		Spring	
OL 3133 Applied Principles of Personnel Management [*]	3	OL 3023 Professional Communications [*]	3
OL 4143 Nonprofit Governance [*]	3	OL 3143 Applied Professional Research [*]	3
OL 4343 Community Development [*]	3	OL 4243 Workplace Learning [*]	3
Electives – Career Field 1	6	OL 4443 Professional Leadership [*]	
Total Hours	15	Total Hours	12
• Senior			

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
OL 4534 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	3
Electives – Career Field 1	6
Total Hours	15

Spring

<i>OL 4953 Organizational Leadership Capstone*</i>	3
OL 4743 Organizational Change*	3
OL 4843 Training and Development*	3
Electives – Career Field 2	6
Total Hours	15

¹See appropriate alternatives or substitutions in "General Education Requirements".

Bachelor of Arts in Organizational Leadership

Public Relations Concentration

Curriculum

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

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1,2*}	4
<u>Social Sciences</u> ^{1*}	3	<u>Social Sciences</u> ^{1*}	3
TECH 1001 Orientation to the University*	1	<u>Mathematics</u> ^{1*}	3
Electives*	6	Elective*	3
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
Electives*	9	OL 3013 Foundations of Organizational Leadership*	3
		JOUR 3173 Public Relations Principles*	3
		Elective*	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
COMM 3033 Interviewing Principles and Practices*	3	OL 3143 Applied Professional Research*	3
COMM 4153 Persuasive Theory and Audience Analysis*	3	JOUR 4083 Computer Mediated Communications*	3
OL 4143 Nonprofit Governance*	3	OL 4443 Professional Leadership*	3
OL 4343 Community Development*			
Total Hours	15	Total Hours	12

- Senior**

Fall

<i>OL 4943 Applied Leadership Project*</i>	3
JOUR 4033 Community Journalism*	3
OL 4243 Workplace Learning*	3
OL 4543 Workplace Supervision*	3
OL 4643 Occupational Globalization and Diversity*	

Total Hours 15

Spring

<i>OL 4943 Organizational Leadership Capstone*</i>	3
COMM 3073 Group Communication*	3
OL 4743 Organizational Change*	3
OL 4843 Training and Development*	3
Elective*	3

Total Hours 15

¹See appropriate alternatives or substitutions in "General Education Requirements".

Bachelor of Arts in Organizational Leadership

Workforce Technology Concentration

Curriculum

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

• **Freshman**

Fall		Spring	
<u>ENGL 1013 Composition I</u> ^{1*}	3	<u>ENGL 1023 Composition II</u> ^{1*}	3
<u>Science with Lab</u> ^{1*}	4	<u>Science with Lab</u> ^{1*}	4
<u>Social Sciences</u> ¹	3	<u>Social Sciences</u> ^{1*}	3
TECH 1001 Orientation to the University*	1	<u>MATH 1113</u> *	3
COMS 1003	3	COMS 2003 Microcomputer Applications*	3
Elective	3		
Total Hours	17	Total Hours	16

• **Sophomore**

Fall		Spring	
<u>Communication</u> ^{1*}	3	<u>U.S. History/Government</u> ^{1*}	3
<u>Fine Arts & Humanities</u> ^{1*}	3	<u>Fine Arts & Humanities</u> ^{1*}	3
BDA 2003 Business Problem Solving*	3	OL 3013 Foundations of Organizational Leadership*	3
Electives*	6	COMS 2223 Introduction to Databases*	3
		Elective*	3
Total Hours	15	Total Hours	15

• **Junior**

Fall		Spring	
OL 3133 Applied Principles of Personnel Management*	3	OL 3023 Professional Communications*	3
BUAD 3123 Management*	3	OL 3143 Applied Professional Research*	3
OL 4143 Nonprofit Governance*	3	MGMT 4073 Special Topics in Management*	3
OL 4343 Community Development*	3	OL 4443 Professional Leadership*	3
OL 4243 Workplace Learning*	3		
Total Hours	15	Total Hours	12

- Senior**

Fall		Spring	
<i>OL 4943 Applied Leadership Project*</i>	3	<i>OL 4953 Organizational Leadership Capstone*</i>	3
COMS 3053 Implications of Technology on Society*	3	OL 4743 Organizational Change*	3
OL 4543 Workplace Supervision*	3	OL 4843 Training & Development*	3
OL 4643 Occupational Globalization and Diversity*	3	Electives*	6
Elective*	3		
Total Hours	15	Total Hours	15

¹See appropriate alternatives or substitutions in "General Education Requirements".

