Curricular Items

1. College of Arts & Humanities – Department of Communication & Journalism

    a. Add the Certificate of Proficiency in Technical and Professional Communication.

2. College of Engineering & Applied Sciences – Department of Mechanical Engineering

    a. Add MCEG 3612: Manufacturing Laboratory; and
    b. Add the Associate of Science in Manufacturing.

3. College of eTech – Department of Professional Studies

    a. Add OL 4043: Ethical Leadership;
    b. Delete the Curriculum in Organizational Leadership Workforce Technology Concentration; and
    c. Add the Emergency Management Concentration to the Curriculum in Organizational Leadership.

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM

(Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Departments Initiating Proposal	Date
English and World Languages Communication and Journalism	June 30, 2020

Title	Signature	Date
Department Heads		June 30, 2020 7.1.20
Dean	Jeffrey Cass	07/02/2020
Assessment Christine Austin	Christi Austin	7/13/20
Registrar	Tammy Leeaun	7/13/2020
Vice President for Academic Affairs		

Committee	Approval Date
Curriculum Committee (Undergraduate Proposals Only)	
Faculty Senate (Undergraduate Proposals Only)	

Program Title:
Certificate of Proficiency in Technical and Professional Communication

Information required by ADHE, an assessment plan, and the departmental support form from Computer and Information Science are appended.

Certificate of Proficiency in Technical and Professional Communication
Arkansas Tech University

a. Curriculum outline – list of curses in new program – underline required courses

COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking
COMM 3003 Interpersonal Communication or COMM 4063 Organizational Communication
ENGL 2053 Technical Writing

And 12 credit hours from the following:

COMM 3013 Intercultural Communication
COMM 3033 Interviewing Principles and Practices
COMM 3073 Group Communication
COMS 2003 Microcomputer Applications
ENGL 3013 Systems of Grammar
ENGL 3023 Introduction to Linguistics (COMM, FR, GER, and SPAN)
ENGL 4053 Seminar in Technical Communication

b. Total semester credit hours required for proposed program

21 semester credit hours

c. New courses and new course descriptions'

The program requires no new courses.

d. Program goals and objectives

- Strengthen students' oral and written communication skills
- Prepare students for the communication requirements they will face in the workplace
- Increase students' understanding of communication theory

e. Expected student learning outcomes

- Ability to present information to diverse audiences
- Ability to communicate correctly, persuasively, and efficiently.
- Awareness of the formats and methods used in workplace communication
- Awareness of the cultural aspects of workplace communication
- Awareness of ethical concerns related to workplace communication

f. documentation that program meets employer needs

Employers in all fields seek employees who can communicate effectively.

Good communication can increase productivity, improve client relationships, mitigate internal conflict, increase employee engagement, and spark innovation.

g. student demand (projected enrollment) for proposed program

Initial interest will come from English and Communications majors who are already taking some of these courses. Over time students from diverse majors will recognize the benefit of adding this certificate.

In the initial two or three years we may have a total of 5-10 students earn the certificate. Once established, the certificate program could attract 5-10 students annually.

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

There is no licensure or certification entity connected to this certificate.

i. schedule program review date

January 2027

Assessment Plan Template

Academic Cycle: New Program Proposal
Program: Certificate of Proficiency in Technical and Professional Communication

Program Objectives	Learning Outcomes	Course(s) Tracking Outcome	Measurement Tool	Target for Success
1. Strong oral and written communication skills	a. Ability to present information to diverse audiences	COMM 2003, COMM 2173. ENGL 2053	Presentation CPGE based on Posttests in COMM 2003 and COMM 2173	100% receive Pass (70 or higher).
	b. Ability to communicate correctly, persuasively, and efficiently	COMM 2003, COMM 2173. ENGL 2053	Communication skill CPGE based on ENGL 2053 research report	80% are scored as high-acceptable or target
2. Preparation of students for the communication requirements they will face in the workplace	a. Awareness of the formats and methods used in workplace communication	COMM 2173. ENGL 2053	Formats CPGE based on series of ENGL 2053 reports using different formats	80% are scored as high-acceptable or target
3. Increase students' understanding of communication theory	a. Awareness of the cultural aspects of workplace communication	COMM 2003, COMM 2173 ENGL 2053 ENGL 3023	Cultural CPGE based on Posttests in COMM 2003 and COMM 2173	100% receive Pass (70 or higher).
			Cultural CPGE in ENGL 3023	80% are scored as high-acceptable or target
	b. Awareness of ethical concerns related to workplace communication	COMM 2003, COMM 2173 ENGL 2053	Ethics CPGE based on Posttests in COMM 2003 and COMM 2173	100% receive Pass (70 or higher).
			Ethics CPGE based on appropriate use of sources on ENGL 2053 research report	80% are scored as high-acceptable or target

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Computer and Information Science	This department ☒ supports ☐ does not support the change.
Comments: Including COMS 2003 as one possible elective in the certificate of proficiency in technical and professional communication curriculum.	

Department Head Signature: Lindy Wakefield

Date: 6/29/2020

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Mechanical Engineering	06/15/2020

Title	Signature	Date
Department Head	John L. Krohn	8/21/2020
Dean	Judy L. Cryer	8/21/2020
Assessment Christine Austin	Christi Austin	8/24/2020
Registrar	Tammy Pearman	8/24/2020
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:
MCEG	**3612**	○ Spring ◉ **Summer I**

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

Manufacturing Laboratory

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

Manufacturing Laboratory

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

○ Yes ◉ No

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

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

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

Grading: ◉ Standard Letter ○ P/F ○ Other

Mode of Instruction (check appropriate box):

○ 01 Lecture	◉ 02 Lecture/Laboratory	○ 03 Laboratory only	
○ 05 Practice Teaching	○ 06 Internship/Practicum	○ 07 Apprenticeship/Externship	
○ 08 Independent Study	○ 09 Readings	○ 10 Special Topics	
○ 12 Individual Lessons	○ 13 Applied Instruction	○ 16 Studio Course	
○ 17 Dissertation Research	○ 18 Activity Course	○ 19 Seminar	○ 98 Other

Does this course require a fee? ◉ Yes ○ No How Much? $40 Select Fee Type

If selected other list fee type:

☑ Elective ☐ Major ☐ Minor

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

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

Course will be offered each fall and spring semester, assuming sufficient enrollment

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

None needed

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

Yes, the course will meet in a dedicated laboratory space outfitted by the Department

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 mandated, but will be an option for a program requirement.

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

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

The skills and knowledge gained in this course will address the following program level learning outcomes:

c. Students graduating from the ASM program should have an ability to perform standard tests, measurements, and experiments and to analyze and interpret the results to improve manufacturing processes

d. Students graduating from the ASM program should have an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice in the manufacturing environment.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

The following course level outcomes support program learning outcome c. above:

2. To understand correct GD&T, material types and mechanical properties. To describe quality and how it is measured in manufacturing.

Assessment tools: lab reports for weeks 2, 3, 4, and 5

3. To provide the student with personal, hands-on experience in the operation of various measurement, manufacturing and characterization tools.

Assessment tools: lab reports for weeks 2 and 6 – 10

The following course level outcomes support program learning outcome d. above:

5. To operate a traditional machine tool and a CNC machine using tool paths generated from a modern CAD/CAM package, and select the appropriate bit and feed/speed to achieve desired part quality.

