

**PROPOSAL – 1
NEW DEGREE PROGRAM**

1. **PROPOSED PROGRAM TITLE:**
Graduate Certificate in Organizational Development and Learning

2. **CIP CODE REQUESTED**
CIP Code: 30.9999

3. **PROPOSED STARTING DATE:** Fall 2023

4. **CONTACT PERSON**
Dr. Julie Furst-Bowe
Interim Vice President for Academic Affairs
Arkansas Tech University
jfurstbowe@atu.edu
479-968-0319

Dr. Sandy Smith
Chair: Department of EM-PS-SAA
ssmith107@atu.edu
(479) 964-968-6039

5. PROGRAM SUMMARY Overview

The 12-credit-hour **Graduate Certificate in Organizational Learning (GC-OL)** provides graduate-level instruction in organizational leadership, leadership development, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence-based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. The GC-OL courses can provide graduate-level electives for students in any graduate program at Arkansas Tech University. **The GC-OL is aligned with the proposed Master of Arts in Organizational Development and Learning.**

The GCODL supports multiple elements of Arkansas Tech University's strategic plan:

Goal 1 Student Access and Opportunity

Item 1: Recruit and enroll first-time freshmen, transfer students, new graduate students and students who have dropped out/stopped out.

Goal 4 Programs and Deliveries

Item 1: Identify and implement academic and non-credit programs in response to market demand.

Item 3: Identify and implement new pathways to stackable courses and/or degree offerings.

Goal 5 Partnerships and Innovation

Item 1: Form inter- and intra-campus/college/department academic partnerships that align with the university mission.

Stackability

The proposed GC-ODL degree program increases stackability options at Arkansas Tech, particularly for students enrolled in the Bachelor of Arts in Organizational Leadership (BAOL) or two-year programs aligned with the BAOL. For example, students enrolled in the Banking Services A.A.S. program can progress seamlessly to the BAOL, first complete the GC-ODL and then the MAODL. To increase credentialing opportunities, students can earn both undergraduate- and graduate-level leadership certificates in this associate-baccalaureate-masters pathway. The graduate-level certificate in Organizational Development and Learning consists of the first 12 credit hours of the MAODL core. The proposed MAODL degree program and graduate-level leadership certificate expand Tech's offering of online graduate programs, increases credentialing opportunities and stackability, and provides interdisciplinary options for students enrolled in Arkansas Tech graduate programs.

Curriculum

Graduate-Level Organizational Development and Learning Certificate	
MGMT 6103	Organizational Management and Leadership
OL 5043	Ethical Leadership
OL 5643	Organizational Globalization and Diversity
OL 6043	Leadership in Organizational Change
12 Hours	

The GC-ODL is a cognate of the MA-Organizational Development and Learning.

MA – Organizational Development & Learning		30 Cr-Hr
Core: 24 credit hours		
OL 5043	Ethical Leadership	3
OL 5643	Organizational Globalization and Diversity	3
OL 6043	Leadership in Organizational Change	3
OL 6143	Consultation, Coaching, and Leadership Development	3
MGMT 5203	Project Management	3
MGMT 6103	Organizational Management and Leadership	3
SAA 6113	Research Design and Analysis OR EMHS 6103 Research Design and Methods	3
OL 6093	Capstone (Applied Leadership Project or Thesis)	3
Graduate Level Electives: 6 credit hours		
5000 - 6000	Approved Graduate Level Elective	3
5000 - 6000	Approved Graduate Level Elective	3
Total		30

Program Costs

Faculty Resources

Additional faculty resources are not required for delivery of this degree program.

Library Resources

The Ross Pendergraft Library and Technology Center at Arkansas Tech University provides extensive online access to students for the relevant peer-reviewed academic journals necessary to support the proposed program.

Facilities and Equipment

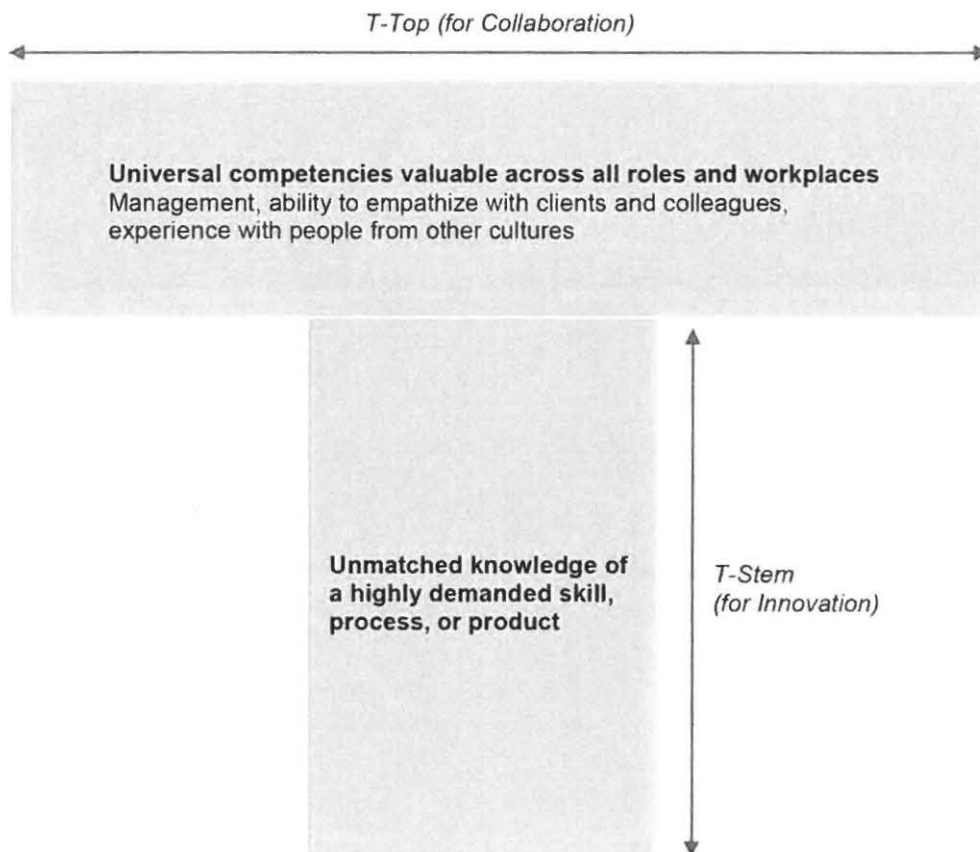
No new or renovated facilities (or associated costs) are required for the proposed program.