Appendix C: Letters of Support



ARKANSAS TECH
UNIVERSITY

*Office of Admissions
and Student Recruitment
Brown Hall, Suite 104
105 West O Street
Russellville, Arkansas 72801*

*Office: 479-968-0343
Fax: 479-964-0522
www.atu.edu*

June 6, 2018

Dr. Jeff Aulgur
Interim Dean, College of eTech
Head and Associate Professor, Department of Professional Studies
715 North El Paso Avenue
Russellville, AR 72801

Dr. Aulgur,

I enjoyed meeting with you regarding the proposed Bachelor of Arts in Organizational Leadership. This proposed degree supports and aligns with the vision for strategically increasing enrollment at Arkansas Tech University, particularly in the matriculation of concurrent high school students. By moving from a degree completion emphasis to an interdisciplinary degree approach, the BA-OL in the Department of Professional Studies will appeal to incoming first-year students rather than primarily the non-traditional population. Specifically, the fully online program will appeal to students with an interest or financial need to remain in their hometown, while seeking an affordable four-year degree option. With the University's concurrent high school partnerships, we are able to directly market to students not only in local high schools, but also in areas of the state where access to such a program would otherwise be limited. Many of our concurrent students have a familiarity with online college level coursework, often an intimidating barrier for incoming first-year students. The program would be beneficial to this population specifically, but, as an interdisciplinary degree, highly marketable to any incoming first-year student, and could be the program to not only attract students who otherwise may not have considered college, but retain them.

Sincerely,

Jessica Brock
Director of Admissions
Arkansas Tech University



ARKANSAS TECH
UNIVERSITY

*Department of
Behavioral Sciences
Witherspoon Hall, Suite 348
407 West Q Street
Russellville, Arkansas 72801*

July 10, 2018

*Office: 479-968-0305
Fax: 479-964-0544
www.atu.edu/behaviorsci*

Dr. Jeff Aulgur
Interim Dean, College of eTech
Head and Associate Professor, Department of Professional Studies
715 North El Paso Avenue
Russellville, AR 72801

Dr. Aulgur,

I am very enthusiastic about the proposed Bachelor of Arts in Organizational Leadership, and in particular about the inclusion of the Interdisciplinary Project Based Learning (IPBL) curriculum. In my role as a member of ATU's Strategic Planning Committee in 2015 and as an educator over the past 11 years, I have become increasingly interested in asking if we are giving our students the best possible educational experiences. I have found that as the world changes, higher education should respond.

I see the development of the Bachelor of Arts in Organizational Leadership as one of these necessary changes. The program aligns not only with ATU's most recent strategic plan, but also with the vision of ATU's Center for Community Engagement and Academic Outreach (CEAO). The collaboration of these two initiatives will provide unique educational experiences for our students that not only improves local and global communities, but also that addresses current and future workforce trends. One of the current issues facing CEAO is that students find it difficult to fit the IPBL courses into their schedules. The inclusion of the Interdisciplinary Project Based Learning curriculum as an option, in the Two-Area Option and the Thematic Option of the program, addresses this problem and will allow students an avenue to pursue these types of courses and experiences.

I find the program to be a valuable addition to Arkansas Tech University in our endeavor to improve the lives of our students and our community. I look forward to further collaboration with the program.

Sincerely,

A handwritten signature in cursive script that reads "Julie Mikles-Schluterman".

Julie Mikles-Schluterman, Ph.D.