Assessment tools: lab reports and produced artifacts from weeks 9-12s

6. To operate a basic 3D printer to achieve the optimum strength/surface quality balance for a part.

Assessment tools: lab reports and produced artifacts from weeks 13-14

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

The course will give students another option for completing the Engineering Lab Elective within the Mechanical Engineering program for those students interested in the manufacturing environment.

Will the course affect other departments: No, only MCEG majors are expected to take the course.

DEPARTMENT OF MECHANICAL ENGINEERING

A. Course Subject: MCEG

B. Course Number: 3612

C. Catalog Title: Manufacturing Laboratory

D. Catalog Description:

1. **ACTS Course number:** N/A
2. **Cross-listing:** N/A
3. **Offered:** All
4. **Prerequisites:** MCEG 2023
5. **Co-requisites:** MCEG 3013, MCEG 3023
6. **Description:** Students will conduct various hands-on activities associated with manufacturing processes using industry typical practices. One hour lecture, one hour lab. $40 lab fee, $20 per hour course content fee.
7. **Notes:** May not be repeated for credit
8. **Contact Hours:** One hour lecture and three hours lab per week.
9. **Fees:** $40 lab fee

E. Instructor: Varies
Office Hours: Varies
Contact Info: Varies

F. Required Text: None

G. Bibliography: Current textbook for Engineering Materials course, current textbook for Manufacturing Processes course.

H. Justification: This course will allow serve as the required engineering lab elective for students pursuing the proposed Associate of Science in Manufacturing. It will also provide other students interested in the manufacturing industry a choice more in line with their interest for completing the required Engineering Lab Elective in the BSME program. The lab will prepare the students for common practices that they will encounter when employed by manufacturing concerns.

I. COURSE OBJECTIVES: Upon completion of this course the student should be able:

1. To function effectively as a member of a manufacturing team.

2. To understand correct GD&T, material types and mechanical properties. To describe quality and how it is measured in manufacturing.

3. To provide the student with personal, hands-on experience in the operation of various measurement, manufacturing and characterization tools.

4. To understand basic manufacturing techniques and the equipment used for various manufacturing processes and to think critically and identify required manufacturing processes for a targeted final finish of a part.

5. To operate a traditional machine tool and a CNC machine using tool paths generated from a modern CAD/CAM package, and select the appropriate bit and feed/speed to achieve desired part quality.

6. To operate a basic 3D printer to achieve the optimum strength/surface quality balance for a part.

J. General Education Objectives: N/A

K. Grading Policy: Grades will be based on written lab reports, special topic assignments, and lab/class participation.

L. Attendance Policy: Attendance for both lecture and lab portions of the class is required. Excessive absences may result in the student being dropped from the course.

M. Course Content:

Week 1 Course Introduction and Lab/ Safety

Week 2 Precision Measurement / Metrology and Data / Error Analysis

Week 3 Geometric dimensioning and tolerancing (GD&T)

Week 4 Metals, Materials, and Testing (Ferro / Al Alloys, Tensile Test, Impact Test, Hardness)

Week 5 Heat Treatments of Metals

Week 6 Metal Casting

Week 7 Welding

Week 8 Metal Forming (Rolling, Forging, Extruding etc.)

Week 9 Conventional Machining (Turning and Milling)

Week 10 Conventional Machining (Cutting, Drilling etc.)

Week 11 CNC Manufacturing

Week 12 CNC Manufacturing

Week 13 Rapid Prototyping

Week 14 Rapid Prototyping

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM

(Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal	Date
Mechanical Engineering Department	06/29/2020

Title	Signature	Date
Department Head John L. Krohn	John L. Krohn	06/29/2020
Dean Judy L. Cezeaux	Judy L. Cezeaux	6/30/2020
Assessment Christine Austin	Christie Austin	7/7/2020
Registrar	Tammy Loveless	7/7/2020
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)	

Program Title:
Associate of Science in Manufacturing

Associate of Science in Manufacturing

ADHE New Program Proposal

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PROPOSAL – 1
NEW DEGREE PROGRAM

PROPOSED PROGRAM TITLE
Associate of Science in Manufacturing

CIP CODE REQUESTED 15.06

PROPOSED STARTING DATE
Fall, 2021

CONTACT PERSONS
Dr. Barbara Johnson
Vice President, Academic Affairs
Arkansas Tech University
bjohnson@atu.edu
479-968-0319

Dr. John L. Krohn
Interim Department Head, Mechanical Engineering
Arkansas Tech University
jkrohn@atu.edu
479-964-0833

PROGRAM SUMMARY

The program is aimed at providing graduates with an understanding of the processes, problems, and overall environment of the manufacturing industry. The program consists primarily of courses common to the first two years of the institution's Bachelor of Science in Mechanical Engineering program including targeted elective classes aimed at providing instruction in manufacturing processes, methods, statistical analysis, etc. Implementation of the proposed program will not require any additional faculty or library resources. One new lab course is proposed which would be taught by current faculty. This lab course will have need for additional laboratory space and equipment. The required lab space will come from multiple use of current space with minimal remodeling/re-arrangement. The new equipment needed to support the lab will be purchased with existing funds designated for program development which will be supplemented by further outside funding solicited to support the lab development.

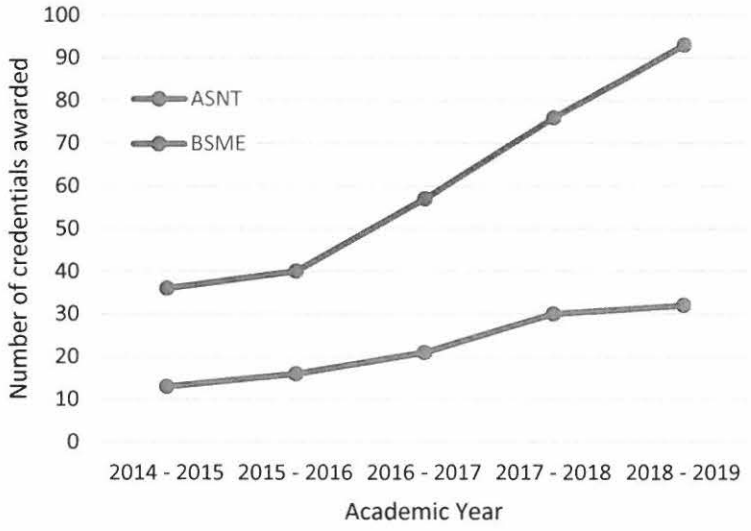
The proposed program will reside in the Department of Mechanical Engineering which currently offers a Bachelor of Science in Mechanical Engineering degree and an Associate of Science in Nuclear Technology. All courses required for the proposed new program, with the exception of six hours of General Education courses, will also satisfy program requirements for the BSME program.

NEED FOR THE PROGRAM

According to the National Association of Manufacturing, approximately 12.7% of the workforce in Arkansas is involved in manufacturing, the 7th largest percentage in the United States and the 3rd largest percentage in the South (see attachment 1). Manufacturing occurs in many of the important industrial sectors identified by the Arkansas Economic Development Commission including Aerospace & Defense, Food & Beverage, Paper & Timber Products, Firearms & Ammunition, and Transportation Equipment (see attachment 2).