Purpose of the Program

The GD-ODL, as a cognate of the MAODL program, with a core focus on organizational leadership, learning, and organizational development, allows students to develop effective leadership at all organizational levels, manage teams, make strategic decisions, design and

evaluate organizational training and development, and communicate effectively in diverse professional settings. The proposed degree allows graduates to influence an organization’s culture, productivity, and team strength.

The GC-ODL supports the development T-shaped professionals, individuals who possess a number of soft skills that allow organizational collaboration at the “T-top”) combined with a knowledge of a skills, process, product or body of work (the “T-stem”).



Source: Educational Advisory Board (EAB)

According to the Educational Advisory Board (EAB, 2014), an individual’s “T-shape” is developed over the course of one’s education and career; however, “students who possess a mix of their “T-top” and “T-stem” skills upon graduation face the most promising short- and long-term employment prospects.” Employers in the 21st century seek educated employees who effectively integrate human interaction and problem-solving skills as well as content knowledge.

The most effective educators are capable of reaching beyond the classroom to reach their students. Teaching methods for future leaders must be innovative, hands-on, and pragmatic. As we learned from Zemke and Zemke (1995), adult learning and training should be problem-centered, exercises and cases should be experiential, should promote integration with feedback and recognition being a focal point of the methodology.

Design thinking for educators embodies these tenants within their four processes:

1. Lead with empathy
2. Challenge assumptions
3. Make experiments happen
4. Share your process

Lead with empathy – Leaders and trainers must effectively “put themselves in the student’s shoes.” As suggested by Wise (2006), educators must “immerse yourself in how others experience your program.” By doing so, the trainer gets a practical sense of what is necessary for the course.

Challenge assumptions – Providing materials that challenge the learners to question their assumptions and epistemology. This promotes critical thinking.

Make experiments happen – Experiments should be grounded in real-life and relatable exercises and cases. Learning and training for adults is best when the participants feel invested in the experiments.

Share your process – Feedback and recognition are a necessary process in learning and training. Provide positive feedback with recommendations. Educators should share their own experiences both positive and negative. Throughout the previous processes, educators should also give the learners the opportunity to share their experiences with the class.

This process is continuous.

As an andragogical approach, the MA-ODL faculty, and the embedded GC-ODL, at Arkansas Tech University intend to utilize their individual and collective academic preparation in organizational development, adult learning theory, training and development, program assessment and evaluation, diversity and inclusion, and evidence-based research to design and deliver a curriculum designed for the adult learner, with the integration of team-based learning and design-thinking principles. The educational benefits of team-based learning include understanding the course content, applying the course content to problem-solving and decision-making, developing skills for effectively working on a team, and valuing the team approach to solving complex intellectual tasks. In its most simple form, design thinking is problem solving with an empathic paradigm: understanding a stakeholder’s problem before creating solutions. Design thinking guides individuals to lead teams and organizations through purpose.

List degree programs or emphasis areas currently offered at the institution that support the proposed program.

The GC-ODL provides the foundation preparation for individuals to lead change, motivate groups, create solutions, communicate effectively, and resolve organizational challenges through critical, strategic, and creative thinking.

6. NEED FOR THE PROGRAM

The Department of Professional Studies utilized the Educational Advisory Board’s (EAB) research component to conduct an analysis of employer demand and competitor programs for the

proposed graduate certificate and graduate degree in Adult Learning and organizational development. The market analysis region included Arkansas, Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, and Texas. EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight tools, as well as the United States Census Bureau, the US Bureau of Labor Statistics, the Integrated Postsecondary Education Data System (IPEDS).

Arkansas Market: Arkansas Tech University's statewide program recognition and the relative proximity of the institution to the Little Rock, AR MSA and the Northwest Arkansas MSA (1,500 plus employment openings (both rank among the 20 MSAs with the most program demand)).

Regional Markets: Target marketing efforts to prospective students in metropolitan areas in Texas with high employer demand. Metropolitan Statistical Areas (MSAs) in Texas account for three regional MSAs with the most demand (25,000 plus employment openings): Dallas-Fort Worth-Arlington, TX; Houston-The Woodlands-Sugar Land, TX; and Austin-Round Rock, TX. One of the top 10 regional MSAs with the most relevant employment opening is the Memphis-TN-MS-AR MSA.

Program Structure: A fully or partly online delivery can serve working professionals who must balance academic work with other obligations. A fully online curriculum can distinguish a program at Arkansas Tech University from profiled regional competitors.

Curriculum: Allow students to complete electives or concentrations so they can customize the program to fit their goals and interests.

Marketing: Highlight the ability of a masters-level program to serve working professionals to attract prospective students.

Demand over Time: The Bureau of Labor Statistics projects an above average increase in employment in multiple relevant occupations nationally between 2016 and 2026. Additionally, the program should be marketed to professionals in healthcare to attract prospective students. Health care employers account for five of the top 20 employers with relevant skills, and professionals in the healthcare field can enroll to gain or hone in-demand skills.