Director, Center for Community Engagement and Academic Outreach

Director, Office of Distinguished Scholarships

Associate Professor of Sociology Department of Behavioral Sciences, Arkansas Tech University

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

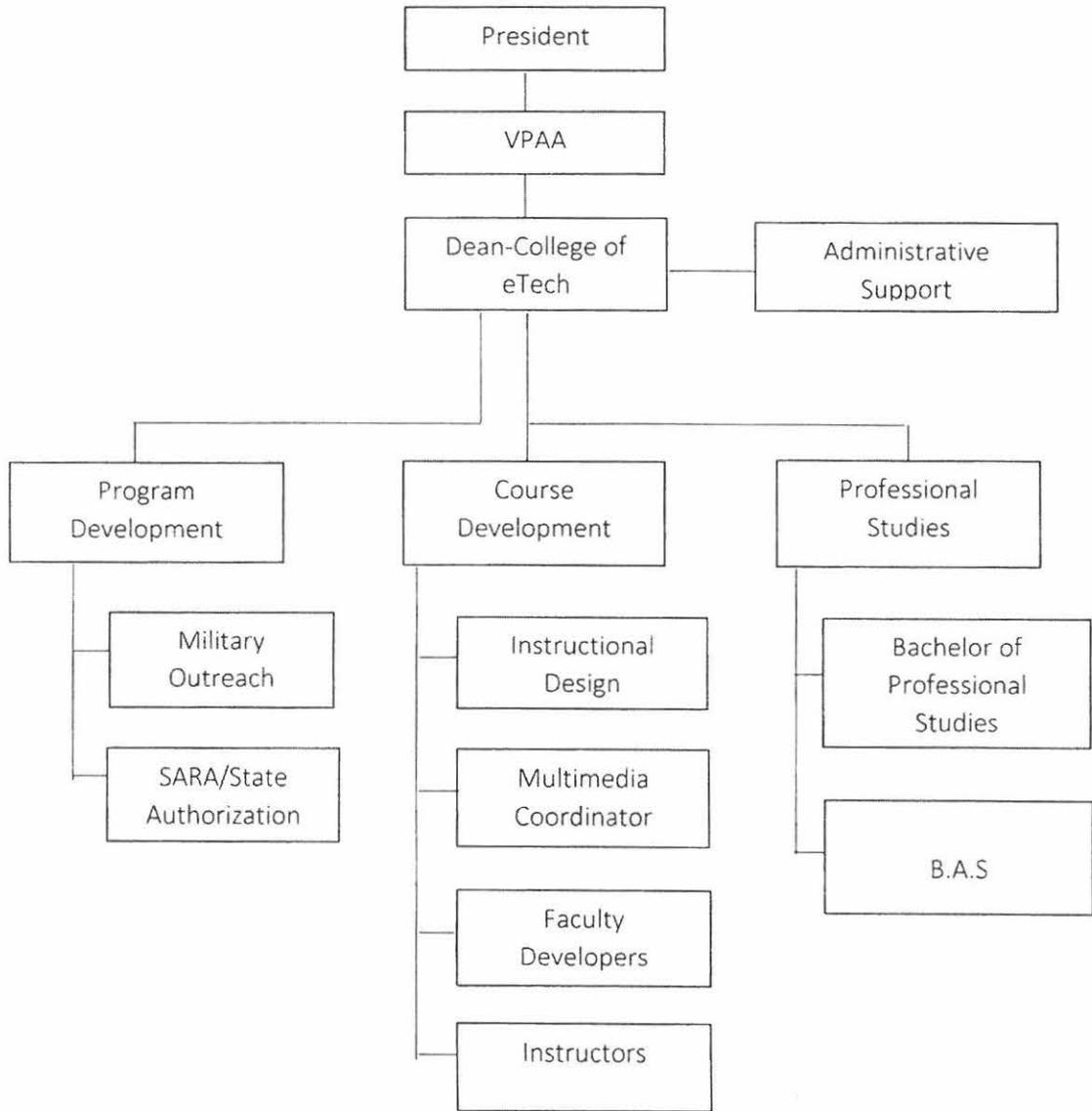
Department Affected: College Engineering and Applied Science Department of Agriculture	This department <input checked="" type="checkbox"/> supports <input type="checkbox"/> does not support the change.
Comments: The Department of Professional Studies is requesting that AGBU 3133 Intermediate Agricultural Economics be added to the Bachelor of Professional Studies with a concentration in Agriculture Business and the Bachelor of Arts in Organizational Leadership with a concentration in Agriculture Business	

Department Head Signature: Michael R. Lantry

Date: 8-10-18

Appendix D: Organizational Charts

Current Organizational Chart



Proposed Organizational Chart