There is a need for engineers to understand the manufacturing environment to contribute to the industries noted above. Mr. Jerry Bever, Senior Manufacturing Engineering Manager at Lockheed Martin in Camden, AR, noted during the Tech for Tech panel that many mechanical engineering students from ATU receive an AS in Nuclear Technology (ASNT), which is not relevant for his industry. The proposed AS in Manufacturing will provide the needed background for the Aerospace & Defense industries and beyond.

As shown in the chart to the right, the number of credentials awarded from degree programs in the Department of Mechanical Engineering continues to increase. In general, students pursue the ASNT simultaneously with the BSME degree since the ASNT program consists of courses and electives within the BSME degree program (with the exception of a general education course). Over the 5-year span shown, an average of 37% of students receiving a Bachelor of Science in Mechanical Engineering also completed the ASNT degree. It is assumed that some of the students who completed the ASNT program did so to obtain an extra credential rather than as preparation for a career in the nuclear industry. The proposed AS in Manufacturing would give



these students an option that may better meet their career goals. In addition, the AS in Manufacturing would also be marketed to the other 60% of students who do not pursue the ASNT. It is anticipated that enrollment within the ASNT program will decrease, but that this enrollment decrease will be more than offset by students pursuing the AS in Manufacturing.

The proposed program will be served by the existing Industrial Advisory Board for the Mechanical Engineering department. The board currently consists of six members: Mr. Jerry Bever, Lockheed-Martin, Camden; Mr. Steve Collins, Stark Manufacturing, Paris; Mr. Robert Gilbreath, USMA, West Point, NY; Mr. Derek Mobbs, Abemarle Corp., Magnolia; Mr. Travis Ricker, American Fire Protection Group, Little Rock; and Mr. Don Williamson, Entergy ANO, Russellville. All members of the Board are engineers with Mr. Gilbreath, Mr. Mobbs, and Mr. Ricker being Arkansas Tech engineering graduates. The Board normally meets semi-annually to review department status and developments, provide input on proposed actions or policies, and to update the department on recent industry developments and needs. The Mechanical Engineering Industrial Advisory Board endorsed the proposed program in its Spring, 2020 meeting.

Projected enrollment in the new program for years 1-3 is shown below:

Year 1 (2021-22 academic year)	-	15
Year 2 (2022-23)	-	25
Year 3 (2023-24)	-	35

Projected graduates from the program for years 3-5 are shown below:

Year 3 (2023-24 academic year)	-	25
Year 4 (2024-25)	-	30
Year 5 (2025-26)	-	35

At this time, no employer assistance with tuition or fees is anticipated. It is expected that the majority of students in the program will also be pursuing the B.S.M.E. degree and, as such, will incur minimal additional costs in completing the proposed degree.

Employers that have indicated a need for greater knowledge of manufacturing include Lockheed Martin, Albemarle, Stark Manufacturing and others.

CURRICULUM

Associate of Science in Manufacturing

Freshman Fall (16 hour)
ENGL 1013 – Composition I[1]
MATH 2914 – Calculus I
CHEM 2124 – General Chemistry I
MCEG 1011 – Intro to Mechanical Engineering
TECH 1001 – Orientation to University
Social Sciences[1]

Freshman Spring (16 hours)
ENGL 1023 – Composition II[1]
MATH 2924 – Calculus II
PHYS 2114 – Physics I
MCEG 2023 – Engr. Materials
MGEG 1002 – Engr. Graphics

Sophomore Fall (15 hours)
MCEG 2013 – Statics
STAT 3153 – Applied Statistics
Fine Arts/Humanities[1]
SS/FA/Hum/Speech[1]
U.S. History/Government[1]

Sophomore Spring (17 hours)
MCEG 3013 – Mech. of Materials
MCEG 3023 – Manufacturing Processes
MCEG 3612 – Manufacturing Lab
STAT 3183 – Statistical Process Control
Social Sciences[1]
Fine Arts/Humanities[1]

[1]See appropriate alternatives or substitutions in "General Education Requirements"

New Course Description

Course Number	**MCEG 3612**
Course Name	**Manufacturing Lab**
Section	001
Description	This course will provide students interested in the manufacturing industry a means to gain knowledge of common practices that they will encounter when employed by manufacturing concerns. Upon completion of the course, students will be able: 1. To function effectively as a member of a manufacturing team. 2. To understand correct GD&T, material types and mechanical properties. To describe quality and how it is measured in manufacturing. 3. To provide the student with personal, hands-on experience in the operation of various measurement, manufacturing and characterization tools. 4. To understand basic manufacturing techniques and the equipment used for various manufacturing processes and to think critically and identify required manufacturing processes for a targeted final finish of a part. 5. To operate a traditional machine tool and a CNC machine using tool paths generated from a modern CAD/CAM package, and select the appropriate bit and feed/speed to achieve desired part quality. 6. To operate a basic 3D printer to achieve the optimum strength/surface quality balance for a part.
Co-Requisite(s)	MCEG 3013 Mechanics of Materials MCEG 3023 Manufacturing Processes
Prerequisite(s)	MCEG 2023 Engineering Materials
Credit hours	2
Semester offered	Fall, Spring
General Education	This course does not satisfy any General Education Curriculum requirements.
Core	X
Major	X
Courses that satisfy Gen Ed requirements	None

Faculty who can teach this course	• **Dr. Mehmet Kelestemur - Ph.D.** • **Dr. Turaj Ashuri – Ph.D.** • **Mr. Stanton Apple - M.Engr.**
Distance Ed class	No

General Education, Core and Major Courses

The courses required in the program can be grouped into the following classifications:

Courses meeting General Education requirements:

ENGL 1013 – English Composition I
ENGL 1023 – English Composition II
MATH 2914 – Calculus I (math requirement)
PHYS 2114 – Calculus-based Physics I (science w/lab
CHEM 2124 – General Chemistry I requirements)
Social Sciences – 6 hours
Fine Arts/Humanities – 6 hours
U.S. History/Government – 3 hours
Social Science/Fine Arts/Humanities/Speech – 3 hours

Core courses:

MATH 2924 – Calculus II
STAT 3153 – Applied Statistics I
STAT 3183 – Statistical Process Control

Major courses:

MCEG 1011 – Intro to Mechanical Engineering
MCEG 1002 – Engineering Graphics
MCEG 2023 – Engineering Materials
MCEG 2013 – Statics
MCEG 3013 – Mechanics of Materials
MCEG 3023 – Manufacturing Processes
MCEG 3612 – Manufacturing Lab

All MCEG courses with the exception of MCEG 1002 Engineering Graphics are regularly taught by full-time Mechanical Engineering faculty (see item 8 below). Course assignments within the faculty may vary from semester to semester.

None of the courses in the program are delivered exclusively by distance learning methods. Many of the General Education courses are typically available as both face-to-face and on-line versions each semester. The program does not contain any internship/clinical hours.

Admission to the program will be granted to any student who meets the current admission requirements to the University and the Mechanical Engineering program.

Learning outcomes targeted by the proposed program will include manufacturing processes and practices, use of various materials in the manufacturing industries of the state, material testing procedures and analysis, and statistical methods for process control and improvement.

Course evaluations will be conducted using the standard form used by the University.

FACULTY

Implementation of the proposed program will not require any additional faculty resources. Current Mechanical Engineering faculty are sufficient to cover the classes within the program. The Department of Mechanical Engineering currently is comprised of eight full-time faculty members and two adjunct instructors.