Include courses on finance to align with employer demand: Professionals who seek skills necessary to advance their careers, including financial management skills (e.g., budgeting).

A recent market analysis conducted for the University by Gray and Associates (see Appendix 10) shows increased demand for online Organizational Development/Leadership degrees at the graduate level. Additionally, the analysis showed a 219% increase year-over-year for job postings in organizational leadership. Project management was identified as the most in-demand skill within the job postings for organizational development/leadership.

Provide names and types of organizations/businesses surveyed.

The Needs Assessment Survey for the GC-ODL and MA-ODL program was electronically delivered via QuestionPro to 328 employers. The comprehensive list of organizations survey may be found in Appendix 1. The response rate from the targeted employer set was low (2%, N=6).

However, two employers indicated 10 or more organizational positions align with the MAODL program.

Three of six employers indicated they would give hiring preference to applicants with an MAODL, of which the GCODL is a cognate, as proposed. The Survey Report is located in Appendix 1.

Describe what need the proposed program will address and how the institution became aware of this need.

According to recent data (O*Net, 2022), key work activities of a Training and Development Manager include, but are not limited to, training and teaching others, communicating with supervisors, peers, or subordinates, establishing and maintaining interpersonal relationships, coaching and developing others, and obtaining and discerning information via research from multiple sources. Detailed work activities for this type of position include, but are not limited to, conducting opinion surveys or needs assessments, evaluate training programs, instructors, or materials, evaluating employee performance, evaluating program effectiveness, and conducting employee training programs.

Nineteen percent of Training and Development Manager positions require a Master’s degree, and an additional 15% of positions require a post-baccalaureate certificate (O*Net, 2022).

Recent data (O*Net, 2022) indicates a national median wage of \$55.60 per hour or \$115,640 annually for Training and Development Mangers. The national growth trend (2020-2030) indicates faster than average growth (10%-15%) and 4,300 projected positions. The median salary for this position in Arkansas is \$92,570 (O*Net, 2022):

Location	Annual Low (10%)	Annual Q ₁ (25%)	Annual Median (50%)	Annual Q ₃ (75%)	Annual High (90%)
United States	\$66,270	\$86,820	\$115,640	\$155,120	\$200,210
Arkansas	\$43,750	\$57,130	\$92,570	\$126,470	\$171,160
Fayetteville-Springdale-Rogers, AR-MO	\$38,290	\$69,050	\$116,240	\$162,450	\$208,000+
Little Rock-North Little Rock-Conway, AR	\$47,500	\$58,230	\$83,500	\$103,900	\$130,580
Memphis TN-MS-AR	\$55,090	\$65,110	\$81,370	\$104,890	\$140,880

The data (O*Net, 2022) projects a “bright outlook” both within Arkansas and Nationally between now and 2028:

Arkansas Employment Trends for:
11-3131.00 - Training and Development Managers © Bright Outlook

View trends for state

Arkansas

Employment (2018)	Projected employment (2028)	Projected growth (2018-2028)	Projected annual job openings (2018-2028)
230 employees	270 employees	17%	30

United States

Employment (2020)	Projected employment (2030)	Projected growth (2020-2030)	Projected annual job openings (2020-2030)
42,100 employees	46,600 employees	11% (faster than average)	4,300

Continued on the following page

Employment of Training and Development Managers (April 2022)

11.3131.00 Training and Development Managers (O*Net, 2022)

<u>2018 Employment</u>	<u>2028 Projected Employment</u>	<u>Projected Growth (2018-2028)</u>	<u>Projected Annual Openings (2028)</u>
230			
420	270	17%	30
440	460	10%	40
1,960	460	5%	40
450	2310	18%	220
190	480	7%	No data
1,150	200	5%	No data
	1,320	15%	130
42,100			
	46,600	11%	4,300

Representative positions include, but are not limited to:

- ✓ Development Manager
- ✓ Education and Development Manager
- ✓ Education Director
- ✓ Learning and Development Director
- ✓ Learning Manager
- ✓ Staff Training and Development Manager
- ✓ Training and Development Director

The tasks expected of Training and Development Managers include, but are not limited to,

- ✓ Analyze training needs to develop new training programs or modify and improve existing programs.
 - ✓ Evaluate instructor performance and the effectiveness of training programs, providing recommendations for improvement.
 - ✓ Plan, develop, and provide training and staff development programs, using knowledge of the effectiveness of methods such as classroom training, demonstrations, on-the-job training, meetings, conferences, and workshops.
- Prepare training budget for department or organization.

- ✓ Confer with management and conduct surveys to identify training needs based on projected production processes, changes, and other factors.
- ✓ Develop and organize training manuals, multimedia visual aids, and other educational materials.
Develop testing and evaluation procedures.
- ✓ Train instructors and supervisors in techniques and skills for training and dealing with employees.
Conduct orientation sessions and arrange on-the-job training for new hires.
- ✓ Conduct or arrange for ongoing technical training and personal development classes for staff members.
- ✓ Review and evaluate training and apprenticeship programs for compliance with government standards.

Appendix 2 provides detailed information regarding the knowledge, skills, and abilities expected of a Training and Development Manager.

US Bureau of Labor Statistics

<https://www.bls.gov/oes/current/oes113131.htm#st>

11-3131 Training and Development Managers

<https://www.bls.gov/ooh/management/training-and-development-managers.htm#tab-1>

Related work experience is essential for training and development managers. Many positions require work experience in management, teaching, or training and development or another human resources field. For example, some training and development managers start out as training and development specialists. Some employers also prefer experience in the industry in which the company operates.

Candidates typically need a combination of education and related work experience to become a training and development manager. Although many positions require a bachelor's degree, some jobs require a master's degree.