As noted in item 7 above, faculty assignments for specific courses within the program may change from semester to semester. Currently the faculty of the Mechanical Engineering Department is composed of the following:

Mr. Stanton C. Apple, Assistant Professor of Mechanical Engineering
BSME, University of Arkansas, 1989; MEng., Arkansas State Univ., 2019
Teaches courses in mechanics and nuclear systems
Courses in program: Manufacturing Processes, Mechanics of Materials

Dr. Turaj Ashuri, Associate Professor of Mechanical Engineering
B.Sc., Tehran Azad University, 1999; M.Sc., Sharif University of Technology, 2005; Ph.D., Delft University of Technology, 2012.
Teaches courses in modeling and system analysis
Courses in program: Engineering Materials

Dr. Robert Fithen, Associate Professor of Mechanical Engineering
B.S., Louisiana Tech University, 1984; M.S., Texas A & M, 1987;
Ph.D., Virginia Tech University, 1993
Teaches courses in mechanical and fluids systems
Courses in program: Statics

Dr. Wayne Helmer, Professor of Mechanical Engineering
B.S., University of Dayton, 1966; M.S., University of Arizona, 1968;

Ph.D., Purdue University, 1974.
Teaches courses in thermal systems
Courses in program: Intro to Mechanical Engineering, Statics

Dr. Seyed Hosseini, Assistant Professor of Mechanical Engineering
B.M.E., Semnan University, 2002; M.M.E., Universiti Teknologi Malaysia, 2012; Ph.D., Universiti Teknologi Malaysia, 2016.
Teaches classes in fluids systems, heat transfer and combustion
Courses in program: typically none

Dr. Mehmet Kelestemur, Assistant Professor of Mechanical Engineering
B.S., Firat University, 1984; M.S., Firat University, 1989;
Ph.D., State University of New York at Buffalo, 1998.
Teaches classes in material science and mechanical systems
Courses in program: Engineering Materials, Manufacturing Lab

Dr. Randy Kelley, Assistant Professor of Mechanical Engineering
B.S., Texas A & M University, 1986; M.S., Kansas State University, 1994; M.B.A., West Texas A & M, 2002; M.Engr., Texas A & M University, 2005; Ph.D., Texas A & M University, 2010.
Teaches classes in mechanical, nuclear, and thermal systems
Courses in program: Statics, Mechanics of Materials

Dr. John L.Krohn, Professor & Interim Dept. Head, Mech. Engineering
B.S.M.E., University of Arkansas, 1981; M.S.M.E., University of Arkansas, 1983; Ph.D., Texas A&M University, 1992
Teaches classes in thermal, energy and nuclear systems
Courses in program: typically none, provides administration for program

Mr. Russell Brown, Instructor of Mechanical Engineering (adjunct)
B.S.Eng., Arkansas Tech University, 199
Teaches Engineering Graphics

Mr. Morgan Barrett, Instructor of Mechanical Engineering (adjunct)
B.S. Eng., Arkansas Tech University, 199 ; M.S.C.E., University of Arkansas, 200
Teaches Engineering Graphics

The program will be administered by the Department Head for Mechanical Engineering. This position is currently filled (interim basis) by Dr. John L. Krohn.

DESCRIPTION OF RESOURCES

Current library resources in the field

ATU currently has 392 entries in the library catalog under the keyword "manufacturing" with 366 of those entries being books. The library currently subscribes to one related journal, the *Journal of Manufacturing Science and Engineering.*

Current instructional facilities

The Department of Mechanical Engineering is housed in the Corley building which contains five general purpose classrooms, six computer labs, seven engineering laboratory spaces, and a machine shop. Current classroom space is sufficient to support the proposed program.

New instructional resources required, including costs and acquisition plan

Some renovation of existing lab space within the Department of Mechanical Engineering will be necessary to support the new lab course contained within the proposed program along with new lab equipment. It is anticipated that needed renovations can be completed at a cost of less than $30,000. Estimated costs for new equipment range from $50,000 to $250,000 depending on the equipment selected and availability of possible external funds from grants or contributions. As noted below, the Department has access to funds held by the Arkansas Tech Foundation with sufficient funds to cover any costs not met through grants or contributions.

NEW PROGRAM COSTS – Expenditures for the first 3 years

New administrative costs
None. The program will be housed in the Department of Mechanical Engineering and current staffing is sufficient to support the new program.
Number of new faculty
None
New library resources and costs
None
New/renovated facilities and costs
Some minor renovation of existing spaces in the Corley building will be needed for the new lab course. It is anticipated that these renovations would have minimal cost on the order of $20,000-$30,000.
New instructional equipment and costs
Several new pieces of lab equipment will be needed with others desirable for the lab course. The two primary items are a CNC milling machine, with an

approximate cost of $25,000, and a high quality 3-D printer which would vary from approximately $10,000 for a plastic print machine to $200,000 for a metal print machine with associated equipment. The selection of the type and model of 3-D printer obtained for the lab will depend on quoted costs, ability to obtain outside funding support, and possible grant opportunities.

Distance delivery costs

N/A

Other new costs

The department does not anticipate any need for additional graduate assistant, secretarial or faculty development costs. At this time, the department does not anticipate seeking specific program accreditation for the proposed program.

SOURCE OF PROGRAM FUNDING – Income for the first 3 years of program operation

.

The Department anticipates minimal reallocation of current department supplies and services funds to cover operational costs of the new program. This reallocation may be supplemented by laboratory fees to cover costs of expendable supplies used in the lab course.

Projected annual student enrollment

It is anticipated that program enrollment will grow from 15 in year 1 to 35 in year 3 and subsequent years. The current tuition and fees for full-time undergraduate students at Arkansas Tech is $319.50/credit hour. In addition, engineering classes carry additional fees based on the course level. For a student completing only the Associate of Science in Manufacturing, the total costs for the 64 hour program would be:

Tuition, 64 hours @ $232	$14,848
Fees, 64 hours @ $87.50	5,600
Engineering course fees	385
Manuf. Lab fee (anticipated)	40
Total cost	$ 20,873

For students seeking the proposed ASM degree as an adjunct to the BSME degree, the only additional costs not required for the BSME degree would be tuition and fees associated with the additional six hours of General Education courses required which would total $ 1,917 above the cost of the BSME degree.

State general revenue per student

State general revenue per student is distributed by the Office of Academic Affairs from the approximately $30,500,000 state allocation based on student semester credit hour production of each department.

Other income sources
As noted above, the Department anticipates requesting implementation of a $40 lab fee for the Manufacturing Lab to help cover costs of expendable supplies used in the lab. The Department also has access to an account with the Arkansas Tech Foundation that has a current balance of approximately $450,000 that is designated for program development. An additional endowment that yields $30-40,000 annually to be shared between Electrical and Mechanical Engineering Departments and also supports program development has also been recently established.

ORGANIZATIONAL LOCATION

The proposed program will be housed in the Mechanical Engineering Department which is a part of the College of Engineering and Applied Sciences.

SPECIALIZED REQUIREMENTS

N/A

BOARD OF TRUSTEES APPROVAL

Provide the date that the Board approved (or will consider) the proposed program.

Provide a copy of the Board meeting agenda that lists the proposed program, and written documentation of program/unit approval by the Board of Trustees prior to the Coordinating Board meeting that the proposal will be considered.

SIMILAR PROGRAMS

No similar Associate of Science program has been identified at other Arkansas institutions. There are several AAS degree programs in manufacturing and advanced manufacturing.

The proposed program differs from the AAS programs noted in the target audience and course requirements. The proposed program leads to an AS degree, not AAS, and is primarily aimed at providing engineering students with an additional credential related to their targeted preparation for the manufacturing environment.

NOTIFICATION EMAIL

Provide a copy of the e-mail notification to other institutions in the state notifying them of the proposed program. Please inform institutions not to send the response to **"Reply All"**. If you receive an objection/concern(s) from an institution, reply to the institution and copy ADHE on the email. That institution should respond and copy ADHE. If the objection/concern(s) cannot be resolved, ADHE may intervene.

Note: A written institutional objection/concern(s) to the proposed program/unit may delay Arkansas Higher Education Coordinating Board (AHECB) consideration of the proposal until the next quarterly AHECB meeting.

DESEGREGATION

Program Title	2018-19			2019-20		
	Female	Male	Total	Female	Male	Total
Mechanical Engineering	27	322	349	33	337	370
Nuclear Technology	2	43	45	4	30	34

Program Title	2018-19				2019-20			
	Cauca sian	African-American	Other Minorities	Total	Cauca sian	African-American	Other Minorities	Total
Mechanical Engineering	238	12	99	349	18	16	99	370
Nuclear Technology	30	1	14	45	24	0	10	34

Note: Data above is from Fall, 2018 and Fall, 2019 semesters. International students (70 in 2018, 61 in 2019) included in "Other Minorities".

INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)

N/A

ACADEMIC PROGRAM REVIEW

Program review will be scheduled in 2030-31

INSTRUCTION BY DISTANCE TECHNOLOGY

N/A – The proposed program will only be offered on campus.

Associate of Science in Manufacturing Assessment Plan

The educational objectives of the program leading to the ASM degree are:

1. To produce graduates who use the skills and knowledge gained in the program to embark upon successful careers and engage in lifelong learning.

2. To produce graduates who employ engineering analysis and mathematical methods appropriate for solution of problems commonly encountered in the manufacturing environment.

3. To produce graduates who employ knowledge of materials and processing methods appropriate for solution of problems commonly encountered in the manufacturing environment.

4. To produce graduates who use the knowledge and skills gained to enter careers in manufacturing processes, operations, quality, lean manufacturing, and sustainability.

To support these Educational Objectives, the following learning outcomes have been established for the AS Manufacturing program:

a. Students graduating from the ASM program should have an ability to apply knowledge, techniques and computational tools of mathematics, materials science and engineering.

b. Students graduating from the ASM program should have an ability to identify, formulate and solve basic manufacturing engineering problems.

c. Students graduating from the ASM program should have an ability to perform standard tests, measurements, and experiments and to analyze and interpret the results to improve manufacturing processes

d. Students graduating from the ASM program should have an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice in the manufacturing environment.

The following Curriculum Map shows where each Learning Outcome (LO) will be addressed:

	LO(a)	LO(b)	LO(c)	LO(d)
MCEG 1011 – Intro to Mechanical Engineering				
MCEG 1002 – Engineering Graphics	X			
MCEG 2023 – Engineering Materials	X			
MCEG 2013 – Statics	X			
MCEG 3013 – Mechanics of Materials	X	X		
MCEG 3023 – Manufacturing Processes		X	X	X
MCEG 3612 – Manufacturing Lab			X	X

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Associate of Science in Manufacturing
New Program Proposal

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

Department Affected: Math	This department ☒ supports ☐ does not support the change.
Comments:	

Department Head Signature: Janice L. Myers

Date: 6-30-20

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Professional Studies	5/12/2020

Title	Signature	Date
Department Head Dr. Jeremy Schwehm		8-4-2020
Dean Dr. Jeff Aulgur		8.4.2020
Assessment Dr. Christine Austin		8.11.2020
Registrar Ms. Tammy Weaver		8/11/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

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	4043	☐ Spring ☒ Summer I

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

Ethical Leadership

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

ETHICAL LEAD

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

☐ Yes ☒ No

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

If so, list course subject and number. ☐ Yes ☒ No

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

☒ 01 Lecture ☐ 02 Lecture/Laboratory ☐ 03 Laboratory only

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

☐ 08 Independent Study ☐ 09 Readings ☐ 10 Special Topics

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

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

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

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

Every fall and spring term; in summer term as needed.

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. No.
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. OL 4043 addresses the following program level outcomes: Effective Communication, Critical Thinking/Problem Solving/Ethical Decision Making, Leadership Dynamics & Change Management, Team Building, and Social Responsibility & Global Understanding.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 4043 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? According to a 2018 survey of industry executives and hiring managers conducted by the Association of American Colleges and Universities (AACU), proficiency in ethical judgement was identified as one of the most desirable skills for job applicants to possess (https://www.aacu.org/research/2018-future-of-work). OL 4043: Ethical Leadership is proposed as a core course in the Bachelor of Arts in Organizational Leadership (BA-OL) program. The addition of OL 4043 will strengthen the core curriculum of the BA-OL program by providing enhanced instruction in a skill area identified as important by potential employers. Additionally, a course on organizational ethics will align the BA-OL curriculum with similar degree programs in the state and region. For example, the Bachelor of Science in Organizational Leadership at the University of Arkansas – Fort Smith includes LEAD 3133: Organization Ethics.

   A review of the current and proposed assessment plan (see attached) demonstrates the enhanced focus on ethics within the BA-OL program. Currently, ethics is taught across the curriculum. The addition of OL 4043 will provide students with specific instruction on the application of ethical principles within organizations.

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
OL 4043: Ethical Leadership

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

Course Description

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

Required Course Texts

No textbook purchase required. Selected course readings taken from the following publications:

Eastman, W. (2013). Ideology as Rationalization and as Self-Righteousness: Psychology and Law as Paths to Critical Business Ethics. *Business Ethics Quarterly, 23*(4), 527–560. https://libcatalog.atu.edu:2217/10.5840/beq201323439

Engelbrecht, A., Heine, G., & Mahembe, B. (2014). The influence of ethical leadership on trust and work engagement: An exploratory study. *SA Journal of Industrial Psychology, 40*(1), 1-9.

Gaitán, A., & Viciana, H. (2018). Relativism of Distance - a Step in the Naturalization of Meta-Ethics. *Ethical Theory & Moral Practice, 21*(2), 311–327. https://libcatalog.atu.edu:2217/10.1007/s10677-018-9864-z

Gentile, M. (2010). *Giving voice to values how to speak your mind when you know what's right.* New Haven [Conn.]: Yale University Press.

Gentile, M. (2012). Values-driven leadership development: Where we have been and where we could go. Organization Management Journal, 9:3, 188-196.

Ginsberg, M. (1953). Comparative Ethics. *The Philosophical Quarterly (1950-), 3*(12), 253-256. doi:10.2307/2216579

Kaptein, M. (2013). *Workplace Morality : Behavioral Ethics in Organizations: Vol. First edition.* Emerald Group Publishing Limited.

Leigh, A. (2013). *Ethical Leadership : Creating and Sustaining an Ethical Business Culture.* Kogan Page.