Education

Many positions require training and development managers to have a bachelor's degree, but some jobs require a master's degree. Although training and development managers come from a variety of educational backgrounds, these workers commonly have a bachelor's degree in business, communications, social science, or a related field. Some employers prefer or require training and development managers to have a master's degree with a concentration in training and development, human resources management, organizational development, or business administration (MBA).

Training and development managers may also benefit from studying instructional design, behavioral psychology, or educational psychology.

Job Outlook

Employment of training and development managers is projected to grow 11 percent from 2020 to 2030, faster than the average for all occupations. About 4,300 openings for training and development managers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. In many occupations, employees are required to take continuing education and skill development courses throughout their careers, creating demand for workers who develop and provide training materials.

Innovations in training methods and learning technology are expected to continue throughout the decade, particularly for organizations with remote workers. Organizations use social media, visual simulations, mobile learning, and social networks in their training programs. Training and development managers need to continue modifying training programs, allocating budgets, and integrating these features into training programs and curriculums.

In addition, as companies seek to reduce costs, training and development managers may be required to structure programs to enlist available experts, take advantage of existing resources, and facilitate positive relationships among staff. Training and development managers may use informal collaborative learning and social media to engage and train employees in the most cost-effective way.

Second careers in aging services present one example as to how the MAODL and its interdisciplinary component will appeal to multiple mid-career professionals. Despite a generational shift to an aging population in the United States, driving an unprecedented demand for aging services, the interest in academic gerontology programs has steadily declined. A study published by the Educational Advisory Board (2014) noted: "Hospitals, insurance companies, and private practices seek health coaches, roles that require a mix of chronic care management and communications, in addition to some IT knowledge" (9). Furthermore, the study indicated programs offering individuals an opportunity to prepare for patient advocacy, health coaching, motivational wellness, aging in place, and financial planning would appeal to mid- or late-career professionals with some background in one of these fields. Finally, the EAB study indicated the market for such a program includes individuals who served in a related profession (e.g., financial planners, interior designers), but also includes those whose service to an aging family member who found the role fulfilling enough to pursue an encore career.

Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

Professional Studies Advisory Board Membership (2021-2022)

Alex Averitt, Chief Operating Officer, Bluelinx Holdings, Inc.

Rebecca Bowen, IT Operations, United States Automobile Association (USAA) Jacob Garrett, Senior Network Process and Quality Manager, AT&T

Jason Goodwin, Outreach Pastor, Faith Baptist Church (Cabot, AR) William Hammonds, Vice President, Logistics, Walmart

Heather Nelson, Logistics Management Program Chair, Arkansas Tech University-Ozark

Marvin Saffold, Captain, Troop J, Arkansas State Police

Nicol Sutherland, IT Instructor, University of Arkansas Community College-Hope (Student)

Gene White, Distance Learning Coordinator, Southeast Arkansas College

The Department of Professional Studies Advisory Board meets on the Arkansas Tech University campus each May and December. As its mission, The Professional Studies Advisory Board offers its experience, expertise, and energy to promote engagement between PS alumni, PS students, potential students and community leaders by providing opportunities for networking and professional development.

PS Advisory Board Objectives

- ✓ Foster connections
- ✓ Access additional resources
- ✓ Generate ideas that enhance the Professional Studies experience
- ✓ Strengthen the broader Professional Studies community

Advisory Board members represent a cross-section of business, industry, labor, and professions relevant to the academic programs of the Department of Professional Studies. The diversity of viewpoints is an important aspect of the board's function. Perspectives and experiences based on veteran status, gender, race, ethnicity, geographic location, age and other related qualities will be an important aspect in selecting members. The existing board or team members of the Department of Professional Studies identify prospective Advisory Board members. The suggested number of board members should be from 12-15 people. Advisory Board members will serve two-year terms with the possibility of renewal for additional terms based on interest, involvement, and at the discretion of the Department of Professional Studies. A dedicated board position will be established for one current student pursuing a degree in the Department of Professional Studies. Also, current students and program faculty will be invited and encouraged to attend meetings.

The Advisory Board is non-voting and will not engage in decision-making related to program personnel, budget, or internal policy development within the partner institutions. Upon initiation of the MAODL, which will also address the GCODL program, the Professional Studies Advisory Board will expand its membership to include additional voices related to training and development professionals and expertise related to the interdisciplinary coursework. The Professional Studies Advisory Board Guide is located in Appendix 8.

Indicate the projected number of program enrollments for years 1 – 3.

2023 - 2024 10 students
2024 - 2025 20 students
2025 - 2026 30 students

Indicate the projected number of program graduates in 3-5 years.

It is estimated the average student in the GC-ODL program will be a part-time graduate student, as the program facilitates the needs of individuals currently in the workplace or who are mid-career. It is anticipated the typical GC-ODL will complete 6-12 graduate hours each year.

As a conservative estimate, it is projected 30 students will earn the MAODL by AY 2027.

7. CURRICULUM

Graduate-Level Organizational Development and Learning Certificate	
MGMT 6103	Organizational Management and Leadership
OL 5043	Ethical Leadership
OL 5643	Organizational Globalization and Diversity
OL 6043	Leadership and Organizational Change
Total 12 HRS	

Give the total number of semester credit hours required for the program, including prerequisite courses.

The GC-ODL requires the completion of 12 graduate-level credit hours. Prerequisite courses are not required of entering students.

Identify new courses (in italics) and provide course descriptions.

OL 5043 Ethical Leadership

The purpose of this course is to explore advanced topics in ethical 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 development and leadership. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

OL 5643 Organizational Globalization and Diversity

Organizational Diversity and Inclusion will explore and examine the dynamics of diversity and inclusion practices in an organizational environment. Students will become familiar with the theoretical and practical implications of diversity and inclusion and how to include it in their leadership skills. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

OL 6043 *Leadership in Organizational Change*

This course is designed to provide students with both the conceptual framework and the practical skills needed to design, implement, evaluate, and lead effective organizational change. Over time everything changes, even organizations. Good leaders do not wait for change; they encourage and facilitate it. In this course, students will concentrate on becoming effective change agents. Students will explore how to assess organizations for change, become familiar with behavioral theories for individual and organizational change, and implement the process for organizational change. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

MGMT 6013 Organizational Management and Leadership

This course is a study of the human behaviors and leadership issues which affect the day-to-day operations of the modern organization, organizational decision making and teamwork.

Identify required general education courses, core courses and major courses.

The required core courses for the GC-ODL (12 hours) are:

MGMT 6103*	Organizational Management and Leadership
OL 5043*	Ethical Leadership
OL 5643*	Organizational Globalization and Diversity
OL 6043*	Leadership in Organizational Change

For each program major/specialty area course, list the faculty member assigned to teach the course.

OL 5043*	Ethical Leadership (Aulgur, Lasker-Scott, Schwehm)
OL 5643*	Organizational Globalization and Diversity (Lasker-Scott)
OL 6043*	Leadership in Organizational Change (Lasker-Scott, Schwehm)
MGMT 6103*	Organizational Management and Leadership (Jones)

Indicate the number of contact hours for internship/clinical hours.

Not applicable.

State the program admission requirements.

The GC-ODL admission requirements, as proposed for the institutional academic catalog are as follows.

Graduate College Application Process

- ✓ Applicants must pay a \$40.00 nonrefundable application fee directly to the Graduate College.
- ✓ Applicants must hold a bachelor's degree from an accredited college verified by an official transcript.
- ✓ Applicants must have a cumulative grade point average of 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from a regionally accredited institution.
- ✓ Applicants must request a complete undergraduate official transcript from their bachelor's awarding institution sent directly to the Graduate College.

After students apply to the Graduate College, you will then apply to the Organizational Development program for an admissions decision. In addition to the Graduate College requirements (listed above),

- ✓ Applicants must submit a letter of intent, which is at least 1500 words and addresses: career goals, interest in obtaining a graduate degree, interest in Organizational Development and Learning, and research interests.
- ✓ Applicants must submit a resume or vita.

All materials must be mailed to:

ATU Graduate College, 1507 North Boulder Avenue, Tomlinson 113, Russellville, AR 72801.

Or email to: gradcollege@atu.edu

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Arts in Organizational Development and Learning (ODL) if they meet all of the following requirements. Additionally, all application credentials are examined by the Graduate Program Director and the Graduate Program Admission Committee when determining admission status.

Applicants must meet the admission requirements for the Graduate College. Minimum undergraduate cumulative grade point average of 2.7 or 3.0 in the last 30 hours. Statement of intent which addresses career goals, interests in Organizational Development and Learning, and research interests. Resume or vitae. Approval from the Program Director.

Applicants who fail to meet all requirements specified for unconditional admission may be

admitted conditionally to enroll for a maximum of twelve semester hours if they meet the minimum requirements for graduate admission and have the approval of the program director. If a student was admitted conditionally based on grade point average, the condition will be met if upon completion of twelve semester hours a cumulative grade point average of 3.00 or better is achieved.

The Program Director and the Graduate College will monitor the student's progress. Ultimately, it remains the student's responsibility to understand and satisfy all degree requirements.

Describe specified learning outcomes and course examination procedures.

GC–Organizational Development and Learning

**PROGRAM
OUTCOMES**

The GC in Organizational Development and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and educational settings. The 12-credit hour core includes instruction in organizational planning, dynamics of leadership, financial literacy, team building, conflict resolution and mediation, training and development, adult learning theory, communication, project management, and other leadership skills.

COURSE	PO1	PO2	PO3	PO4	PO5	PO6	
MGMT 6103 Organizational Management & Leadership	I	I	I	I	I	I	
OL 5043 Ethical Leadership	R	R	R	R		R	
OL 5643 Organizational Globalization & Diversity	R	R		R		R	
OL 6043 Leadership in Organizational Change	R	R	R			R	

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

1. **Application of Adult Learning and Organizational Development Theory** – Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.
2. **Strategic Verbal, Written, Interpersonal, and Technological Communication** – Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.
3. **Systems Thinking, Group Dynamics and Teamwork** – Students will identify and implement effective, ethical solutions for complex organizational systems through group dynamics and team building.

4. **Cultural Competency, Global Understanding, and Social Responsibility** – Students will articulate the impact of social and cultural diversity in organizations.
5. **Evaluation, Assessment, Analysis, and Critical Thinking** – Students will demonstrate ethical, evidenced-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation of results.
6. **Awareness of Self and Others** – Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivations.

Program Outcomes – Learning Objectives

Program Outcome 1 (PO1): Application of Adult Learning and Organizational Development Theory - Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

- demonstrates mastery of basic principles of leadership theory, adult learning theory, and development theory
- identifies evidence-based practices in leadership, followership, and leadership ethics
- evaluates the application of theory in various organizational and/or cultural contexts
- articulates the links between effective leadership and lifelong learning
- develops theory-based plans for strategic training, human development, and organizational change

Program Outcome 2 (PO2): Strategic Verbal, Written, Interpersonal, and Technological Communication - Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

- ✓ demonstrates awareness of basic communication theory, the communication process, and organizational models
- ✓ applies principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
- ✓ demonstrates appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
- ✓ demonstrates 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

Program Outcome 3 (PO3): Systems Thinking, Group Dynamics, and Teamwork - Students will identify and implement effective solutions for complex organizational systems through group dynamics and team building.