Lurie Y. Thick and Thin Methodology in Applied Ethics. *Metaphilosophy*. 2018;49(4):474-488. doi:10.1111/meta.12311.

Manning, R. C., & Stroud, S. R. (2008). *A practical guide to ethics : Living and leading with integrity*. Routledge.

McPherson, T. (2008). Metaethics and the autonomy of morality. Philosophers' Imprint, 8 (6).

Morgan, E. (2016). *Navigating cross-cultural ethics*. Routledge.

Ochieng'-Odhiambo, F., Brandon, E., & Burton, R. (2008). *Conversations in Philosophy : Crossing the Boundaries*. Cambridge Scholars Publishing.

Perez, J. R. (2017). Leadership, power, culture, and ethics in the transcultural context. *The Journal of Applied Business and Economics, 19*(8), 63-68.

Price, T. (2008). *Leadership ethics: An introduction*. Cambridge University Press.

Rich, K. Introduction to ethics. Jones and Bartlett Learning.

Savur, S., & Sandhu, S. (2017). *Responsible Leadership and Ethical Decision-Making: Vol. First edition*. Emerald Publishing Limited.

Schnebel, E. (2000). Values in decision-making processes: systematic structures of J. Habermas and N. Luhmann for the appreciation of responsibility in leadership. *Journal of Business Ethics, 27*(1–2), 79–88.

Sensenig, Neysa T, Embry, Sheila, & Yapp, Karleen. (2010). The Refractive Thinker: Vol. IV: Ethics, Leadership, and Globalization. Vol. 4.

Tilghman-Havens, J. (2018). THE WILL TO (SHARE) POWER: Privilege, positionality, and the servant-leader. *The International Journal of Servant-Leadership, 12*(1), 87-128.

von der Pfordten, D. (2012). Five elements of normative ethics: A general theory of normative individualism. Ethical Theory and Moral Practice, 15, 449-471. DOI 10.1007/s10677-011-9299-2

Whisnant, R., & DesAutels, P. (2010). *Global feminist ethics: Vol. 1st ed.* Rowman & Littlefield Publishers.

Justification for the Course

This course introduces students to the basic concepts of ethical leadership. Students will engage in a variety of learning activities to develop ethical perspectives, examine the application of ethical principles in organizations, and analyze issues related to ethics, leadership, and power. Through the use of case studies and other methods, students will explore and evaluate the role of leader and follower in ethical decision-making and organizational ethical culture, ethical shortfalls of leaders, and abuses of power that can diminish organizational ethics. Students will be asked to drawn upon their own morals and values to analyze and evaluate complex ethical dilemmas within organizations.

What students can expect of me:

- Availability via email, telephone, web-conference, or face-to-face to provide support
- Substantive feedback on assignments with suggestions for improvement
- Clarity in instructions and grading standards
- Weekly announcements introducing each module and graded activity
- Willingness to use student feedback to improve the course

What I expect of my students:

- Ask for assistance early and often, but primarily before a graded activity is due
    - You are not bothering me when you reach out for help
    - Always, always feel comfortable contacting me
    - Remember, my goal is to give you the support you need to be successful
    - Help me help you
- Be open-minded about course content and the perspectives of other students; you do not always have to agree with me or your classmates, but you always have to be civil
- Review the requirements for each module early in the week
- Review all course content prior to working on graded activities
- Be fully engaged in the discussion forums
- Submit your work on time, but if you can't, let me know before the due date

Course Objectives

Upon successful completion of the course, students will be able to understand the various concepts of ethical leadership at the individual, organizational, and societal level, analyze complex situations in ethical leadership, and apply concepts and strategies in individual, organizational, and societal situations that require ethical leadership.

Students will:	
1	Develop a personal philosophy of ethical leadership
2	Understand the role of morals and values in ethical leadership
3	Analyze complex ethical issues on individual and organizational levels
4	Examine the role of leaders and followers in establishing ethical organizations
5	Recognize and resolve ethical dilemmas in organizations
6	Identify qualities and traits of ethical and unethical leaders
7	Evaluate issues related to power and privilege in ethical leadership
8	Propose strategies for preventing unethical behavior in followers, leaders, and organizations
9	Apply ethical principles to complex organizational issues

Module	Required Reading and Graded Assignments	Module Learning Objectives
Learning Module 1: Introduction to Ethics and Morality in Organizational Leadership	1. Read Price (2008): Introduction 2. Read Savur (2017): Responsible Leadership and Ethical Decision-Making 3. Read Rich: Introduction to Ethics 4. Complete Introduction Discussion 5. Complete Personal Leadership Ethics Statement Draft #1	• Develop a personal philosophy of ethical leadership • Discuss experiences with examples of ethical and unethical leadership • Review approaches to leadership ethics and decision-making
Learning Module 2: Comparative & Normative Ethics	1. Read von der Pfordten (2011): Five Elements of Normative Ethics 2. Read Ochieng'-Odhiambo (2008): Chapter 20 – The Concept of Right in Western and African Philosophies: An Exercise in Comparative Ethics 3. Complete Case Study #1: Stangl and the Holocaust 4. Complete Ethical Background Assignment #1	• Analyze case study using comparative and normative ethics • Articulate ethical background in relation to comparative and normative ethics • Apply comparative and normative ethics to a leadership situation
Learning Module 3: Meta-Ethics & Critical Ethics	1. Read McPherson (2008): Metaethics and the Autonomy of Morality 2. Read Gaitán (2018): Relativism of Distance: A Step in the Naturalization of Metaethics 3. Read Feminist Ethics: Stanford Encyclopedia of Philosophy 4. Read Eastman (2013): Ideology as Rationalization and as Self-Righteousness 5. Complete Ethical Background Assignment #2	• Articulate ethical background in relation to meta-ethics and critical ethics • Compare critical ethics to comparative, normative, and meta-ethics • Explain various critical approaches to ethics
	1. Read Lurie (2018): Thick and Thin Methodology in Applied Ethics	• Discuss the application of applied ethics in organizational leadership

Learning Module 4: Applied Ethics	2. Read Collste (2007): Applied and Professional Ethics – An Introduction 3. Complete Case Study #2: The Case of Bad News 4. Complete Module 4 Discussion	• Analyze case study using applied ethics • Explain the differences between think and thin methodology in applied ethics
Learning Module 5: Morals and Values in Ethical Leadership	1. Read Manning & Stroud (2008): Chapters 2 – 4 2. Read Price (2008): Chapter 4 3. Read Schnebel (2000): Values in Decision-Making Processes 4. Complete Personal Values Assessment Assignment	• Examine the relationship between individual morals, values, and ethics • Identify individual morals and values • Apply knowledge of individual morals and values to ethical leadership
Learning Module 6: Morals and Values in Ethical Decision-Making	1. Read Gentile (2010): Chapters 1, 2, & 6 2. Read Schnebel (2000): Values in Decision-Making Processes 3. Complete Shipwreck Situation Exercise – Clarifying Moral Code	• Identify personal moral code • Analyze an ethical dilemma using one's moral code • Apply knowledge of moral code to making ethical decisions
Learning Module 7: Developing Individual Ethical Perspectives	1. Read Price (2008): Chapters 1 & 2 2. Read Roundy (2010): Behavioral Integrity: The Precursor to Ethical Leadership 3. Complete Case Study #3: Leadership Integrity 4. Complete Personal Leadership Ethics Statement Draft #2	• Review the relationship between behavioral integrity and ethical leadership • Analyze a case study of leadership integrity • Refine personal leadership ethics statement
Learning Module 8: Midterm	1. Midterm Exam	

Learning Module 9: Power and Privilege in Ethical Leadership	1. Read Price (2008): Chapter 3 2. Read Perez (2017): Leadership, Power, Culture, and Ethics in the Transcultural Context 3. Read Tilghman-Havens (2018): The Will to (Share) Power 4. Complete Module 9 Discussion	• Examine the intersection of power, privilege, and ethical leadership • Explain the impact of workplace privilege on ethical leadership • Discuss issues of power and privilege in ethical leadership
Learning Module 10: Equality, Equity, and Global Ethical Leadership	1. Read Manning & Stroud: Chapter 5, 6, & 10 2. Read Morgan (1998): Chapter 4 3. Complete Cross-Cultural Ethical Map 4. Complete Module 10 Discussion	• Identify cultural aspects of ethical leadership • Analyze issues of equality and equity in global organizations • Develop a cross-cultural map for ethical organizational practices • Discuss ethical decision-making in global organizations
Learning Module 11: Leadership & Ethical Influence	1. Read Fan (2010): The Impact that Ethics and Values Have on Leader-Follower Relationships 2. Read Engelbrecht et al (2014): The Influence of Ethical Leadership on Trust and Work Engagement 3. Complete Case Study #4: Leadership and Risk at Boston's Institute of Contemporary Art	• Examine the impact of ethical leadership on followers • Articulate ways leaders can influence organizational ethics • Analyze leader impact on organizational ethics
Learning Module 12: Establishing an Ethical Organizational Culture	1. Read Leigh (2013): Part II 2. Complete Ethical Engagement Assignment 3. Complete Module 12 Discussion	• Review strategies for establishing an ethical organizational culture • Develop a plan for leader-follower ethical engagement • Apply leadership strategies for establishing an ethical organizational culture • Discuss experiences in ethical or unethical organizations
Learning Module 13: Maintaining an Ethical	1. Read Leigh (2013): Part III 2. Complete Ethical Training Analysis Assignment 3. Complete Module 13 Discussion	• Examine the role of organizational learning in maintaining an ethical organizational culture • Analyze best practices in ethical training • Discuss personal experiences with ethics training in an organization

Organizational Culture		
Learning Module 14: The Future of Ethical Leadership	1. Read Leigh (2013): Part IV 2. Complete Case Study #5: Ethical Decision Making 3. Complete Personal Leadership Ethics Statement – Final Draft	• Explore the future of ethical leadership • Identify potential issues in the future of ethical leadership • Revise personal leadership ethics statement
Learning Module 15: Final Exam	1. Final Exam	

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	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 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 4043	**R**	**R**	**R**				**R**
OL 4143		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		R	R	R
OL 4943	M	M	M			M	
OL 4963	M	M		M	M		M

I – Introduce; R – Reinforce; M - Master

How Course Meets General Education Requirements

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

- Think critically
- Develop ethical perspectives
- Apply scientific and quantitative reasoning

Methodology

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

Technology Competencies

Students are expected to demonstrate mastery and appropriate application of related technology competencies as determined by the Professional Studies Department. Those competencies include: word processing (MS Office), PowerPoint (2016 version or ability to see later version of power-point), on-line research, email, Blackboard, discussion board postings and list-serve knowledge.

Class Lectures

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

Assessments

Assignments

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

Participation/Discussion Board

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

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.

Total Points

Discussion	**50**
Midterm and Final	**100**
Assignments	**350**
Total	**500**

Grading Scale

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

COURSE POLICIES

Returning of Assignments

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

Make-Up Policy/Late Work

The following items will not be accepted late except in cases of emergency or if approved by the instructor **BEFORE** the due date:

- Discussion Forum Participation
- Midterm Exam
- Final Exam

All additional work, including assignments, exercises, quizzes, etc can be submitted late, without penalty or reason, on two set make-up days during the semester. The two designative make-up days are as follows:

- **Make-Up Day 1 (work from Modules 1 – 7):**
- **Make-Up Day 2 (work from Modules 9 – 13):**

No late work will be accepted outside of the two 24-hour windows designated above, regardless of circumstances.

All missed work will be assigned a grade of 0 in the grade book the day after the due date. If work is submitted on a make-up day, the 0 will convert to whatever grade is earned on the assignment.

The assignments in this course are closely related. Feedback from assignments early in the class will help improve your grade on subsequent assignments. It will be of great benefit to your overall grade to submit assignments on time.

Although late work is accepted in this course, the excessive absence policy listed below is still followed. If you miss three full modules, you will be dropped from the course.

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 at the discretion of your instructor with a grade of "WN."

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.

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 141

Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

Student Basic Needs Statement:

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

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

Arkansas Tech Discrimination Policy

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

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Professional Studies	5/7/2020

Title	Signature	Date
Department Head Dr. Jeff Aulgur	Jeff Aulgur Digitally signed by Jeff Aulgur Date: 2020.05.18 10:23:39 -05'00'	5.18.20
Dean Dr. Jeff Aulgur	Jeff Aulgur Digitally signed by Jeff Aulgur Date: 2020.05.18 10:23:59 -05'00'	5.18.20
Assessment Dr. Christine Austin	Dr. Christine Austin Digitally signed by Dr. Christine Austin Date: 2020.07.16 10:55:50 -05'00'	7.16.20
Registrar Ms. Tammy Weaver	Tammy Weaver	7/16/2020
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs Dr. Barbara Johnson		

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 Arts in Organizational Leadership Workforce Technology Concentration

Outline change in program: (e.g., list changes in program such as (1) delete three hours of elective and (2) add three hours of approved major electives) – **removal of Workforce Technology as a concentration area in the BA-OL.**

What impact will the change have on staffing, on other programs and space allocation? The following courses will be impacted: COMS 1003: Intro to Computer Based Systems; COMS 2003: Microcomputer Applications; COMS 2233: Introduction to Databases; COMS 3053: Implications of Technology on Society; BDA 2003: Business Problem Solving; BUAD 3123: Management; MGMT 4073: Special Topics in Management

BUAD 3123 is no longer offered by the College of Business.

Answer the following Assessment questions:

a. How does the program change align with the university mission? **There are no students enrolled in the BA-OL Workforce Technology degree concentration. The program change is aligned with the current goal of institutional efficiency in reducing low enrollment programs.**
b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. **N/A**
c. What is the rationale for this program change?
    1. How will the program change impact learning for students enrolled in this program? **No students are enrolled in the BA-OL Workforce technology degree concentration.**
    2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **Concentration courses are not included in learning outcome assessment in the BA-OL. On a program effectiveness level, the Workforce Technology concentration is not a high-enrollment program in the department. There are four remaining majors in the PS-Workforce Technology degree, which is in the process of being phased out with all other Professional Studies concentrations. There are no students enrolled in the Workforce Technology concentration in the BA-OL. Enrollment in the PS-Workforce Technology has declined over the last few years. There has been limited interest in the BA-OL Workforce Technology.**

Term		Enrollment in PS-WT
FALL 16		11
SPRING 17		9
FALL 17		11
SPRING 18		12
FALL 18		11
SPRING 19		9
FALL 19		8
SPRING 20		6
FALL 20		4

b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program

courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
College of Business/Management & Marketing	☑ supports ☐ does not support the change.
Comments: A curriculum proposal to remove the Workforce Technology concentration in the Bachelor of Arts in Organizational Leadership program, which includes the following courses from the College of Business: BDA 2003: Business Problem Solving, BUAD 3123: Management, MGMT 4073: Special Topics in Management.	