- demonstrates mastery of basic concepts in systems thinking in organizations, stages of group development, and teamwork theory
- develops comprehensive, systems-oriented strategic planning process to include

assessment, visioning, goals/objectives, strategy formulation, strategy execution, evaluation, and sustainment

- analyzes the normative, cognitive, and formative roles of self and others in group settings
- engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
- fosters a constructive team climate by a) treating team members with respect, b) exhibiting a positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
- addresses destructive conflict directly and constructively helps manage/resolve conflict in a way that strengthens overall team cohesiveness

Program Outcome 4 (PO4): Cultural Competency, Global Understanding, and Social Responsibility - Students will articulate the impact of social and cultural diversity in organizations.

- ✓ demonstrates an understanding of ethical leadership, social justice, and service to others
- ✓ articulates insights into own cultural rules and biases and how to recognize and respond to cultural biases
- ✓ demonstrates an understanding of the complexity of elements important to members or another culture, including history, values, politics, communication style, beliefs, and practices
- ✓ articulates ways in which race, class, gender, and sexual orientation influence individual experiences and perspectives
- ✓ develops complex questions about other cultures and consider questions from multiple cultural perspectives

Program Outcome 5 (PO5): Evaluation, Assessment, Analysis, and Critical Thinking - Students will demonstrate ethical, evidence-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation/dissemination of results.

- ✓ demonstrates problem-solving skills, higher order thinking strategies, and ethical, evidence-based decision making
- ✓ organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities in data
- ✓ evaluates and interprets quantitative and qualitative data to assess reliability, validity, and applicability in various leadership and development contexts
- ✓ develops comprehensive, systematic assessment plan to monitor organizational effectiveness
- ✓ recommends logical solutions that demonstrate informed evaluation and the ability to support positions with relevant, reliable, valid data

Program Outcome 6 (PO6): Awareness of Self and Others = Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivations.

- identifies personal values, ethics, beliefs, and motivations in relation to others
- articulates the impact of norms, ethics, identity, values, and beliefs in a leadership context

- assesses personal positionality and power in relation to supervisors, peers, and subordinates
- demonstrates an understanding of self in various leadership and learning situations
- develop an appreciation and understanding of human differences

Include a copy of the course evaluation to be completed by the student.

The evaluation instrument for both a course and the respective instructor may be found in Appendix 3.

Provide institutional curriculum committee review/approval date for proposed program.

The Arkansas Tech University Graduate Council reviewed the proposed program in August 2022.

8. FACULTY

List the names and credentials of all faculty teaching courses for the proposed program. Include college/university awarding degree; degree level; degree field; subject area of courses faculty currently teaching and/or will teach. (For associate degrees and above: A minimum of one full-time faculty member with appropriate academic credentials is required.)

Professional Studies

Dr. Jeff Aulgur, Associate Professor
 University of Arkansas, EdD, Workforce Development Education
 Arkansas Tech University, MS, Emergency Management and Homeland Security
 Arkansas Tech University, MA, Applied Sociology
 University of Arkansas, Graduate Certificate, Project Management
 University of Arkansas, Graduate Certificate, Lean Six Sigma (Summer 2022)
 University of Arkansas, MA, History
 Hendrix College, BA, History

Dr. Jeremy Schwehm, Associate Professor
 University of Georgia, PhD, Adult Education - Learning, Leadership, & Organizational Development
 University of Arkansas, Graduate Certificate, Project Management (Spring 2023)
 Northwestern State University, M.A., Adult Education
 Louisiana State University, B.A., Psychology

Dr. Tennille Lasker-Scott, Associate Professor
 University of Georgia, PhD, Adult Education - Learning, Leadership, & Organizational Development
 University of Georgia, Graduate Certificate, Interdisciplinary Qualitative Research
 University of Arkansas – Little Rock, M.E., Adult Education
 University of Arkansas –Little Rock, BBA, Human Resources Management Emphasis

Dr. Stephen Jones, Professor

University of North Texas, PhD
Missouri State University, MBA
University of Missouri-Columbia, MA
Pittsburgh State University, BSE

Indicate the lead faculty member or program coordinator for the proposed program.

Dr. Jeremy Schwehm, Associate Professor

Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty. For new faculty, provide the expected credentials/experience and expected hire date.

Total number of faculty required for program implementation: 3

Total number of existing faculty: 3

Number of new faculty: 0

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected credentials for new faculty and expected hire date. Also, provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

Appendix 4: Curriculum vitae for faculty

Projected Research Laboratory Start-Up: Not applicable

Projected Number of Graduate Teaching and Research Assistants: \$0

9. DESCRIPTION OF RESOURCES

Current library resources in the field.

The Ross Pendergraft Library and Technical Center maintains active virtual subscriptions to an extensive collection of peer-reviewed scholarly journals to support the MAODL. Historically, the Professional Studies faculty collaborates with the research librarians to develop a subject-matter-specific research guide for selected courses. Such a research guide will be developed for each Department of Professional Studies course within the MAODL.

Representative journal holdings include:

Advancing Women in Leadership Development and Learning in Organizations
E-journal of Organizational Learning and Leadership
European Journal of Training and Development
International Journal of Leadership in Public Services
International Journal of Training and Development
International Journal of Organizational Theory and Development
International Journal of Learner Diversity and Identities
Journal of Applied Christian Leadership
Journal of Cultural Diversity
Journal of Diversity Management

Journal of Leadership, Accountability and Ethics
Journal of Leadership Education
Journal of Leadership Studies
Journal of Leadership and Organizational Studies Journal of Nonprofit Education and Leadership
Journal of Organizational and Educational Leadership Journal of Values Based Leadership Journal
of Virtues and Leadership
Leadership and Organizational Development Journal
Leadership for the Front Lines Nonprofit Management and Leadership Nonprofit and Voluntary
Sector Quarterly Strategy and Leadership
Training and Development
Training and Management Development Methods
Voluntas

New instructional resources required, including costs and acquisition plan.

Not applicable.

10. NEW PROGRAM COSTS – Expenditures for the first 3 years.

Zero.

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

The program does not require new administrative costs.

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

The program does not require new faculty.

New library resources and costs.

The Ross Pendergraft Library and Technology Center at Arkansas Tech University provides extensive online access to students for the relevant peer-reviewed academic journals necessary to support the proposed program.

New/renovated facilities and costs.

There are no new or renovated facilities (or associated costs) required for the proposed program.

New instructional equipment and costs.

No new instructional equipment (or associated costs) required for the proposed program.

Distance delivery costs (if applicable).

Arkansas Tech University delivers multiple degree programs via distance delivery. The necessary distance delivery infrastructure, as well as the required ancillary supports, are in place to support the proposed program and expected enrollment in the first three years.

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

If there will be a reallocation of funds, indicate from which department, program, etc.

A reallocation of funds is not required or required to support the first three years of the proposed GC-ODL program.

Provide the projected annual student enrollment, the amount of student tuition per credit hour, and the total cost of the program that includes tuition and fees.

Projected Annual Enrollment

2022 – 2023 10 students

2023 – 2024 20 students

2024 – 2025 30 students

Tuition per credit hour (2021-2022): \$401 per credit hour

Total program costs (based on 2021-2022 tuition and fees):

\$12,030 (30 credit-hour program + tuition and fees)

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student).

The latest funding per student FTE amount is \$4,401. However, the State does not tie funding to student FTE as they did under the old formula funding method. An increase in student FTE does not mean an increase in funding. The new funding formula is tied to an increase in productivity, which cannot be tied back to enrollments due to the complexity of the calculation. However, \$4,401 per FTE is the best estimate.

10 student state general revenue: \$44,010

20 student state general revenue: \$88,020

30 student state general revenue: \$132,030

Other (grants [list grant source & amount of grant], employers, special tuition rates, mandatory technology fees, program specific fees, etc.).

Technology Operations Fee \$17.00 per Credit Hour

Online/ Mixed Technology Fee \$10.00 per Credit Hour

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

The Graduate Certificate in Organizational Development and Learning will be housed in the Department of Emergency Management, Professional Studies, and Student Affairs Administration in the College of Education and Health.

The current organizational chart and proposed organizational chart may be found in Appendix 5.

13. SPECIALIZED REQUIREMENTS

Specialized accreditation is not applicable to this program.

Licensing and certification requirements are not required for student entry into the field.

14. BOARD OF TRUSTEES APPROVAL

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

September/October 2022

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.

15. SIMILAR PROGRAMS

Proposed master's program – list institutions in Arkansas and region

Institution	Degree
University of Arkansas M.Ed. in Organizational Leadership and Belmont University	M.Ed. in Adult and Lifelong Learning Communication
St. Louis University	MA Leadership and Organizational Development
Bethel University	M.A. in Organizational Leadership
St. Edwards University	M.S. in Organizational Leadership and Ethics
Western Kentucky University	MA in Organizational Leadership
Austin Peay University	M.A. in Corporate Communication
Abilene Christian University	M.S. in Organizational Development
Cameron University	M.S. in Organizational Leadership
Evangel University	Master of Organizational Leadership

List institution(s) offering a similar program that the institution used as a model to develop the proposed program.

Institution	Degree
MA Learning, Leadership, & Organizational University of Georgia	Development
St. Louis University	MA Leadership and Organizational Development
Penn State World Campus	MPS Organizational Development and Change
Creighton University	MS in Organizational Leadership
Saint Joseph's University	MS in Organizational Development & Leadership
Colorado State University	MS in Organizational Leadership
Gonzaga University	MA in Organizational Leadership
University of Denver	MS Leadership and Organizations

Robert Morris University Western Kentucky University	MS in Organizational Leadership
University of Colorado- Boulder	MA in Organizational Leadership MS in Organizational Leadership
George Washington University	MA in Organizational Leadership

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.

The following email notification will be distributed by Arkansas Tech University:

This email is a notification that Arkansas Tech University is proposing a Graduate Certificate in Organizational Development and Learning (GCODL). Arkansas Tech University is interested in receiving comments or feedback about the programs from you. ADHE requested through e-mail communications that you not “Reply All” when sending your response about the program. If you have an objection, concern, or comment, please reply to me and copy ADHE.

The Graduate Certificate in Organizational Development and Learning (CIP 30:9999) provides instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, diversity and inclusion, ethics, social responsibility, and evidence-based decision making. Graduates of the program are prepared for leadership roles and higher levels of organizational responsibility in diverse professional settings. This innovative, interdisciplinary degree program consists of 24 credit hours of ODL - focused core. Students select six credit hours of graduate-level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. An EAB market demand study for a masters-level leadership program in Arkansas Tech’s service region identified a demand for coursework within a leadership program.

16. DESEGREGATION

State the total number of students, number of black students, and number of other minority students enrolled in related degree programs, if applicable.

AY 2021/2022 Enrollment

- BAS(62enrolled)
- American-Indian - 4
- Asian - 0
- Black/AA - 9
- Hispanic - 5
- White - 43
- Int’l - 1
- Other – 0

BPS(107enrolled)

American-Indian - 4

Asian - 4

Black/AA - 26

Hispanic - 2

White - 70

Int'l - 0

Other – 1

BAOL(109enrolled)

American-Indian - 1

Asian - 6

Black/AA - 18

Hispanic - 4

White - 79

Int'l - 1

Other – 0

17. INSTITUTIONAL AGREEMENTS/MEMORANDUMS OF UNDERSTANDING (MOU).

Not applicable.