Department Head Signature: Tracy Cole

Date: 5-13-20

Arkansas Tech University

DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Computer and Information Science	☑ supports ☐ does not support the change.
Comments: A curriculum proposal to remove the Workforce Technology concentration in the Bachelor of Arts in Organizational Leadership program, which has some Department of Computer and Information Science COMS courses.	

Department Head Signature: Liang Mahsteh

Date: 5/12/2020

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Professional Studies	8/1/2020

Title	Signature	Date
Department Head Dr. Jeremy Schwehm		8/1/2020
Dean Dr. Jeff Aulgur		8/1/2020
Assessment Dr. Christine Austin		8/11/20
Registrar Ms. Tammy Weaver		8/11/2020
Vice President for Academic Affairs Dr. Barbara Johnson		

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 Arts in Organizational Leadership – Emergency Management Concentration

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

(1) Add the Emergency Management Concentration.

What impact will the change have on staffing, on other programs and space allocation? The addition of the EAM concentration will impact the following courses: EAM 1013, EAM 3013, EAM 3023, EAM 4003, EAM 4013.

Answer the following Assessment questions:

a. How does the program change align with the university mission?

The proposed concentration in Emergency Administration and Management aligns with the mission of Arkansas Tech University by providing additional opportunities for progressive intellectual development, as well as empowering geographically constrained members of the community to achieve their goals in educational attainment. The Bachelor of Arts in Organizational Leadership (BA-OL) provides students with comprehensive, specialized instruction in the application of leadership concepts highly sought after by employers across a wide variety of settings and career paths. Students enrolled in the BA-OL will learn about leadership theory, leadership development, supervision, workplace learning and communication, non-profit leadership and community development, globalization and diversity, and organizational change. Upon completion of this program, students will be equipped to seek out numerous career opportunities in diverse organizational settings based on individual skill set, interests, and initiative, as well as graduate-level education. The curriculum is designed to enhance essential workplace skills such as planning, organizational behavior, ethics, needs assessment, problem solving, communications, human resources, and technology applications. The BA-OL can be completed entirely online.

b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

Not applicable.

c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program?

The addition of the 18-hour concentration in Emergency Administration and Management does not alter the program learning outcomes for the Bachelor of Arts in Organizational Leadership nor does the proposed addition alter the degree program's academic assessment plan. The addition of the proposed concentration provides additional educational opportunities for students who need an appropriate four-year degree to advance in their respective career fields (e.g., law enforcement, public service, emergency medical technicians, paramedics, entry-level emergency planners) who are geographically-constrained or for whom pursuit of the Bachelor of Science in Emergency Management is not feasible based the number of academic hours beyond an associates-level degree.

d. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.

Undergraduate degrees in organizational leadership are offered by the following institutions in Arkansas, none of which offer a concentration in Emergency Administration and Management. The proposed concentration offers a degree pathway unique to the state of Arkansas.

John Brown University (B.S. in Organizational Leadership)
University of Arkansas – Fort Smith (B.S. in Organizational Leadership)
Arkansas State University – (Bachelor of Applied Science in Organizational Supervision)

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

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

Curriculum Matrix for Catalog Bachelor of Arts in Organizational Leadership – EAM Concentration (120 hours)	
Freshman Fall Semester ENGL 1013 Composition I[1] (3) Science with Lab[1] (4) Social Sciences[1] (3) TECH 1001 Orientation to the University (1) Elective[2] (6) Total Hours: 17 hours	Freshman Spring Semester ENGL 1023 Composition II[1] (3) Science with Lab[1,2] (4) Social Sciences[1] (3) Mathematics[1] (3) Elective[2] (3) Total Hours: 16 hours
Sophomore Fall Semester Communication[1] (3) Fine Arts & Humanities[1] (3) Elective[2] (9) Total Hours: 15 hours	Sophomore Spring Semester U.S. History/Governement[1] (3) Fine Arts & Humanities[1] (3) OL 3013 Foundations of Organizational Leadership (3) EAM 1013 Aim and Scope of Emergency Management (3) Elective[2] (3) Total Hours: 15 hours
Junior Fall Semester OL 3133 Applied Principles of Personnel Management (3) EAM 3013 Public Policy and Politics in Emergency Management (3) OL 4143 Nonprofit Governance (3) or OL 4343 Community Development (3) EAM 3023 Principles and Preparedness of Response Operations (3) OL 4343 Community Development (3) Total Hours: 15 hours	Junior Spring Semester OL 3023 Professional Communications (3) OL 3143 Applied Professional Research (3) EAM 3053 Ethical and Legal Issues in Emergency Management (3) OL 4443 Professional Leadership (3) Total Hours: 12 hours
Senior Fall Semester EAM 4003 Principles of Disaster Relief and Recovery (3) OL 4243 Adult Learning in Organizations (3)	Senior Spring Semester EAM 4013 Mitigation and Continuity of Operations (3)

OL 4543 Workplace Supervision (3) OL 4643 Occupational Globalization and Diversity (3) OL 4943 Applied Leadership Project[3] (3) Total Hours: 15 hours	OL 4743 Organizational Change (3) or 4843 Training and Development (3) OL 4963 Organizational Leadership Capstone[3] (3) Elective[2] (6) Total Hours: 15 hours

[1]See appropriate alternatives or submissions in General Education Requirements.

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

[3]Must earn a 'C' or better.

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 4043	R	R	R				R
OL 4143		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		R	R	R
OL 4943	M	M	M			M	
OL 4963	M	M		M	M		M

I – Introduce; R – Reinforce; M - Master

- **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 – recognize the nature of conflict and its impact on interpersonal relationships and organizations
    - Proficiency Criteria 6 - demonstrate the role of communication in generating productive conflict outcomes and to use communication skills effectively in a rage of specific conflict situations
    - Proficiency Criteria 7 - integrate and appropriately apply a broad range of theoretical concepts, processes and methodologies in analyzing, managing and resolving conflicts relevant to organization(s)
    - Proficiency Criteria 8 – recognize ethical issues when presented in a complex, multilayered context
    - Proficiency Criteria 9 – present assumptions and implications of different ethical perspectives and concepts
    - Proficiency Criteria 10 – 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 or 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

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Department of Professional Studies

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

Department Affected: Emergency Administration and Management	This department ☐X supports ☐ does not support the change.
Comments: The Department of Professional Studies adds an 18-hour concentration in Emergency Administration and Management, consisting of the following six (6) courses: EAM 1013 Aim and Scope of Emergency Management EAM 3013 Public Policy and Politics in Emergency Management EAM 3023 Principles and Preparedness of Response Operations EAM 3053 Ethical and Legal Issues in Emergency Management EAM 4003 Principles of Disaster Relief and Recovery EAM 4013 Mitigation and Continuity of Operations	

Department Head Signature: Sandy M. Smith

Date: 7-27-2020