18. ACADEMIC PROGRAM REVIEW

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

Department of Professional Studies Annual Internal Assessment: Initiate Fall 2024

Department of Professional Studies Internal Self-Study: 2025-2026 End of Year 3

External Program Review: 2026-2027 End of Year 4

19. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF

20. INSTRUCTION BY DISTANCE TECHNOLOGY

Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.

Following approval by Academic Affairs and the Dean, adequate time is made available to the faculty member(s) to develop/revise current and new distance courses. Under contract terms, the employee is paid for the development of the course. The University provides all resources for the work, and the work is carried out as a part of the faculty member's assigned time. When the University contracts with an employee for the development of a specific online course, it is considered a work made for hire for two years from the date the course is first offered.

Describe the internal organizational structure that coordinates (development, technical support, oversight) distances courses/degrees.

Each college decides which existing/new degree(s) they would like offered online and they are tasked with following steps for approval (e.g., meeting accreditation standards, acquiring consent from the University, seeking approval from the Department of Higher Education, etc.). Development and oversight of online courses are by the department in consultation with the Instructional Design team. Faculty work with Instructional Designers and a Multimedia Coordinator to create quality online courses that meet the goals and objectives of the University's revised Blackboard Rubric. Technical support is facilitated by the Office of Information Systems (Support Services for Tier I, Technology Learning Resources for Tier II & III)

Technical support for ATU's e-learning platform is provided by the Office of Information System (OIS), which has a 24/7 Campus Support Center to field technical calls/visits and provide Tier I support. Tiers II and III support of the LMS is provided by a Course Management Systems team within OIS. The Office of Information Systems strives to support a sound technical structure in which to nurture scholastic development. We maintain a high level of integrity and professionalism across all areas of our operation: Networked Systems, Administrative Systems, and Support Services.

Networking Resources

- ✓ The core network backbone is 20Gbit fiber with multiple buildings connected at 10Gbit, and all others are connected with at least 1Gbit links.
- ✓ Arkansas Tech is also connected to the Arkansas Research and Education Optical Network (ARE-ON) with redundant 10Gbit links.
- ✓ All residence halls and most academic buildings have 5ghz standard wireless access available.
- ✓ Arkansas Tech provides each student with 50GB of email storage space and 1TB of cloud storage in OneDrive through Office 365.
- ✓ In addition, the students are provided with 5GB of network storage space that is for their personal use.

Computer Labs

- ✓ Our campus maintains 41 computer labs housed across almost every academic building.
- ✓ These labs collectively contain over 1, 108 computer workstations.
- ✓ About 40% of these stations are zero clients and are centrally managed.
- ✓ Many computer labs are used as classrooms but are available to students when classes are not in session.
- ✓ Eight labs (158 workstations) are dedicated for students only. The majority of these labs are located in the Ross Pendergraft Library & Technology Center, where student satisfaction is highly monitored.
- ✓ OIS/Support Services evaluates all campus computer labs before each fall term.
- ✓ Computers and virtual machines are assessed for their age, warranty status, usage volume, and compatibility with the software needed for teaching and student use. Equipment is replaced and/or repurposed in order to provide the maximum benefit for learning purposes.

Software

- ✓ All computer labs contain a core image of commonly used software.
- ✓ Additional software per lab is requested by faculty members and accommodated on a semester-by-semester basis.
- ✓ Students are also provided with the software they need through virtual machines that are available from anywhere in the world.
- ✓ Engineering students share a dedicated pool of virtual machines specifically imaged with the software used in their classes, while all students have access to a pool of virtual machines with our core software.
- ✓ Access to Office 2016 Professional is available to students through Office 365.

Computer Support Services

- ✓ The Campus Support Center operates 24/7 where faculty/staff/students can receive telephone and/or remote assistance from a live ATU Customer Support Representative.
- ✓ Support is provided for connectivity issues, common Blackboard needs, and a wide variety of other technical related problems.
- ✓ Hands-on technical assistance is available during normal working hours to service labs, desktop computers, AV equipment, instructor stations, and network functions.

Distance Learning

- ✓ Development and oversight of courses are handled by the academic department in consultation with the Instructional Design team. Technical support is provided by the Office of Information Systems (Support Services for general issues and Technology Learning Resources for advanced needs).
- ✓ Two maintenance windows are available each year (summer break and winter break) in which updates to our current release, or vetted new releases, from Blackboard Learn are applied.
- ✓ We purposefully stay one or two releases behind the most recent available release to allow for proper vetting before it is applied to our production environment. However, we always stay on a release supported by Blackboard.
- ✓ All services are handled in-house with the exception of some course materials that are obtained from third-party publishers.

Security

- ✓ All information pertaining to students and employees is stored in a secured database (Banner). Access to that information is granted to only those employees who need the information to complete responsibilities of their job position (least privileges methodology).
- ✓ ATU endeavors to follow all state and federal government guidelines (FERPA and HIPAA) pertaining to student information.

Summarize the policies and procedures to keep the technology infrastructure current.

ATU's Learning Management System (LMS) is Blackboard Learn, being hosted by Blackboard via their Software-as-a-Service (SaaS) delivery method, utilizing Amazon Web Services datacenters, and deployed with a Continuous Delivery method that provides application updates on a monthly basis.

Summarize the procedures that assure the security of personal information.

In regards to the Learning Management System (LMS), please see Appendix 6 for a complete description of Blackboard's security practices.

Provide a list of services that will be outsourced to other organizations (course materials, course management and delivery, technical services, online payment, student privacy, etc.).

No components of the GC-ODL degree program or any ancillary service will be outsourced to a third-party. The department does not outsource services to other organizations for course management or delivery. Technical Support Services are also not outsourced. Currently, student tuition online payments go through a PCI compliant payment processing center. Some course materials are obtained from third-party publishers.